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Germany

## Feasibility Study

# Terms of Reference for introducing dual system / apprenticeship in initial VET in Romania

*Bucharest, 2015*



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## 1. INTRODUCTION

This survey was developed under the project “Development of apprenticeship programmes in the initial vocational training in Romania (DAL-IVET)”, project code 557135-EPP-1-2014-1-RO-EPPKA3-APPREN under the ERASMUS + Programme: National Authorities for Apprenticeships Call EACEA/13/2014.

**The overall objective of the project** is to maximizing work – based – learning in Romania through the establishment of an apprenticeship pathway embedded in the IVET system.

**The specific objectives of the project** are:

**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.

To reach the project objectives, the experts of the National Centre for TVET Development (the Beneficiary), and the experts of Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR, Esslingen (the transnational partner from Germany) developed a proposal of a feasibility study based on the analysis of European and national documents and on a wide consultation process with the main stakeholders involved: representatives of the Advisory Committee created under the project (consisting of representatives of decision-making of the ministries and institutions involved in the implementation of the proposed changes to the education system, of trade unions and employers’ associations), representatives of companies, schools, teachers, students and parents.

Transnational partners from Germany, Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR, Esslingen, contributed with the methodological support, proposals and observations made in the various stages of the drafting of this study, providing information and references to the German educational system, and, not least, by organizing study visits to Germany for members of the Advisory Committee created under the project.

### 1.1. Purpose and objectives of the survey

**The main purpose of the feasibility study is to propose solutions to develop dual system / apprenticeship programmes in the Romanian initial vocational education training, which are coherently integrated in the education and training system and are harmonised with the existing work-based apprenticeship scheme in place for the adult training system.**

The objectives of the survey are as follows:

- **to identify European good practice examples** on integrating apprenticeship in the training systems, governance, training provision promotion, career guidance and

counselling before and during training, quality assurance, funding, teacher and tutor training, qualification certification;

- **to develop possible options for the implementation** of apprenticeship in initial vocational education training;
- **to consult relevant stakeholders**, so as the training programme should be relevant for their needs;
- **to present solutions for the development of dual system / apprenticeship in initial training.**

## 1.2. Survey methodology and tools

In order to realise the present study, NCTVETD started to analyze models of systems based on a strong work based learning in countries with tradition in the dual system, such as: Germany, Austria, Denmark, Norway, the Netherlands and Switzerland, but also in countries that have more options for vocational education which has an important part of practical training, such as: France, Italy, Belgium, Ireland and other countries, depending on the topic.

At the beginning of the study, it was introduced education and training system in Romania, in terms of initial and continuing training through VET perspective and apprenticeship conducted under Law no. 279/2005.

In December 2014, the Government Emergency Ordinance 94/2014 proposed amending the Law of National Education. 1/2011, which proposed definition dual education such as "a form of organizing vocational education, that takes place under labor contract and combines professional training which is held by an operator, with training organized within an education school. The responsibility is shared between the organizations and functioning of the economic operator and the school". Following this act, there was a wide consultation of the social partners, schools, employers and other relevant stakeholders to determine issues relating to the operation and organization of vocational education in the dual system in Romania.

The questionnaire was applied to a number of 822 representatives of social partners in education and training. There were a total of 42 meetings of the Local Committees for Social Partnership Development at county / municipality level Bucharest and conclusions of these debates are presented in Chapter 6.

## 2. SUMMARY

The survey is structured in 7 chapters, as follows:

- **Chapter 1, presents the purpose and the objectives of the survey, as well as the methodology;**
- **Chapter 3, details the European context and the national context in vocational training,** emphasizing the need to develop an apprenticeship scheme for initial training in Romania, to tackle some of the major challenges caused by the current social and economic context;
- **Chapter 4 presents European good practices** in the development of dual system / apprenticeship schemes in initial training; here we discuss the main areas of interest in defining such training pathways at national level:
  - **integrating apprenticeship in the initial education and training system and ensuring coherence with similar pathways developed in continuing training;**
  - **apprenticeship systems governance,** detailing the national framework, the institutional framework, the roles and responsibilities of all stakeholders involved;
  - **Information and promotion mechanisms to promote apprenticeship among target groups** (students/parents, companies, social partners);
  - **Career guidance and counselling** before and during training by apprenticeship;
  - **Quality assurance mechanisms for work-based learning;**
  - **Apprenticeship funding mechanisms,** presenting existing types of support and incentives in various national contexts;
  - **Training** of school **teachers** and company **tutors;**
  - **Certification of professional qualifications** acquired through apprenticeship.

The chapter includes a case study – the German dual system, which is considered a European best practice example. Chapter 4 ends with a brief presentation of the factors leading to the success of a national apprenticeship system, highlighting some important implementation aspects.

- **Chapter 5 proposes a number of possible scenarios for the implementation of dual system / apprenticeship schemes** in initial training, considering the particularities of the national education and training system and the need to ensure synergy with apprenticeship in the adult training system.
- **Chapter 6 presents the results of the consultation of relevant stakeholders** for the development of apprenticeship programmes in initial training (institutions with national responsibilities in education and/or training, social partners, schools, employers, students, parents).

### 3. CONTEXT

#### 3.1. European context – summary of main European initiatives and documents

Although at European level the organisation of education and training systems and the content of the study programmes are the responsibility of the Member States, according to the subsidiarity principle, starting with 2000, many European initiatives in the field were launched based on the political cooperation between Member States.

With regards to vocational training, the political mandate was defined under the Copenhagen Process launched with the Copenhagen Declaration of 2002 and periodically updated through the Maastricht Communiqué of 2004, the Helsinki Communiqué of 2006, the Bordeaux Communiqué of 2008 and the Bruges Communiqué of 2010.

**The Bruges Communiqué<sup>1</sup>** reiterates that, at European level, investment in human capital is essential while vocational training is a significant component of lifelong learning. Therefore, national and European policies and strategies should take into account the modernisation of the training system to give young people the opportunity to acquire relevant knowledge, skills and competences for the labour market, both for employment and for lifelong learning purposes. One of the main priorities set by this Communication is the need to develop training programmes with a significant work-based component. To this purpose, the Communiqué indicates that work-based learning *“contributes substantially to developing a professional identity and can boost the self-esteem of those who might otherwise see themselves as failures. Learning on the job enables those in employment to develop their potential while maintaining their earnings. A well performing vocational education and training (VET), which enables learning on and off-the-job on a part-time or full-time basis, can thereby also strongly contribute to social cohesion in our societies”*.

