EAfA Pledge Application Form

> Fields marked with * are mandatory.

The European Alliance for Apprenticeships (EAfA) is a multi-stakeholder initiative to strengthen the supply, quality, image and mobility of apprenticeships.

* Would you like to:

- ◉ Join the European Alliance for Apprenticeships and make a pledge to contribute to the EAfA objectives
- ◯ Subscribe to the EAfA newsletter and receive information on EAfA activities

Existing EAfA members are invited to renew their pledge using this new pledge form by selecting the first option and filling in the form. The process of renewing an existing pledge allows EAfA members to update the content of their pledge (including the contact details), select relevant actions and related KPIs under each main EAfA objectives and accept the new privacy note allowing EAfA and the Apprenticeship Support Services to continue involving EAfA members in the Alliance's activities.

If your organisation has already applied or renewed your pledge through this online form, you can change the information included in your application by clicking here and inserting your contribution ID (You can ask the contribution ID to the person that registered your organisation through this online form, or contact us via email at EAfAmembers@ecorys.com). Once you modify the desired fields, click submit and your application is updated.

By clicking 'Save as Draft' on the right-end side of this webpage, you can save your contribution as a draft at any point and continue later. If you wish to download the full questionnaire in PDF version, you can also do so through the right-hand side of the screen under 'Background Documents'.

Join the Alliance and submit your pledge

The Council Recommendation on a European Framework for Quality and Effective Apprenticeships (EFQEA) adopted on 15 March 2018 describes apprenticeships as "formal vocational education and training schemes" whereby learning alternates between learning in school and training in the workplace, leading to the acquisition of a formal qualification. Quality apprenticeships are paid and regulated by a work contract between the apprentice and the employer. You can learn more about apprenticeships here.

By joining the Alliance, pledgers commit to strengthening one or more of the main EAfA objectives, promoting apprenticeships, and upholding the 14 EFQEA criteria for quality and effective apprenticeships.

The originator of the pledge is solely responsible for implementing the actions outlined and commits to report on the implementation of the commitments at least once per year. The pledge and reported results will be published on the EAfA webpage, and may be used for communication purposes.

Pledges are accepted from EU countries, EFTA countries and EU candidate and partner countries.

The pledges should demonstrate concrete commitment and actions that will strengthen apprenticeships when it comes to one or more of the following aspects:

1. Increasing their supply
2. Improving their quality
3. Improving their image
4. Enhancing mobility of apprentices
5. Supporting the twin green/digital transition

Information on your organisation

* Is your organisation already a registered member of the European Alliance for Apprenticeships?
- ⦿ Yes (individually or in a joint pledge)
- ○ No
- ○ I don't know / I am not sure

* Please indicate below the registration number of your pledge: (*You can find your registration number in the invitation email you received to renew your pledge, or contact us via email at EAfAmembers@ecorys.com*)

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* Is your pledge submitted:
- ⦿ Individually
- ○ Jointly with other organisation(s)

* Your company / organisation name:

Skolverket, The Swedish National Agency for Education

* What type of stakeholder does your organisation represent?
- ○ Large employer (more than 250 employees)
- ○ Micro, small or medium employer (up to 249 employees)
- ⦿ Public authority (local, regional or national)
- ○ Private or public employment services
- ○ Trade union (social partner)
- ○ Employer's organisation (social partner)
- ○ Chamber of commerce, trade and crafts
- ○ Sectoral organisation
- ○ Training provider
- ○

Representative of an industrial cluster (member of a groups of specialised enterprises, often SMEs, and other related supporting actors in a location that cooperate closely)
- ○ Research institution
- ○ Non-governmental or civil society organisation
- ○ Other

* At what level is your organisation active?
- ○ International
- ○ European
- ● National
- ○ Regional
- ○ Local

* Is your organisation a representative or umbrella organisations (i.e., an association of institutions that formally work together)?
- ○ Yes
- ● No

* Please select the country(ies) your organisation operates in:

