The project „National Authorities for Apprenticeship: Development of Apprenticeship Learning in IVET in Romania (DALIVET)”

Reference 557135-EPP-1-2014-1-RO-EPPKA3-APPREN
ERASMUS + Programme: National Authorities for Apprenticeships
Call EACEA/13/2014
Joint Declaration of June 2013 on strengthening cooperation in training and cooperation between Romania and chambers of commerce and craft (IHK and HWK) from Germany to promote SMEs

The Ministry Order no. 3081 / 06.02.2014, approving the establishment of three working groups Romanian - German and a coordination committee for cooperation in vocational education and training between Romania and Baden Wurttemberg, Germany

The collaboration between the Romanian Ministry of Education, Centre for Technical and Vocational Education and Training Development, România and Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR, Esslingen, Germany
Project details

- **Program:** ERASMUS +
- **Action:** KA3 – Support for Policy Reform
- **Title of the project:** Development of Apprenticeship Learning in IVET in Romania
- **Project acronym:** DALIVET
- **Beneficiary:** National Centre for Technical and Vocational Education and Training Development, România
- **Partner:** Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR, Esslingen, Germany
- **Implementation period:** 01.11.2014 – 31.10.2016
- **Budget:** 254,215,95 euro (190,661,96 euro EU-grant; 63,553,99 euro cofinancing)
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Aim: Maximizing work – based – learning in Romania through the establishment of an apprenticeship pathway embedded in the IVET system

SO1: Developing the basis of a legal framework for introducing apprenticeship in IVET

SO2: Improving the skills and competences of the teachers, trainers and tutors involved in work-based learning, through a pilot training programme

SO3: Enhancing the accountability of the key actors involved in work-based learning in IVET

SO4: Raising the level of awareness of all relevant stakeholders related to the contribution of work-based-learning to supporting youth employment and economic competitiveness
Within the project DALIVET, a Steering Committee was established in order to analyze, to make proposals to improve and validate the main results to be obtained within the project. This structure consists of representatives from the following institutions:

- Ministry of Education and Scientific Research
- Ministry of Labour, Family and Social Protection for the Elderly
- Ministry of Agriculture and Rural Development
- Ministry of Economy, Department for Small and Medium Business Environment and Tourism
- Institute of Education Sciences
- National Institute for Research on Labor and Social Protection
- Schaeffler Romania SRL
- Chamber of Commerce and Industry of Romania
- National Council of Small and Medium Enterprises in Romania
- "Concordia“ Employers Confederation
- General Union of Industrialists in Romania
- National Trade Union Bloc
- „Cartel Alfa” National Trade Union Confederation
- National Confederation of Trade Unions of Romania - Frăția
- Democratic Trade Union Confederation of Romania

They have been invited, but did not answer: Ministry of Finance and Ministry of Health.
The main results of the project

- Feasibility study - "Terms of Reference for introducing dual system / apprenticeship in initial VET in Romania"

- Master plan for implementing the recommendations of the feasibility study

- Developed in partnership of a pilot program for teacher training in vocational and technical education tutors
The purpose of the feasibility study

Offer solutions to develop dual programs / apprenticeship in initial vocational training in Romania, coherent integrated in education and training and apprenticeship scheme harmonized with existing apprenticeship for adult vocational training system.

The objectives of the study:

- to identify examples of best practice at European level in terms of integrating apprenticeship / dual system in vocational training systems, governance, promote the educational offer, professional advice and guidance before and during training, quality assurance, financing, training of teachers tutors, certification of qualifications;
- development of possible variants of implementation of apprenticeship / dual system in initial vocational training;
- consulting the relevant factors in order to correlate their training program requirements;
- present solutions for development of a dual system / apprenticeship in initial vocational training.
Feasibility Study Conclusions

I. Work based learning in the training programs in Europe

- In Europe, a major challenge is the high unemployment among young people. The difficult situation of young people require solutions that support their insertion on the labor market. Because of their potential formative widely recognized programs with a significant component of workplace learning are considered an important solution for increasing the percentage of youth employment in the labor market.