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**The Communiqué recommends EU Member States** to include work-based learning in all training programmes and **to support the development and implementation of apprenticeship initial training programmes.**

**The Communication “Rethinking education: Investing in skills for better socio-economic outcomes”** of 2012 mentions that European education and training systems “continue to fall short in providing the right skills for employability, and are not working adequately with business or employers to bring the learning experience closer to the reality of the working environment. These skills mismatches are a growing concern for European industry’s competitiveness”. **In this context, the Communication indicates that work-based learning through adequate training, traineeship or apprenticeship programmes is a European priority and highlights the need for sustained efforts and for increased investment to support such national initiatives, especially in countries where experience with this type of programmes is limited.**

Work-based learning, especially the apprenticeship programmes and the dual training models contribute to facilitating the school-to-work transition. These programmes **need**

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<sup>1</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Strasbourg, 20.11.2012, COM(2012) 669 final

**a clear regulatory framework; clearly defined roles for the stakeholders involved and should be an integral part of the entire education system.**

**The Communication “*Rethinking education: Investing in skills for better socio-economic outcomes*” of 2012 emphasizes that, in well-established dual VET systems companies achieve long-term returns even when the costs for apprenticeships may first exceed the company's direct revenues from an apprentice's work. In order to stimulate the provision of apprenticeships, public funds should be targeted especially at sectors with growing labour force needs. Companies, on the other hand, should increase investment in initial VET notably through their involvement in alternate training models, but also by supporting schools with adequate equipment. The recommendation is that **mechanisms to share the financial burden of training between employers, such as sectoral training funds, need to be applied more widely.****

In order to support Member States in their efforts to develop successful apprenticeship systems, the European Commission launched in 2013 the **European Alliance for Apprenticeships**. The Alliance is supported by the first-ever joint declaration by the European Commission, the Presidency of the EU's Council of Ministers and European level trade union and employer organisations (the European Trade Union Confederation — [ETUC](#), [BusinessEurope](#), the European Centre of Employers and Enterprises providing Public services — [CEEP](#) and the European Association of Craft, Small and Medium Sized Enterprises — [UEAPME](#)). The Alliance promotes measures which will be supported by the European Social Fund, Youth Employment Initiative and Erasmus+, the new EU programme for education, training and youth.

The initiative is designed to help fighting youth unemployment by improving the quality and supply of apprenticeships across the EU through partnerships promoting mutual learning and supporting exchange of existing good practices in the field. In particular, the Alliance identifies the most successful apprenticeship schemes in the EU and supports countries lacking relevant experience in the development of apprenticeship programmes to develop and implement appropriate solutions. The Alliance also seeks to change attitudes to apprenticeships.

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The Alliance is supported by the first-ever joint declaration by the European Commission, the Presidency of the EU's Council of Ministers and European level trade union and employer organisations:

***“We call on all stakeholders to join the European Alliance for Apprenticeships and contribute to more and better apprenticeship in Europe... Apprenticeships can play a crucial role in tackling youth unemployment by giving young people the skills and experience sought by employers.”***

The *EC press release of 25 June 2013* mentions that countries with strong apprenticeship systems like Germany, Denmark, the Netherlands and Austria tend to have less youth unemployment. Apprenticeship or training contracts between apprentices and employers are often stepping stones to a permanent contract. The Alliance supports national reforms meant to initiate or strengthen apprenticeship programmes. The European Commission invited all potential partners to join the Alliance: public authorities, companies, trade unions, chambers of commerce, education and training providers, youth representatives and employment services. Also, the Commission encourages stakeholders to commit to encourage public and private funding for apprenticeship systems.

By signing the joint declaration:

- The European representatives of trade unions and employers pledged to support this initiative by means of actions meant to:

1. Raise awareness of employers and of young people of the benefits of apprenticeships;
2. Spread experience and good practices in their own organisations;
3. Motivate and advise member organisations to develop quality apprenticeship programmes adapted to the necessary skills in the labour market.

And to encourage members:

- To cooperate with schools and employment services;
- To encourage training of mentors in companies and professional guidance of apprentices;
- To improve the quality and supply of apprenticeships.

The Commission undertakes to:

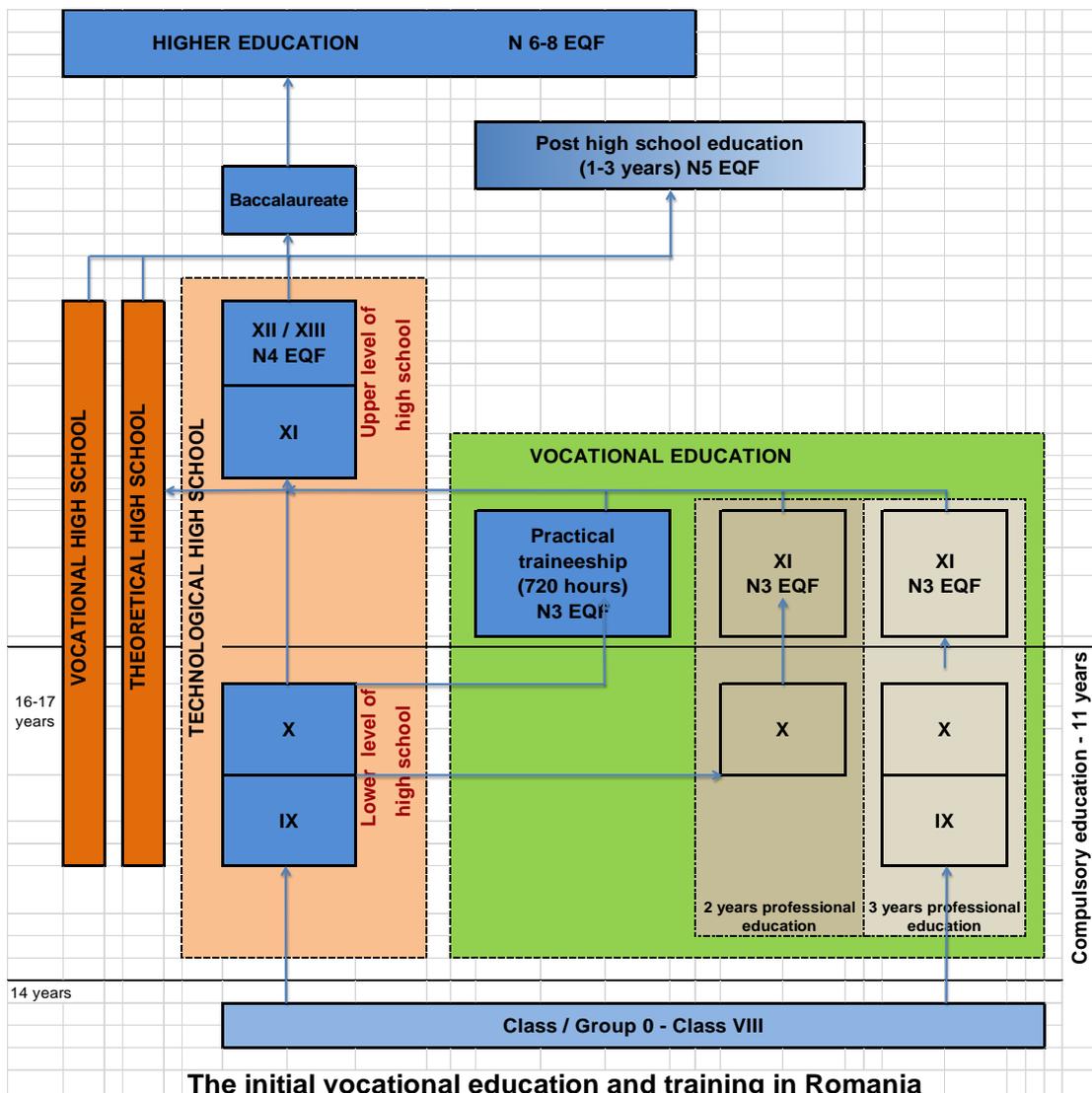
- Promote mutual learning and *inter pares* assessment to support policy reform in the Member States, especially in countries with specific recommendations in the VET field;
- Ensure efficient use of EU funding to contribute to the Alliance objectives (support granted for development at system level, educational content and mobility of apprentices and staff);
- Consider including apprenticeships in the EURES network, in close cooperation with the relevant stakeholders;
- Invite Eurochambres and other relevant stakeholders to contribute to the concrete outcomes of the Alliance.