Albania
Austria
Belgium
Bosnia and Herzegovina
Bulgaria
Croatia
Cyprus
Czechia
Denmark
Estonia
Finland
France
Georgia
Germany
Greece
Hungary
Iceland
Ireland
Israel
Italy
Latvia
Liechtenstein
Lithuania
Luxembourg
Malta
Moldova
Montenegro
Netherlands
North Macedonia
Norway
Poland
Portugal
Romania
Serbia
Slovak Republic
Slovenia
Spain
Sweden
Switzerland
Türkiye
Ukraine
Other

If your organisation/partnership operates in selected European regions, please indicate here the relevant region(s):

Albania - Jug
Albania - Qender
Albania - Veri
Austria - Ostösterreich
Austria - Südösterreich
Austria - Westösterreich
Belgium - Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest
Belgium - Région wallonne
Belgium - Vlaams Gewest
Bosnia and Herzegovina - Bosanska Krajina
Bosnia and Herzegovina - Bosanska Posavina
Bosnia and Herzegovina - East Herzegovina
Bosnia and Herzegovina - Podrinje
Bosnia and Herzegovina - Semberija
Bosnia and Herzegovina - Srednja Bosna
Bosnia and Herzegovina - Tropolje
Bosnia and Herzegovina - West Herzegovina
Bulgaria - Severen tsentralen
Bulgaria - Severoiztochen
Bulgaria - Severozapaden
Bulgaria - Yugoiztochen
Bulgaria - Yugozapaden
Bulgaria - Yuzhen tsentralen
Croatia - Grad Zagreb
Croatia - Jadranska Hrvatska
Croatia - Panonska Hrvatska
Croatia - Sjeverna Hrvatska
Cyprus - Famagusta
Cyprus - Kyrenia
Cyprus - Larnaca
Cyprus - Limassol
Cyprus - Nicosia
Cyprus - Paphos
Czechia - Jihovýchod
Czechia - Jihozápad
Czechia - Moravskoslezsko
Czechia - Praha
Czechia - Severovýchod
Czechia - Severozápad
Czechia - Střední Čechy
Czechia - Střední Morava
Denmark - Hovedstaden
Denmark - Midtjylland
Denmark - Nordjylland
Denmark - Sjælland
Denmark - Syddanmark