- All Member States have programs with a significant component of learning at work, but the scale of popularity and their results are very different. There is no single model for these programs, but the involvement of employers and the positive social perception of these programs are fundamental to their successful implementation.
3 main ways for the development of programs with a significant component of work based learning in Member States


- **Dual System**, named, according to CEDEFOP, also training in alternance:
  - the duality of the locations – school and company;
  - the duality of the actors - public and private, sharing responsibilities.

Countries prevailing dual training system have very **good results in terms of employment rate of graduates**.
The percentage of employees with apprentice status of all employees is very different in Member States: from 5,3% in **Germany**, 4,7% in **Austria**, 2,9% in Denmark, 2,5% in Ireland to 1,7% in Norway, 1,6% in Luxembourg, 0,9% in Czech Republic, 0,8% in Poland, 0,7% in Malta, 0,4% in Portugal, 0,3% in Belgium, 0,2% in Finland.
3 main ways for the development of programs with a significant component of work based learning in Member States

*European Commission Study, Work based learning in Europe; Practices and Policy pointers (2013)*

- The school-based training, but with periods of work based learning in companies

These periods have variable duration in different Member States, but usually is less than 50% of the total hours of a training program (usually approx. 25-30% or even less). Periods of learning in the workplace allow trainees to become familiar with the world of work and thus facilitate their integration in the workplace after graduation.
The model in which learning in the workplace is integrated into training based school by providing in school / training center the actual conditions for learning at work spaces equipped with similar to those of companies (eg professional kitchens, restaurants, similar workshops with the companies etc) and / or by simulating real situations.

In this model, frequently it is used training methods based on the projects that aim the solving real problems of companies and the design of teaching and learning activities, assessment of trainees is accomplished by teachers with company representatives; project based training is widely used because it ensures team working skills, while developing professional skills, training in multidisciplinary teams, developing creativity and innovation.
II. The dual system / schemes apprenticeship-type training in initial education and training
*European Commission Study “Dual system, a bridge over troubled waters?”* (2014)

- the key to success is the active involvement of social partners, particularly employers, in parallel with ongoing cooperation with schools and relevant educational authorities;

- the dual training program is offered in a large number and a wide range of skills required by the labor market (in Austria for 206 qualifications, in Germany for 348 occupations, in Denmark for 109 training programs that could lead to 309 qualifications); in countries where the dual system has a long tradition and is a success (Germany, Austria), qualifications provided through the dual system may not be offered through other training routes, consequently, in these countries, the dual training system is the only possible alternative for students who want to be certified in one of these qualifications. In other countries (eg. France and the Netherlands) the same qualification can be obtained through several training tracks, one being the the dual system;
II. The dual system / schemes apprenticeship-type training in initial education and training
European Commission Study „Dual system, a bridge over troubled waters?” (2014)

- the existence of a formal contract between the company, the trainee being paid during training in the dual system. **Mandatory existence of this agreement,** as a prerequisite of the enrollment in vocational training programs in the dual system **leads,** besides the obvious benefits, **possible constraints for students** interested in this type of training **but can not** find an employee with whom to conclude such an agreement;

- the training system was revised and improved gradually over time, reflecting economic and sectoral developments;

- the training system has a positive perception in society, ensuring meaningful participation rate, even at high educational level of students performance;

- quality assurance, financial and administrative responsibilities are shared between the various stakeholders (national authorities, training providers, professional associations / chambers of commerce and industry, whose cooperation is clearly regulated.
The contracts to be concluded between the person who formed apprenticeship / dual system and the company can be:

- **an apprenticeship contract** (France, Germany, Austria) – which provides specific rights for the apprentice, which may not be reflected in an employment contract. Usually, the remuneration paid through the apprenticeship contract is smaller than of ordinary employees. Companies that conclude such contracts pay less / no pay social contributions for apprentices. This type of contract is protected apprentice redundancy situations and in situations where the company that concluded the contract of apprenticeship goes bankrupt, institutions have the task of finding a new apprenticeship placement;