## 3.2. National context

### 3.2.1. Vocational education and training in Romania

The **initial vocational training** provided by the technical and vocational education and training system (VET) is regulated by the National Education Law no 1/2011 with its further amendments and completions and implemented according to the relevant regulations.

The **IVET scheme** – as part of the national education system:



**Vocational education and training in Romania includes:**

- ✓ Technological high school education;
- ✓ Professional education;
- ✓ Post-high school education (tertiary education).

The **technological high school education** is structured in successive **two cycles**: lower high school cycle (grades 9 and 10) and upper high school cycle (grades 11 and 12/13), for specialisations and qualifications established by the Ministry of Education and Scientific Research (MESR), according to the National Qualifications Framework.

The technological high school education includes the following **3 profiles**: Technical, Services, Natural resources and environmental protection.

This type of education may be provided by technological high schools, covering 69 qualifications from the National Qualifications Register, as periodically updated, according to the labour market needs identified by strategic training provision planning documents at regional, county and local levels.

The technological high school education focuses on the development and diversification of key competences and on the training of specific competences, according to the profile, specialisation or qualification.

Training through technological high school education is provided according to the **vocational training standards** approved by MESR, following consultations with social partners. Vocational training standards are developed based on the occupational standards validated by the sectoral committees.

Technological high school graduates who pass the certification exam are issued a certificate of professional qualification and the supplement to the certificate, according to Europass.

**Professional education** is organised for 131 professional qualifications established by Ministry of Education and Scientific Research (MESR) according to the National Qualifications Register, as periodically updated, according to the labour market needs identified by strategic training provision planning documents at regional, county and local levels.

Professional education may be provided by vocational schools which may be public or private independent institutions or affiliated to technological high schools.

Training through professional education is provided according to the **professional training standards** approved by MESR, following consultations with social partners. Professional training standards are developed based on the occupational standards validated by the sectoral committees.

Professional education graduates who pass the certification exam are issued a certificate of professional qualification and the supplement to the certificate, according to Europass.

Professional education graduates who pass the certification exam may continue their studies with high school education.

The Romanian state supports professional education and technological high school education by:

- a) recognition in the non-university tertiary education of studies followed in the technological high school education, according to a specific regulation;
- b) special scholarships and other types of support.

**Post-high school education** is organised for professional qualifications registered with the National Qualifications Register and it includes programmes with 1-3 year duration, according to the complexity of the qualification and the number the VET credits. High

school graduates with or without bacalaureate diploma may enrol in post-high school education which may be organised by **post-high schools**, for **109 qualifications** or by **foreman schools**, for **94 qualifications**.

*The National Report on the Implementation of the Strategic Framework for European Cooperation in Education and Training ET 2020*, developed by the Institute of Educational Sciences (Bucharest, June 2014), presents VET progress:

- **Professional education**, an initial training pathway where the number of students is approved based on the employers' demand. A training contract for each student is a pre-requisite for the approval of the school provision. This includes:

- Starting with the school year 2011 – 2012: **practical training in company**, organised after graduation of high school grade 11;
- Starting with the school year 2012 – 2013: **2-year vocational education**, organised for graduates of high school grade 11 (to be eliminated - starting with the school year 2015 - 2016 there will be no more admissions to 2-year vocational education organised after grade 11);
- Starting with the school year 2014 - 2015: **3-year vocational education** organised for graduates of grade 8.

- **The qualifications provided by the technical and vocational education system are determined annually** based on a model of TVET provision strategic planning, to ensure the relevance of the qualifications provision for the labour market needs;

- **Periodical development of labour market surveys** – the latest survey includes forecasts on the workforce demand at national and development region levels in the 2020 horizon;

- **Enhancing the quality of initial education and training by developing school partnership networks**, in order to promote cooperation and exchange of good practices within the network and between the network schools and the industry;

- **Supporting the development of entrepreneurial skills of VET students**, in order to encourage, discover and capitalize on valuable business ideas of VET students.

#### The goals:

- To increase efficiency and competitiveness, by increasing visibility and adapting the educational provision to the labour market requirements;
- To provide flexible and open learning pathways to enable lifelong learning;
- To restructure practical training in company (work-based learning) so as, besides the flexible timetable, they actually allow companies to organise this type of training;
- To train the key competences according to the 8 fields defined at European level, both during compulsory education and during further education, through general knowledge subject matters and vocational training modules;
- To implement the credit transfer and accumulation system both for initial and continuing training.

#### The assumptions:

- ✓ VET provides training for a career, not only for a job;

- ✓ VET provides training for two-fold qualifications, both academic and professional qualifications, enabling graduates to find employment and to continue their studies;
- ✓ VET training includes both academic attainments and vocational skills, because academic training is considered a predictor of adaptability to the work place requirements;
- ✓ VET training builds on previous attainment of key competences acquired during compulsory education, with the purpose to develop key competences and train specific professional competences, according to the qualification levels of the European Qualifications Framework.

### 3.2.2. Workplace apprenticeship in the adult training system

Currently, in Romania, according to the legislation in force and to the National Qualifications Framework (NQF), professional training for qualifications levels 2 - 4 (NQF) is provided by different options: initial vocational training, continuing vocational training and training according to the Apprenticeship Law, each having specific durations.