Estonia - Kesk-Eesti

Estonia - Kirde-Eesti

Estonia - Lääne-Eesti

Estonia - Lõuna-Eesti

Estonia - Põhja-Eesti

Finland - Åland

Finland - Etelä-Suomi

Finland - Helsinki-Uusimaa

Finland - Länsi-Suomi

Finland - Pohjois- ja Itä-Suomi

France - Auvergne-Rhône-Alpes

France - Bourgogne-Franche-Comté

France - Bretagne

France - Centre — Val de Loire

France - Corse

France - Grand Est

France - Hauts-de-France

France - Ile-de-France

France - Normandie

France - Nouvelle-Aquitaine

France - Occitanie

France - Pays de la Loire

France - Provence-Alpes-Côte d'Azur

France - RUP FR — Régions Ultrapériphériques Françaises

Georgia - Abkhazia

Georgia - Adjara

Georgia - Guria

Georgia - Imereti

Georgia - Kakheti

Georgia - Kvemo Kartli

Georgia - Mtskheta-Mtianeti

Georgia - Racha-Lechkhumi and Kvemo Svaneti

Georgia - Samegrelo-Zemo Svaneti

Georgia - Samtskhe-Javakheti

Georgia - Shida Kartli

Germany - Baden-Württemberg

Germany - Bayern

Germany - Berlin

Germany - Brandenburg

Germany - Bremen

Germany - Hamburg

Germany - Hessen

Germany - Mecklenburg-Vorpommern

Germany - Niedersachsen

Germany - Nordrhein-Westfalen

Germany - Rheinland-Pfalz

Germany - Saarland

Germany - Sachsen

Germany - Sachsen-Anhalt

Germany - Schleswig-Holstein

Germany - Thüringen

Greece - Anatoliki Makedonia, Thraki

Greece - Attiki

Greece - Dytiki Elláda

Greece - Dytiki Makedonia

Greece - Ionia Nisia

Greece - Ipeiros

Greece - Kentriki Makedonia

Greece - Kriti

Greece - Notio Aigaio

Greece - Peloponnisos

Greece - Sterea Elláda

Greece - Thessalia

Greece - Voreio Aigaio

Hungary - Budapest

Hungary - Dél-Alföld

Hungary - Dél-Dunántúl

Hungary - Észak-Alföld

Hungary - Észak-Magyarország

Hungary - Közép-Dunántúl

Hungary - Nyugat-Dunántúl

Hungary - Pest

Iceland - Höfuðborgarsvæði

Iceland - Landsbyggð

Ireland - Eastern and Midland

Ireland - Northern and Western

Ireland - Southern

Israel - Central District

Israel - Haifa District

Israel - Jerusalem District

Israel - Northern District

Israel - Southern District

Israel - Tel Aviv District

Italy - Abruzzo

Italy - Basilicata

Italy - Calabria

Italy - Campania

Italy - Emilia-Romagna

Italy - Friuli-Venezia Giulia

Italy - Lazio

Italy - Liguria

Italy - Lombardia

Italy - Marche

Italy - Molise

Italy - Piemonte

Italy - Provincia Autonoma di Bolzano/Bozen

Italy - Provincia Autonoma di Trento

Italy - Puglia

Italy - Sardegna

Italy - Sicilia

Italy - Toscana

Italy - Umbria

Italy - Valle d'Aosta/Vallée d'Aoste

Italy - Veneto

Latvia - Kurzeme

Latvia - Latgale

Latvia - Pierīga

Latvia - Rīga

Latvia - Vidzeme

Latvia - Zemgale

Liechtenstein - Liechtenstein

Lithuania - Alytaus apskritis

Lithuania - Kauno apskritis

Lithuania - Klaipėdos apskritis

Lithuania - Marijampolės apskritis

Lithuania - Panevėžio apskritis

Lithuania - Šiaulių apskritis

Lithuania - Tauragės apskritis

Lithuania - Vilniaus apskritis

Luxembourg - Luxembourg

Malta - Gozo and Comino

Moldova - Anenii Noi

Moldova - Basarabeasca

Moldova - Briceni

Moldova - Cahul

Moldova - Călărași

Moldova - Cantemir

Moldova - Căușeni

Moldova - Cimișlia

Moldova - Criuleni

Moldova - Dondușeni

Moldova - Drochia

Moldova - Dubăsari

Moldova - Edineț

Moldova - Fălești

Moldova - Florești

Moldova - Gagauzia

Moldova - Glodeni

Moldova - Hîncești

Moldova - Ialoveni

Moldova - Leova

Moldova - Nisporeni

Moldova - Ocnița

Moldova - Orhei

Moldova - Rezina

Moldova - Rîșcani

Moldova - Sîngerei

Moldova - Șoldănești

Moldova - Soroca

Moldova - Ștefan Vodă

Moldova - Strășeni

Moldova - Taraclia

Moldova - Telenești

Moldova - Transnistria

Moldova - Ungheni

Montenegro - Crna Gora

Netherlands - Drenthe

Netherlands - Flevoland

Netherlands - Friesland (NL)

Netherlands - Gelderland

Netherlands - Groningen

Netherlands - Limburg (NL)

Netherlands - Noord-Brabant

Netherlands - Noord-Holland

Netherlands - Overijssel

Netherlands - Utrecht

Netherlands - Zeeland

Netherlands - Zuid-Holland

North Macedonia - North Macedonia

Norway - Agder

Norway - Innlandet

Norway - Jan Mayen

Norway - Møre og Romsdal

Norway - Nordland

Norway - Oslo

Norway - Rogaland

Norway - Svalbard

Norway - Troms og Finnmark

Norway - Trøndelag

Norway - Vestfold og Telemark

Norway - Vestland

Norway - Viken

Poland - Makroregion centralny

Poland - Makroregion północno-zachodni

Poland - Makroregion północny

Poland - Makroregion południowo-zachodni

Poland - Makroregion południowy

Poland - Makroregion województwo mazowieckie

Poland - Makroregion wschodni

Portugal - Alentejo

Portugal - Algarve

Portugal - Área Metropolitana de Lisboa

Portugal - Centro (PT)