- **a special labor contract** (Finland, Greece, Italy, the Netherlands, England) - does not granted special status for trainee apprentice, but allow employers to pay lower wages than employees and have a lower contribution than normal social security. This type of employment contract may be accessed usually only specific target groups, eg. între16-25 years young age and persons seeking employment aged over 26 years;

- **training contract** (Netherlands, Czech Republic, Greece, Poland, Portugal) – can coexist with contracts of apprenticeship / work to detail the rights and obligations related to the training / learning (eg the Netherlands).
The dual system governance

- It is shared between the public authorities responsible for education and labor market representatives and is achieved through participation in tripartite bodies or formal cooperation agreements.

- In countries with a significant proportion of the dual system (Germany and Austria) chambers of commerce play a key role in defining standards of training, in the quality assurance of the workplace learning, in evaluation.

- The existence of a clear regulatory framework of responsibilities is a prerequisite to the success of these training programs. Thus, in Germany, for example, the law of the professional training clearly defines the parameters within which companies may contract for apprenticeship registered with the Chambers of Commerce. The law also specifies, the duration for the training periods, establishes that the assessments for certification are organized by the Chambers of Commerce, states rights they have disciples. If the employer violates its obligations, detailing responsibilities Chambers on monitoring the quality of learning in the workplace and granting them the right to withdraw permission to a company to train apprentices, if it does not meet standards required.
Quality assurance of work based learning

It is often a sensitive subject in countries where there is a tradition of providing apprenticeships. Economic results and profit orientation of private companies leads implicitly inherent and specific ways of organizing the jobs that are not always appropriate professional training.

Where companies become training organizations, it is necessary to ensure specific conditions - providing mentors / tutors practice for apprentices, rotation apprentices at different jobs to be created conditions for acquiring various skills specialist technical, development and implementation training plans for apprentices etc. Accepting these limitations by companies involved in the provision for dual training depends very much on how they are explained and creating a balance between controlling and monitoring the quality of learning in the workplace.
III. Factors that ensures the success of programs such as apprenticeships

- integration apprenticeship / the dual system in initial vocational training, so that graduates can access this route to training programs that lead to higher level qualifications (4-8 NQF);
- an appropriate governance structure at macro and micro level, guaranteeing the division of responsibilities between the respective representatives of education and labor market;
- the existence of a clear legal framework setting out the rights and obligations, responsibilities of stakeholders, both at macro / system (ministries, national agencies, structures of social partners, chambers of commerce etc.) and micro-level / vendor (school, employer, apprentice);
- authorizing institutions providing practical training in the apprenticeship program in order to guarantee all conditions for ensuring the quality of training;
- creating cards for apprentices, which offer them certain tax breaks;
- specific support measures for apprentice students who come from disadvantaged groups and those at high risk of school dropout;
III. Factors that ensures the success of programs such as apprenticeships

- providing monitors for training taking place at the employer, to check the progress of the training program according to approved curriculum and protect against possible situations apprentices that they would be put by the employer to carry out tasks that exceed the contractual relationship;
- minimizing the volume of documents that employers which receive apprentices should fulfill;
- offering tax incentives (eg. tax breaks, subsidies, bonuses for employers who create apprenticeships etc) employers which receive apprentices or / and the creation and use of a fund training at contributing all employers in Romania, which providing financial support to employers involved in apprenticeship programs;
- solutions for SMEs will receive apprentices, but do not have the capacity (human and logistical) to do this;
- solutions for situations where the employers which receive apprentices, can not provide training to all professional standards skills training / occupational;
III. Factors that ensures the success of programs such as apprenticeships

- adequate mechanisms for professional guidance for people interested in this route training;
- specific support measures for students who have learning problems, provided throughout the apprenticeship program;
- promoting good practices and public recognition for successful apprenticeship programs;
- popularization of successful graduates of apprenticeship programs;
- tutors skill levels at least equal to the graduate apprenticeships, including trained in pedagogical point of view.
Thank you for your attention!

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