Continuing vocational training is important to support workforce adaptation to the ever changing labour market requirements. Law no 279/2005, as republished, on work-based apprenticeship was adopted in order to diversify the training provision and to encourage work-place learning.

#### Work-based apprenticeship targets:

- a) People over **16 year old** who, on their own initiative, sign an apprenticeship contract with an employer in order to acquire a qualification – **apprentice**;
- b) Employers – natural or legal persons who, according to law, may employ workforce based on an individual employment contract (IEC) – who are willing to organise, in their fields of activity, apprenticeship activities for vacant jobs.

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#### The apprentice in the adult training system:

- Apprentices younger than 26 years old have the right to support, according to the provisions of the Civil Code, and the apprenticeship period is assimilated with further studies;
- The apprentice status grants the apprentice all the rights and the obligations provided by the labour legislation and, as appropriate, by the special regulations applicable for a specific occupation.

Apprentices benefit from the legal provisions applicable to all other employees, insofar as they are not contrary to the apprentice status.

#### The objectives of the work-based apprenticeship training are as follows:

- a) To provide those interested with the opportunity to acquire a qualification in the adult training system, enabling them to find employment and to continue their studies;
- b) To enable employers to ensure quality skilled workforce, according to their requirements;
- c) To facilitate the social integration of those interested, according to their career aspirations and to the labour market needs;

- d) To ensure an appropriate security level for those interested to solve the issue of segmented labour markets;
- e) To contribute to economic growth and to create new jobs;
- f) To promote social dialogue and to contribute to the development of local partnerships.

**Work-based apprenticeship is organised:**

- a) According to the training programme the employer is authorised to provide;
- b) Upon demand of employers who intend to conclude apprenticeship contract with job seekers;
- c) On the initiative of employers, authorised training providers according to GD no 129/2000, republished.

The work-based apprenticeship programme is organised for:

- Qualifications level 1, 2 and 3, equivalent with qualifications level 2, 3 and 4 of the National Qualifications Framework (NQF);
- Qualifications for which there are occupational standards / professional training standards;
- Occupations included in the Romanian Classification of Occupations (RCO)

The work-based apprenticeship programme includes theoretical and practical training, according to Government Ordinance (GD) no 129/2000 on adult training, as republished.

The assessment and certification of apprenticeship training are performed according to the legal provisions on adult training in force.

**Work-based apprenticeship** is training provided based on a work-based apprenticeship contract.

**Apprenticeship contract (AC):**

- It is a particular type of fixed-term individual employment contract, where the apprentice undertakes to have vocational training and work for and under the authority of an employer, who undertakes to pay his salary and provide all necessary training conditions;
- Must be concluded in writing, in Romanian, and must be registered within 20 days with the Territorial Labour Inspectorate (TLI). Prior to commencement of activities, the AC is also registered with the employers register which is submitted to TLI;
- The execution, performance, amendment, suspension and termination of the AP shall comply with the Labour Code provisions;
- Employers have the obligation to communicate the County Employment Agency / Bucharest Municipality Employment Agency (CEA/BMEA) the vacancies for apprenticeship and CEA/BMEA have the obligation to publish such vacancies on the agency website;
- TLI controls the on, performance, amendment, suspension and termination of the apprenticeship contract;

- The ministry of Labour, through CEA/BMEA controls the activity of the authorised training providers delivering work-based apprenticeship programmes;
- The duration of the apprenticeship contract depends on the qualification level to be acquired by the apprentice – between 6 months and 3 years, maximum 8 hours/day, maximum 5 days/week;
- The *minimum* duration of the apprenticeship training is equal to the duration provided by regulations on the adult training qualification courses: 360 hours for qualifications level 1 (NQF level 2), 720 hours for qualifications level 2 (NQF level 3), and 1,080 hours for qualifications level 3 (NQF level 4);
- The necessary time for the theoretical training of the apprentice is included in the regular working hours;
- The monthly salary provided by the apprenticeship contract is at least equal to the national gross minimum salary in force for 8 working hours/day, 40 hours/week;
- The working programme is 8 working hours/day, 40 hours/week; for people younger than 18 years old, the working programme is 6 working hours/day, 30 hours/week.

**Funding of work-based apprenticeship** is ensured by:

- **Employers resources:** all expenses related to the participation in apprenticeship programmes shall be covered by the employer, according to art. 197 paragraph (1) corroborated with art. 193 letter d) of the Labour Code;
- **Sponsorships** provided by individuals or companies: according to Law no 32/1994 on sponsorship, based on a sponsorship agreement which shall be attached as an annex to the AC;
- **European Structural Funds:** according to the provisions of the applicant guide, general conditions, and of the Order laying down eligibility rules and the list of eligible expenditure for operations funded by the Sectoral Operational Programme in force when the apprenticeship contract is signed;
- **Unemployment benefits budget: on request**, the employer may receive **60% of the value of the reference social indicator (RSI)** in force for unemployment benefits and fostering employment (**RSI is RON 500**);
- **Other** legal sources: donations, fees etc.

## 4. GOOD PRACTICES IN THE DEVELOPMENT OF APPRTICESHIPS PROGRAMMES IN INITIAL VOCATIONAL EDUCATION AND TRAINING

### 4.1. Schemes to integrate apprenticeship in the initial education and training system. Apprenticeship vs. other work-based learning methods in various European countries

European countries with strong and attractive technical and vocational education and training systems, and those countries which have well developed apprenticeship and work-based systems tend to have better outcomes in facilitating school-to-work transition. EC statistics show that the training systems in Germany, Austria, Denmark, Norway, the Netherlands and Switzerland have more effective transitions.

The European Commission launched **the European Alliance for Apprenticeships** to improve the quality and supply of apprenticeship programmes and to change mind-sets on work-based learning. The aim is to actively promote quality apprenticeships and traineeships, as strong instruments to promote young integration in the labour market.

**The principles** governing the implementation of apprenticeship are as follows:

- A clearly formulated and enforceable legal framework;
- Fostering national, regional and local partnerships; strong employers' involvement; partnership employers – education and training (ET) providers;
- Integration of apprenticeship programmes in ET systems to enable access to lifelong learning (LLL) and higher education (HEs);
- Quality learning and certification processes in apprenticeships;
- Qualifications provided under the apprenticeship schemes include transversal competences;
- Funding mechanisms by employers and by the state and advantages for all parties involved, including SMEs;
- Qualifications in various sectors;
- Match with the labour market needs;
- Ensuring participation of young people with special needs through guidance services, preparatory training, other types of support, mentorship;
- Promoting excellence of apprenticeship schemes.