Portugal - Norte

Portugal - Região Autónoma da Madeira

Portugal - Região Autónoma dos Açores

Romania - Bucureşti-Ilfov

Romania - Centru

Romania - Nord-Est

Romania - Nord-Vest

Romania - Sud-Est

Romania - Sud-Muntenia

Romania - Sud-Vest Oltenia

Romania - Vest

Serbia - Autonomous Province of Vojvodina

Serbia - City of Belgrade

Serbia - Region Južne i Istočne Srbije

Serbia - Region Šumadije i Zapadne Srbije

Slovakia - Banskobystrický kraj

Slovakia - Bratislavský kraj

Slovakia - Košický kraj

Slovakia - Nitriansky kraj

Slovakia - Prešovský kraj

Slovakia - Trenčiansky kraj

Slovakia - Trnavský kraj

Slovakia - Žilinský kraj

Slovenia - Vzhodna Slovenija

Slovenia - Zahodna Slovenija

Spain - Andalucía

Spain - Aragón

Spain - Canarias

Spain - Cantabria

Spain - Castilla y León

Spain - Castilla-La Mancha

Spain - Cataluña

Spain - Ciudad de Ceuta

Spain - Ciudad de Melilla

Spain - Comunidad de Madrid

Spain - Comunidad Foral de Navarra

Spain - Comunitat Valenciana

Spain - Extremadura

Spain - Galicia

Spain - Illes Balears

Spain - La Rioja

Spain - País Vasco

Spain - Principado de Asturias

Spain - Región de Murcia

Sweden - Region Blekinge

Sweden - Region Dalarna

Sweden - Region Gävleborg

Sweden - Region Gotland

Sweden - Region Halland

Sweden - Region Jämtland Härjedalen

Sweden - Region Jönköpings län

Sweden - Region Kalmar län

Sweden - Region Kronoberg

Sweden - Region Örebro län

Sweden - Region Östergötland

Sweden - Region Skåne

Sweden - Region Sörmland

Sweden - Region Stockholm

Sweden - Region Uppsala

Sweden - Region Värmland

Sweden - Region Västerbotten Region Norrbotten

Sweden - Region Västernorrland

Sweden - Region Västmanland

Sweden - Västra Götalandsregionen

Switzerland - Espace Mittelland

Switzerland - Nordwestschweiz

Switzerland - Ostschweiz

Switzerland - Région lémanique

Switzerland - Ticino

Switzerland - Zentralschweiz

Switzerland - Zürich

Türkiye - Adana, Mersin

Türkiye - Ağrı, Kars, Iğdır, Ardahan

Türkiye - Ankara

Türkiye - Antalya, Isparta, Burdur

Türkiye - Aydın, Denizli, Muğla

Türkiye - Balıkesir, Çanakkale

Türkiye - Bursa, Eskişehir, Bilecik

Türkiye - Erzurum, Erzincan, Bayburt

Türkiye - Gaziantep, Adıyaman, Kilis

Türkiye - Hatay, Kahramanmaraş, Osmaniye

Türkiye - İstanbul

Türkiye - İzmir

Türkiye - Kastamonu, Çankırı, Sinop

Türkiye - Kayseri, Sivas, Yozgat

Türkiye - Kırıkkale, Aksaray, Niğde, Nevşehir, Kırşehir

Türkiye - Kocaeli, Sakarya, Düzce, Bolu, Yalova

Türkiye - Konya, Karaman

Türkiye - Malatya, Elazığ, Bingöl, Tunceli

Türkiye - Manisa, Afyonkarahisar, Kütahya, Uşak

Türkiye - Mardin, Batman, Şırnak, Siirt

Türkiye - Samsun, Tokat, Çorum, Amasya

Türkiye - Şanlıurfa, Diyarbakır

Türkiye - Tekirdağ, Edirne, Kırklareli

Türkiye - Trabzon, Ordu, Giresun, Rize, Artvin, Gümüşhane

Türkiye - Van, Muş, Bitlis, Hakkari

Türkiye - Zonguldak, Karabük, Bartın

Ukraine - Autonomous Republic of Crimea

Ukraine - Cherkasy

Ukraine - Chernihiv

Ukraine - Chernivtsi

Ukraine - Dnipropetrovsk

Ukraine - Donetsk

Ukraine - Ivano-Frankivsk

Ukraine - Kharkiv

Ukraine - Kherson

Ukraine - Khmelnytskyi

Ukraine - Kiev

Ukraine - Kirovohrad

Ukraine - Luhansk

Ukraine - Lviv