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The key features of the apprenticeship systems at EU level are as follows:

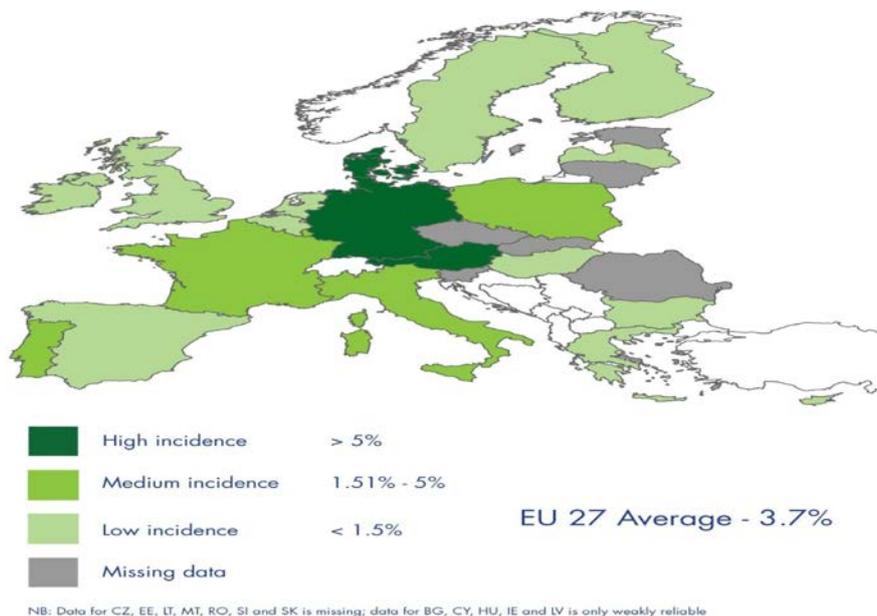
- The apprenticeship system is a component of the training curriculum, especially for upper secondary education;
- The apprenticeship system provides access to medium- and long-term training (generally, up to 4 years), combining school-based learning and work-based learning (levels 3-5 of the European Qualifications Framework - EQF);
- The apprenticeship system develops in time a full set of knowledge, skills and personal attitudes/competences;
- There is an apprenticeship contract concluded between the apprentice and the employer, or between the employer and the educational institution;

- The apprentice is paid as an apprentice employee, therefore receives remuneration/salary;
- The apprentice obtain a qualification certificate;
- Specific and strict regulations and monitoring systems, together with the necessary funding for work-based education and learning;
- Involvement of social partners in the training delivery and in the professional development of students and teaching staff.

Such characteristics are applied differently and vary from one country to another, according to the specific national context. In 24 European countries, more than 50% of the training activity is work-based learning. Examples: 66-90% in companies in Denmark; 60% in Germany; 20-30% in Spain. In some European countries (the Netherlands, Finland, France, England - UK, Sweden, Hungary), school-based learning and work-based learning have equal shares.

As a conclusion, at European level, the Commission defines apprenticeships as: "those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/ practical education followed in a school or training centre), and whose successful completion leads to nationally recognised IVET certification degrees".

**Fig. 2 Youth (15 to 29 years old) apprenticeship programme (%) in the EU (2011)**



Source: Eurostat, EFT-UEmicrodata (2011)

The apprenticeship programmes have had consistent positive impact on employment opportunities in the EU countries.

Most apprentices find a job immediately after the completion of the apprenticeship programme – between 60 - 80%. Given the proven efficiency in the EU countries with developed apprenticeship schemes - Austria, Germany, Switzerland, Finland, France, the

Netherlands, UK, Ireland, several other Member States were encouraged to introduce similar schemes or to engage in major reforms of their work-based apprenticeship programmes – Belgium, Estonia, Italy, Poland, Romania, Hungary.

Statistics provided by the EU Member States show the positive impact of the apprenticeship schemes on the school-to-work transition, compared to the school-based training – immediate access to the labour market, better salaries; shorter time for accessing the first job; longer employment duration.

Nevertheless, there are also disadvantages of this type of training:

- The benefits seem to disappear after the career start;
- The learning efficiency is not the same for both genders;
- The employment prospects depend largely on the size of the company providing the work-based learning.

The informations from this chapter are based, in principal, on the relevant articles developed within ReferNet "Apprenticeship-type Schemes and Structured Work-based Learning Program" and for Germany, on the information provided by partners in the project "Development of apprenticeship programmes in the initial vocational training in Romania (DAL-IVET)", Landesakademie Fortbildung und für Schulen rAÖR Personalentwicklung year.

### Germany:

The vocational education system in Germany assures the future of young people and German society. The vocational education system offers young people many possibilities of finding their own way in their professional lives. The dual system forms the core element of vocational training. The German dual training (apprenticeship) system is recognised for its capacity to facilitate the transition from school to work. For example, the completion rate is 75-80%, and in 2008 61% of all apprentices found employment in the same company upon completion of their training. Indeed, the low youth unemployment rate in Germany is partly attributed to its VET system, which provides both theoretical knowledge and practical work experience.

The youth apprenticeship programme is considered the best solution for fighting youth unemployment in Germany. More than 50% of Germans start their careers with an apprenticeship period.

APPRENTICESHIP						
Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training (Baden-Württemberg)	Study duration	Transfer to other pathways	Access requirements
Vocational training	In every sector	3B	3 and 1/2 days / week with employer 1 and 1/2 days / week at school	2 – 3,5 years	Specialized upper secondary programmes (ISCED 4) Further vocational education programmes (ISCED 5B)	Finished compulsory full-time education, but no further requirements for access

(based on Hensch/Hippach-Schneider 2013)

The dual system covers all economic sectors and provides training for about 330 occupations/qualifications. Training places are provided by public and private companies and freelancers. Every person who has completed full-time compulsory school has access to dual training; there are no further requirements. This training pathway is characterised by two learning venues – companies and vocational schools.

Enterprises enter into a contract with trainees, bear the costs of the in-company training and pay the trainee remuneration as regulated by collective agreement. The remuneration increases with each year of training. The professional competences to be acquired in in-company training are specified in a training regulation and included by the training enterprises in an individual training plan. The chambers or autonomous trade and industry associations monitor the in-company training<sup>2</sup>.

A framework curriculum for teaching in vocational schools, which has been harmonised with the regulations on practical training, has been developed for every recognised training occupation. Vocational schools provide the theoretical knowledge and technical skills to support the in-company training.

The federal ministry for education is the competent supervisory authority for companies as training places; the learning in vocational schools lies within the responsibility of the Länder (federal states).

### **Austria:**

The apprenticeship system, also called dual education and training system, covers approximately 200 apprenticeship programmes.

Most of the training programme is work-based, and it includes a part-time school-based component. The apprenticeship has a contract with the employer and, at the same time, learns in a part-time programme provided by a VET school.

School-based training is regulated through a framework plan valid in each Austrian province. Company-based training is regulated through a curriculum including the specific competences, curriculum developed by the company delivering the apprenticeship programme.