Ukraine - Mykolaiv

Ukraine - Odessa

Ukraine - Poltava

Ukraine - Rivne

* Please indicate the sector(s) your organisation operates in:

- ☐ Aerospace and Defence
- ☐ Agri-Food
- ☐ Construction
- ☐ Creative and Cultural Industries
- ☐ Digital
- ☑ Education and Training
- ☐ Energy-Intensive Industries
- ☐ Health
- ☐ Microelectronics
- ☐ Mobility-Transport (includes automotive, shipbuilding)
- ☐ Proximity and Social Economy
- ☐ Renewable Energy Tourism
- ☐ Retail
- ☐ Textiles
- ☐ Tourism
- ☐ Other
- ☐ N/A

Does your organisation provide apprenticeship opportunities?

○ Yes

◉ Not yet

○ I don't know / I am not sure

* Website of your organisation / company:
(*Please indicate the webpage listing the apprenticeships opportunities you offer or the apprenticeships'
related activities you are conducting*)

> https://www.skolverket.se/skolutveckling/anordna-och-administrera-utbildning/anordna-utbildning-pa-
> gymnasieniva/anordna-utbildning-pa-gymnasial-niva/larlingscentrum-starta-larlingsutbildning

Logo of your organisation / company:

Is your organisation part of any of the following networks at EU, national or international level?

☐ Pact for Skills

☐ Digital Skills and Jobs Coalition

☐ Global Apprenticeship Network

☐ Other

* Please give a short description of your company / organisation: (*The description should explain what your
organisation is and what it is doing/planning to do in terms of apprenticeships related activities in Europe*)

1000 character(s) maximum

> In 2013, the Ministry of Education gave Skolverket (the National Agency for Education) the mission to create
> an apprenticeship centre with the aim of enhancing the quality of apprenticeship in work-based learning
> (WBL) and increasing the number of apprentices in the country. The apprenticeship centre was created in
> 2014. In practice, the apprenticeship centre supports schools, companies and social partners, and
> contributes to the implementation of relevant reforms, such as the Gy11 upper secondary reform, the
> implementation of apprenticeship on different levels of the system, the law on apprentices' employment. The
> apprenticeship centre conducts and disseminates research and organises conferences, events, site visits
> providing information to schools, VET providers and companies to support the development of
> apprenticeship schemes in Sweden.

* Please tell us in a few words why do you think apprenticeships are important (*EAfA might use this answer
for communication purposes and it might be published on the EAfA website*):

150 character(s) maximum

> Apprenticeships enable multiple pathways to an upper secondary VET diploma and are an important part of
> the national skills supply.

Contact information

Please provide the following information for the main contact person of your pledge.

* Title of contact person:

- ◉ Mr.
- ○ Mrs.
- ○ Mx.
- ○ Dr.
- ○ Prof.
- ○ -

* Name:

Kristoffer

* Surname:

Nilsson

* Email:

kristoffer.nilsson@skolverket.se

Role in the organisation:

Director of Education

We invite you to subscribe additional contacts from your organisation to the EAfA newsletter through this same [form](#) so that they can stay up to date with EAfA updates and events.