Students who completed the 9-year compulsory education may follow an apprenticeship programme. After graduating compulsory education, most students who intend to follow an apprenticeship programme start with a 1-year preparatory programme called pre-vocational school first.

The certificate obtained upon completion of apprenticeship programme may be a level 4 NQF certificate (the Austrian NQF includes 8 levels).

*For more details and additional information – Cap. 4.2.*

### **Denmark:**

The Danish apprenticeship system provides NQF qualifications. The graduates acquire a set of knowledge, skills and competences recognised by employers, providing them access to a specific activity.

<sup>2</sup> Sources: [http://www.refernet.de/images\\_content/Artikel\\_WBL.pdf](http://www.refernet.de/images_content/Artikel_WBL.pdf);  
[http://www.refernet.de/images\\_content/2013\\_DE\\_CR\\_komplett.pdf](http://www.refernet.de/images_content/2013_DE_CR_komplett.pdf)

The majority of apprenticeship programmes in Denmark provide qualifications levels 3 and 4, and some of them, quite few, qualifications level 5 EQF.

The apprenticeship training programme is structured by 5 elements:

1. Vocational education included in the upper secondary education;
2. Combined education (academic and vocational programme);
3. Work-based learning;
4. Basic vocational education and training;
5. Individual vocational education.

In the dual apprenticeship system, the student signs a mandatory training agreement with a company, agreement approved by the social partners (confederation of employers and employees). There are 111 apprenticeship programmes in the fields of agriculture, services, maritime training, technical training, social services and health training programmes.

The average duration of a basic programme ranges between 20 and 60 weeks.

The duration of the apprenticeship is 3-3 ½ years, but can be shorter or longer for certain programs (from 1 ½ up to 5 years).

In order to finalise the basic programme, the student must have signed a training agreement with a company authorised to provide training. The agreement may cover the entire basic training programme or only a part of it, but it is mandatory.

Those who finalise the programme may be employed immediately. These programmes are available not only for students who completed compulsory education, but also for adults with previous professional experience.

In order to acquire the credits for these training programmes, students must have their competences assessed. In order to achieve the learning outcomes, the company must provide practical training, according to a training plan. This plan may be adjusted when the students changes their training plans.

Each learning outcome is mentioned in the student portfolio (individual education portfolio). There are periodical reviews of the student portfolio improvement needs, with the development of individual remedial/recovery plans.

These two documents (portfolio and individual training plan) are saved in a database which records the training programmes followed and completed throughout the trainee's life.

### **Belgium:**

Apprenticeship programmes are designed for young people over 15 years old, as part of the compulsory education, or for young people over 18 years old, independent workers, without any age limit. As a general rule, 80% of the training programme is company-based, part of an agreement signed between the apprentice and the employer: the apprenticeship contract. Training centres are coordinated by regional structures, one for each official language of the state: French, German and Dutch.

The average duration of the programmes is three years. In 2013-2014, the training was provided for a total number of 8.840 participants across the country, of which 46-60% (according to the region) were aged 15-18.

As part of the compulsory education, part-time apprenticeship training is available in the third year of upper secondary education (starting with age 15). This type of training was introduced with the implicit goal to provide education to all young people who dropped out school, traditionally when they are 15 or 16 years old, or for those young people facing serious learning difficulties.

The full-time apprenticeship training delivered in school-industry partnerships, is inspired by the German dual system, but it is provided in a very different economic and institutional context. Curriculum is taught in a vocational school, and the practical training is work-based, in a company. In theory, the training duration is three years (according to the trainee's qualification level and to the EQF level of the qualification to be acquired). Some more details:

- 39-47% of those enrolled are already 18 years old;
- Specific school-company agreements are concluded for trainees aged 15-18;
- 18 years olds has a special status as part-time workers.

The apprenticeship programme requires a formal contract signed with an employer. This might have various formats, most of them governed by the national regulations of employment and social protection.

In other words, employers have the obligation to pay salary to the apprentice. This apprenticeship allowance / apprentice remuneration varies according to the apprentice's age and the study year. Also, the apprentice may benefit from an educational support programme at the work place; both part of the curriculum are linked.

The school and the employer agree on a training plan indicating what the employer shall provide in terms of training (the mentor's obligations) and what the apprentice shall do in school, as well as how the apprentice support shall be coordinated, both by the employer and by the school throughout the apprenticeship programme. At least 50% of the training programme is delivered by the employer, at the work place.

### **Ireland:**

In Ireland, apprenticeship is organised as a 7-stage programme, 4 work-based stages and 3 education and training stages delivered by training centres and higher education institutions. An apprenticeship programme typically lasts four years.

Stages 1, 3, 5 and 7 are delivered by the employer, and stages 2, 4 and 6 are organised by the education and training institution. The total duration of school-based stages is approximately 40 weeks, of which 26 are delivered by a Training Centre (stage 2), and for higher degrees, there are other two periods of 7 weeks (stages 4 and 6), delivered by higher education institutes.

Apprentices are considered part of the employed population in Ireland and pay their share of social insurance.

The minimum entry requirement for apprenticeship programmes in Ireland is the Junior Certificate (passing grades in five subjects), usually obtained upon completion of compulsory education. The Junior Certificate is the equivalent of EQF qualifications level 2. Nevertheless, in practice, most participants in the apprenticeship programmes have a higher educational level, an upper secondary education certificate (EQF level 3-4). Students who do not meet the minimum entry requirements may be registered as apprentices by an employer provided they have successfully completed either an

approved pre-apprenticeship course or they are at least 16 years old and have at least 3 years work experience.

### **Italy:**

Apprenticeship programmes are organised based on an employment contract with a specific training purpose, and it includes both work-based and school-based training. The apprenticeship contract defines the rights and the obligations of all parties as well as the apprenticeship terms and conditions, probationary period and the tasks of the occupation. The training programme is an integral part of the contract. Both the contract and the training programme must be signed by the employer and by the apprentice.

As apprentices are considered employed people, they are entitled to insurance for occupational injuries and diseases and health insurance.

The apprenticeship system includes **three types of contracts**:

#### **1. apprenticeship for qualification/ professional diploma**

This type of apprenticeship targets young people aged 15 - 25, without other additional requirements. It allows apprentices to complete compulsory education and to acquire a qualification of a diploma after three or four years of training (ISCED level 3). It is regulated at the level of autonomous Regions and Provinces which, through a specific national agreement, set 22 operator profiles for three-year courses and 21 technician profiles for four-year courses, qualifications included in the National Qualifications Register. After completing the first three years of the apprenticeship programme, apprentices may follow the fourth year of training to obtain a higher qualification certificate.

These graduates have access to university education only after completing another preparatory year. The contents and the provisions of the training programmes are established by the autonomous Regions and Provinces, in compliance with the minimum national standards. Training activities are provided both by companies and outside companies and the theory/practical training ratio is defined at regional level. The contract duration depends on the qualification level, 3-4 years, but is not less than the minimum 400 hours/year standard. Any additional company-based training may be agreed through collective bargaining.

#### **2. professional apprenticeship / craftsmanship**

This type of apprenticeship, provided both by the public and the private sectors, targets young people between 18-29 years old and allows apprentices to acquire a qualification upon completion of a three-year training programme (five years for the craftsmanship sector). These qualifications are recognised by the labour market according to the collective bargaining agreements in various fields of activity.

This type of training is provided by training centres accredited and funded by the Regions, through national, regional or European Social Fund funding.

This type of apprenticeship contract was extended to enable workers to acquire qualification or re-qualification, with no age limits.

#### **3. apprenticeship in higher education and research**

This type of apprenticeship, provided both by the public and the private sectors, targets young people between 18-29 years old and allows apprentices to acquire secondary

qualifications (ISCED 3), tertiary qualifications (ISCED 4 or 5) or doctoral qualifications (ISCED 6). These qualifications also allow for continuing studies in the educational system or for continuing the necessary traineeship to access "liberal professions" (lawyer, architect, business consultant). The autonomous Regions and Provinces, together with social partners and public education and training institutions decide upon contract duration, training programme delivery to ensure the link with the educational system curriculum, the number of credits (CREDITI formativi universitari - CFU) to be acquired in schools, universities or training centres, as well as the skills to be acquired by work-based learning. Training costs are covered by local authorities, in compliance with the national and regional regulations and with the European Social Fund regulations.

**France:**

There are two apprenticeship systems in France, based on apprenticeship contracts concluded between the employer and the apprentice – apprenticeship programme and professional training programme.

The apprenticeship programme in France intends to enable young people (aged 16 - 26) to receive both theoretical and practical training in order to acquire a recognised qualification. The programme duration is 1 to 3 years. There is a strong commitment of social partners, who have a crucial role in supporting the apprentices training centres (CFA). Upon completion of this learning programme, about 61-75% of apprentices are employed immediately or within 6 months at the most. Chambers of Commerce promote companies providing work-based training included in the apprenticeship programme; for example in the period of 2009-2012 approximately 140.000 companies were involved. In France, social partners are strongly involved in the development of education and training policies, and their role is guaranteed by the Labour Code.

The professional training programme has been in place since France since 2004; its objective is to provide access to jobs after acquiring a professional qualification which is recognised by the state and/or by the professional sector. The programme alternates periods of learning in a technological education institution and training periods with training providers and work-based learning.

Both the apprenticeship and the professional training programmes lead to acquiring a qualification included in the National Qualifications Register, though successive contracts or bridging higher education courses.

*For more details, see Chapter 4.2. Apprenticeship systems governance*

**Finland**

In Finland, upper secondary qualifications may be achieved in an institutional framework, through apprenticeship, if 4/5 of the training programme is work-based, delivered in company. The assessments included in the training programme allow for acquiring competence-based qualifications through on-the-job training. An apprenticeship programme may be continued to acquire another qualification or to improve/specialise in the initial qualification.

Apprenticeship programmes are defined at national level; currently, the provision includes approximately 374 programmes. A fixed-term apprenticeship contract is concluded between the employer and the apprentice, provided that the apprentice is at least 15 years old. The contract provides for work-based learning (aprox.70-80%) and an

individual study programme in a vocational education institution, according to national regulations.

The apprenticeship programme duration may 1-3 years, but prior education or work experience may contribute to a shorter duration.

### **Malta**

Apprenticeship is considered in Malta an efficient way of preparing young people for school-to-work transition. Apprenticeship in Malta is part of the education and training system and is provided for various professional sectors by Colleges of Arts, Science and Technology (MCAST) and by the Institute of Tourism Studies (STI), the main public vocational training providers. The apprenticeship system is regulated by the Employment and Training Corporation (ETC).

The formal definition of the apprentice in Malta is the following: *"a 15 year-old person, bound by a fixed-term written agreement with an employer, with the purpose to acquire theoretical and practical knowledge, a person whom the employer has the obligation to train"*.

Apprenticeship consists of work-based and school based training. The apprenticeship programmes start with school-based learning, where the apprentice acquires the necessary knowledge for his/her occupation of choice. This is followed by company-based training to acquire the necessary practical skills.

There are two types of apprenticeship provided in Malta:

- Technical Apprenticeship Scheme (TAS);
- Specific (specialist) Skills Training Scheme (ESTS).

In the Technical Apprenticeship Scheme (TAS), the apprentice acquires technical professional competences (level 4 NQF). Upon completion of apprenticeship programme, the apprentice will be able to supervise routine activities of others, and assume some level of responsibility for activity assessment and improvement. A Technician Certificate is granted upon completion of a TAS apprenticeship programme.

During the apprenticeship programme the apprentices receive remuneration paid by the employer and subsidised by the government. This will vary, according to the number of study years.

The ESTS scheme leads to a craftsmanship trade or qualification (level 3 NQF). Upon completion of apprenticeship programme, the apprentice will be able to assume responsibility for accomplishing complex tasks and to interact with colleagues and take initiative for certain work tasks. A Craftsman Certificate is granted upon completion of an ESTS apprenticeship programme.

Level 3 qualifications include 11 apprenticeship programmes covering various crafts and trades, such as: masonry, carpentry and furniture-making, plumbing, tourism. The average apprenticeship duration is 2 years part-time, except for the SSM Diploma which includes one year full-time school-based learning, followed by 2 years part-time apprenticeship.

Level 4 qualifications include 21 apprenticeship programmes providing higher qualifications in the same sectors as level 3 qualifications.

There are other apprenticeship programmes available in various fields, such as: engineering, community services, applied sciences.

Apprenticeship duration at this level varies: 2 years part-time, 3 years part-time or 1 year full-time study, followed by 2 years part-time apprenticeship.

#### **4.2. Apprenticeship systems governance. Institutional framework, main stakeholders, roles and responsibilities, coordination agreements / mechanisms**

##### **Germany**

The German model of a dual vocational education and training system relies on a wide consensus in society as a whole. This system is highly appreciated and is a training pathway followed by more than 50% of young people in the relevant age group. The dual vocational education and training system is an essential foundation for innovation, financial success and economic growth in Germany.

The German dual vocational education and training system is characterised, first and foremost, by a corporate approach and by a sharing of responsibility for educational policies between the federal government, the federal states and the social partners.