Your pledge

* Please indicate the name of your pledge. It could be the name of your company, of a programme or project you plan to put in place, or simply a name that you feel well represents your pledge:

50 character(s) maximum

The Swedish National Agency for Education

* What is your motivation for joining the EAfA?

500 character(s) maximum

By renewing our membership to the EAfA, we aim to increase the number of companies interested in hosting apprentices, increasing the overall number of apprentices. Furthermore, we aim to make apprenticeships even more inclusive toward pupils with learning disabilities and increase. Through this pledge, we also want to improve the quality and image of apprenticeship, hence increasing young people's knowledge and interest in apprenticeship.

* What are the benefits you expect from your organisation's participation in the EAfA?*

500 character(s) maximum

> As part of EAfA, we participate in a forum where we have the opportunity to meet other systems and countries working on upper secondary apprenticeships. NAE looks forward to sharing experiences and getting inputs and knowledge from the EAfA.

* Please indicate the starting year of your pledge:

2019

* You are applying:

- ◉ On your own (as one organisation)
- ○ In partnership with one or more organisations

Your objectives

In the following section(s), you will be asked to provide information on the key activities and related key performance indicators (KPIs) and target groups for each EAfA objective your pledge will contribute to. You will also be able to describe your action in more detail in a free text box and include activities that may not be already listed.

The objectives selected will affect the information you are shown in the following sections. Deselecting these options may cause you to lose information provided in the following questions.

The following document contains the full list of actions, related KPIs, and target groups, which you may use as guidance.

* Please select the EAFA objective(s) that your pledge will contribute to: (select all that apply)

- ☑ Increase the **supply** of apprenticeships
- ☑ Improve the **quality** of apprenticeships
- ☑ Enhance the **image** of apprenticeships
- ☐ Promote European **mobility** of apprentices
- ☑ Support the twin **green/digital** transition
- ☐ I am not sure and would like to receive further assistance from the Support Services

Disclaimer: Please note that if you select 'supply', you will be required to indicate the number of apprenticeship places you pledge to create.

Joining the European Alliance for Apprenticeships

Please confirm your understanding of the EAfA principles – by ticking all 3 boxes. By ticking the boxes, you:

☑ Agree with the understanding of apprenticeships[i], as set out in the European Framework for Quality and Effective Apprenticeships (EFQEA) and to contribute to the implementation of this Framework.

☑ For the supply of apprenticeships, commit as relevant to apply the learning and working conditions set out in the European Framework for Quality and Effective Apprenticeships (EFQEA).[ii]

☑ Commit to the extent possible to provide updates on activities related to this pledge, in the yearly survey on EAfA pledges.

[i] Apprenticeships are understood as formal vocational education and training schemes that
a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,
b) lead to nationally recognised qualifications,
c) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and
d) with the apprentice being paid or otherwise compensated for the work based component.

[ii] Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01).

Supply

Please select the type of action you would like to undertake to increase the supply of apprenticeship places, together with the most relevant key performance indicator for your action, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and three actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	Create apprenticeship places	Apprenticeship places created	* 1000	* Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs

2	Develop or update education and training activities	Activities developed	10	Apprentices
				Students
				Families
				Graduates
				Schools
				Universities
				Training providers
				Employers
				SMEs
				Large companies
				Public authorities
				Trainers and mentors
				Women
				Socio-economically disadvantaged groups
				Migrants and refugees
				NEETs

| 3 | ○ Develop or update education and training activities | ○ Activities developed
○ Activities updated | | Apprentices
Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |

* Please describe the action(s) more in detail:

250 character(s) maximum

> We will provide information support, networks, local process support, as well as organise start-up apprenticeship conferences to increase the supply of apprenticeships. We offer vocational education and training networks to improve the quality of VET

Quality

Please select the type of action you would like to undertake to improve the quality of apprenticeships, together with the most relevant key performance indicator for your action, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and five actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	* Upgrade the training skills of trainers/mentors	* Trainers/mentors being trained	* 5000	* Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs
	○	○ Apprentices from target groups ○ Trainers/mentors being trained		

2				
	Widen the inclusivity of apprenticeships ○ Upgrade the training skills of trainers/mentors ○ Ensure that learners acquire a qualific./certification ○ Develop and improve apprenticeship curricula ○ Ensure the dual status of apprentices ○ Implement an apprentices' progress review process ○ Monitor companies implementing apprenticeships ○ Provide appropriate mentoring to apprentices ○ Other, please specify below	○ Apprentices getting qualific./certification ○ Courses leading to qualific./certification ○ Curricula developed or improved ○ Monitoring exercises carried out ○ Apprentices accessing mentoring services ○ Mentors / coaches / counsellors hired ○ Apprentices' dual status recognised (Y/N) ○ Progress review process in place (Y/N) ○ Other		Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs
	○ Widen the inclusivity of apprenticeships ○ Upgrade the training skills of trainers/mentors ○ Ensure that learners acquire a qualific./certification	○ Apprentices from target groups ○ Trainers/mentors being trained ○ Apprentices getting qualific./certification ○ Courses leading to qualific./certification		

3				
○ Develop and improve apprenticeship curricula ○ Ensure the dual status of apprentices ○ Implement an apprentices' progress review process ○ Monitor companies implementing apprenticeships ○ Provide appropriate mentoring to apprentices ○ Other, please specify below	○ Curricula developed or improved ○ Monitoring exercises carried out ○ Apprentices accessing mentoring services ○ Mentors / coaches / counsellors hired ○ Apprentices' dual status recognised (Y/N) ○ Progress review process in place (Y/N) ○ Other		Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs
	○ Widen the inclusivity of apprenticeships ○ Upgrade the training skills of trainers/mentors ○ Ensure that learners acquire a qualific./certification	○ Apprentices from target groups ○ Trainers/mentors being trained ○ Apprentices getting qualific./certification ○ Courses leading to qualific./certification		

| 4 | ○ Develop and improve apprenticeship curricula
○ Ensure the dual status of apprentices
○ Implement an apprentices' progress review process
○ Monitor companies implementing apprenticeships
○ Provide appropriate mentoring to apprentices
○ Other, please specify below | ○ Curricula developed or improved
○ Monitoring exercises carried out
○ Apprentices accessing mentoring services
○ Mentors / coaches / counsellors hired
○ Apprentices' dual status recognised (Y/N)
○ Progress review process in place (Y/N)
○ Other | | Apprentices
Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |
| | ○ Widen the inclusivity of apprenticeships
○ Upgrade the training skills of trainers/mentors
○ Ensure that learners acquire a qualific./certification | ○ Apprentices from target groups
○ Trainers/mentors being trained
○ Apprentices getting qualific./certification
○ Courses leading to qualific./certification | | |

| 5 | ○ Develop and improve apprenticeship curricula
○ Ensure the dual status of apprentices
○ Implement an apprentices' progress review process
○ Monitor companies implementing apprenticeships
○ Provide appropriate mentoring to apprentices
○ Other, please specify below | ○ Curricula developed or improved
○ Monitoring exercises carried out
○ Apprentices accessing mentoring services
○ Mentors / coaches / counsellors hired
○ Apprentices' dual status recognised (Y/N)
○ Progress review process in place (Y/N)
○ Other | | Apprentices
Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |

* Please describe the action(s) more in detail:

250 character(s) maximum

Every year, NAE carries out several quality-enhancing initiatives for schools and the labour market, but these are difficult to measure in terms of number of apprentices. By 2023, around 74,000 trainers had completed the online supervisor training.

Image

Please select the type of action you would like to undertake to improve the image of apprenticeships, together with the most relevant key performance indicator for your action, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and five actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	* Develop social media campaigns and presence	* People reached	* 7000	* Apprentices Students Families Graduates **Schools** Universities **Training providers** **Employers** **SMEs** **Large companies** **Public authorities** **Trainers and mentors** Women Socio-economically disadvantaged groups Migrants and refugees NEETs

2	Organise/participate in awareness-raising activities	Activities organised	10	Apprentices
				Students
				Families
				Graduates
				Schools
				Universities
				Training providers
				Employers
				SMEs
				Large companies
				Public authorities
				Trainers and mentors
				Women
				Socio-economically disadvantaged groups
				Migrants and refugees
				NEETs
	○ Develop social media campaigns and presence ○ Organise/participate in awareness-raising activities	○ People reached ○ Media posts developed ○ Participants		

| 3 | ○ Create and disseminate information material
○ Promote apprenticeship testimonials and best practices
○ Partner up with employers, schools, public authorities, etc.
○ Other, please specify below | ○ Activities organised
○ Activities participated in
○ Material developed
○ Active 'role models'
○ Partnerships developed
○ Other | | Apprentices
Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |
| | ○ Develop social media campaigns and presence
○ Organise/participate in awareness-raising activities | ○ People reached
○ Media posts developed
○ Participants | | |

| 4 | ○ Create and disseminate information material
○ Promote apprenticeship testimonials and best practices
○ Partner up with employers, schools, public authorities, etc.
○ Other, please specify below | ○ Activities organised
○ Activities participated in
○ Material developed
○ Active 'role models'
○ Partnerships developed
○ Other | | Apprentices
Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |
| | ○ Develop social media campaigns and presence
○ Organise/participate in awareness-raising activities | ○ People reached
○ Media posts developed
○ Participants | | |

| 5 | ○ Create and disseminate information material
○ Promote apprenticeship testimonials and best practices
○ Partner up with employers, schools, public authorities, etc.
○ Other, please specify below | ○ Activities organised
○ Activities participated in
○ Material developed
○ Active 'role models'
○ Partnerships developed
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Students
Families
Graduates
Schools
Universities
Training providers
Employers
SMEs
Large companies
Public authorities
Trainers and mentors
Women
Socio-economically disadvantaged groups
Migrants and refugees
NEETs |

* Please describe the action(s) more in detail:

250 character(s) maximum

> The National Agency for Education works to improve the image of vocational education and training in general in a variety of ways. For an example we have a digital tool for pupils to inform them about programmes in upper secondary school.

Green and Digital

* Please indicate if your action(s) will focus on:

- ○ Digital transition
- ● Green transition
- ○ Both green and digital transition

Green:

Please select the most relevant key performance indicator for the action you would like to undertake to support apprentices in gaining the skills required to master the green transition, indicating the yearly goal of your chosen KPI, and the target group(s) of this action. You may select between one and two actions:

	Action	KPI (Number of...)	KPI target	Target group(s)
1	Develop robust green competences in apprenticeships	* Schemes dedicated to the acquisition of green skills	* 1	* Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs
1				

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| 2 | Develop robust green competences in apprenticeships | ◉ Schemes dedicated to the acquisition of green skills ◉ Apprentices obtaining relevant green skills certifications | | Apprentices Students Families Graduates Schools Universities Training providers Employers SMEs Large companies Public authorities Trainers and mentors Women Socio-economically disadvantaged groups Migrants and refugees NEETs |

* Please describe the action(s) focusing on the green transition more in detail:

250 character(s) maximum

> The Swedish National Agency for Education is working to ensure that students in all vocational education and training develop green skills. NAE is developing the curricula towards green competences in general.

Active participation

EAfA is supporting its members to work together in thematic communities. If you would like to join or lead an existing or new community, please select below the topics/areas you would be interested in:

- ☐ Green and digital transitions
- ☐ Learning mobility of apprentices
- ☐ Social inclusion and gender equality
- ☐ Role of Cities and Regions in Fostering Apprenticeship
- ☐ Other, please specify below:

Please provide more information about your proposed topic and indicate whether you would be available to lead this community:

500 character(s) maximum

Privacy and consent

☑ By checking this box, I confirm that I want to register for this service and I give my consent to the European Commission to process my personal data for the purpose described in the privacy statement (including subscription to the newsletter, organisation of events, networking and management of membership related to EAfA).

> Privacy_Statement_EAfA.docx

Background Documents

List of actions, KPIs and target groups

Pledge Form Questionnaire

Contact

EAfAmembers@ecorys.com