The inclusion of the various partners in the vocational training process requires a legal framework and a clear definition of the responsibilities, roles and tasks of all concerned. The following illustrates the legal bases and the responsibilities of the partners involved:

	<b>The Vocational Act/ The Crafts and Trade Code</b>	<b>Länder laws / School laws</b>
Training at learning venue:	Company	School
Regulated by:	Federal government	Länder
Justified by:	Training contract	Compulsory vocational school attendance
Content stipulated in:	Training regulation	Framework curriculum
Monitored by:	Competent body	School inspection
Financed by:	Enterprise providing training	Länder

(Source: Kerkel "Probleme und Perspektiven der Berufsbildung in Deutschland"; course taught at the University of Bremen, summer term 2008)

**The legal bases for in-company training** in the dual vocational education and training system are the Vocational Training Acts (Berufsbildungsgesetz, BBiG/Handwerksordnung HwO) and – for training in a skilled trade – the Crafts and Trade Code as well as, in both cases, the training regulations of the respective occupation. Both laws regulate, among other things:

- the rights and obligations of the training companies and the trainees;
- the vocational training contract, which must in any case be the individual legal basis for the training relationship;
- the system of recognised training occupations as well as the tasks of the competent bodies, i.e. as a rule the chambers of commerce and industry, the chambers of crafts, etc.

The **Federal Ministry of Education and Research** (BMBF) bears the strategic overall responsibility for vocational education and training. It is responsible for cross-cutting and fundamental issues relating to vocational education and training. These include:

- the Vocational Training Act (BBiG);
- drawing up the annual vocational training report;
- legally supervising and financing the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB);
- carrying out programmes for the improvement of vocational training.

The in-company part of the dual vocational education and training system also lies within the domain of the Federal Ministry of Education and Research (BMBF). The individual training regulations are issued by the responsible ministry (as a rule, the Federal Ministry for Economics and Technology) acting in concert with the BMBF.

The **legal basis** for the second learning location, the **vocational school**, is the **Education Act**.

The most important provision here is compulsory vocational school attendance: minors with a vocational training contract commencing before the end of the school year in which the minor turns 18 are subject to compulsory vocational school attendance until the end of the vocational training. Anyone commencing vocational training or retraining after the maximum age at which they are subject to compulsory vocational school attendance can attend the vocational school until the end of their training with the rights and duties of a compulsory attendee. In addition, there is also compulsory vocational school attendance for minors who have not found a training place.

The regulation is based on the fact that the content of in-company training has been coordinated with the vocational school curricula and thus the training as a whole would be incomplete if vocational school attendance was dispensed with. Moreover, the Vocational Training Act provides that the occupation-related part of the vocational school syllabus, too, shall be part of the final examination.

The **federal states** bear the sole responsibility for the vocational schools in the dual system as well as for the vocational full-time schools. They draw up curricula, train teaching staff and exercise functional and administrative supervision over the teaching staff. Owing to the cultural sovereignty of the federal states, there are some differences between the individual states regarding the organisation and content of the school-based part of the training offered in the dual system.

The **social partners** (employers and trade unions) play a significant role in structuring and updating the vocational training as well as in developing standards. They propose the realignment of occupations and thus ensure that the vocational training is regularly updated in order to cater to the constantly changing demands of the workplace. The social partners use collective bargaining to determine the remuneration of trainees. At state level they give recommendations on the coordination between school and work and they are members of the state committee for vocational education and training.

The **chambers** are responsible for advising the training companies and for supervising the in-company training. It is also their task to register the training contracts. Furthermore they assess the suitability of the training companies and oversee their training activities, they evaluate the competence of the trainers, advise training

companies and trainees alike, they conduct the interim and final examinations and also issue the exam certificates. They support and qualify trainers and examiners. To determine training aptitude, they conduct training aptitude examinations.

**Training companies** have an educational mandate together with the vocational schools. They are obligated to uphold the standards defined in the **training regulations**. Among other things, the training regulations define the designation of the training occupation, the duration of the training and the skills and knowledge to be imparted during the training. Each training company is obligated to carry out the training on this basis according to plan and with a structured timetable and syllabus. The training regulations are developed at the Federal Institute for Vocational Education and Training together with the social partners.

Every company that wishes to provide training must fulfil certain requirements. For example, as regards the facilities, production programme or range of services, the company must meet the prerequisites for imparting the required skills and knowledge. In addition, the trainer must fulfil certain requirements regarding his/her person, occupation and vocational education and training qualifications.

The training company and the trainee conclude a written vocational training contract at the beginning of the training. According to the Vocational Training Act (BbIG §11), this training contract must include at least the following points:

- Names and addresses of the parties to the contract;
- Objective of the training as well as the timetable and syllabus of the training;
- Commencement and duration of the training (minimum 1 year, maximum 3 years);
- Location of the training;
- Any training measures taking place outside the training premises;
- Payment of an allowance and the rate to be applied;
- Length of the normal daily hours of the training (laid down in the Working Hours Act [Arbeitszeitgesetz]);
- Amount of holiday leave;
- Conditions under which the training contract may be terminated;
- A statement of general references on collective agreements (tariff agreements), service conditions and ratios applicable to relations training;
- The rights and responsibilities of the parties;
- Disciplinary actions.

The probation period may be less than one month and not exceeding four months (BbIG, § 20). During the probation period, vocational training relationship may be terminated at any time, without respecting a notice period (BbIG, § 22). After the probation period the contract may be terminated (BbIG, § 22), in writing, with the consent of both parties, or:

- from the side of the company, only with a good reason, without a notice period;
- from the side of the student with a notice period of four weeks, whether to give up to the professional training or if he wish to be trained for other occupation.

Any disputes are resolved in court or through mediation court procedures. If the training relationship shall end after the probationary period, may seek compensation from trainees and trainers if the reason for termination was attributable to the other party (BBiG, § 23).

It also lists the rights and obligations of the trainee and the trainer (according to the Vocational Training Act).

Obligations of the training company (BBiG §14):

The training company has to:

- ensure that the trainee is provided with the skills and knowledge necessary to achieve the objective of the training;
- furnish the trainee free of charge with the materials, in particular the tools and supplies, necessary for the training;
- urge the trainee to attend vocational school and to keep their written training records up to date;
- ensure that trainees are encouraged to develop their personalities and that they are protected from moral and physical danger;
- ensure that the trainee is only entrusted with tasks that serve the purpose of the training;
- grant the trainee the necessary time off to attend lessons at the vocational school and to take examinations;
- grant the trainee an appropriate allowance;
- ensure that the trainee is able to observe the statutory work breaks and working hours.
- issue a written certificate to the trainee on termination of the training relationship.

Obligations of the trainee (BBiG §13)

The trainee has to:

- acquire the skills and knowledge necessary to reach the objective of the training;
- use the tools provided with due care;
- regularly attend vocational school;
- observe the company rules;
- follow the instructions of the trainer or instructor;
- undergo medical examinations as provided for in the German youth employment protection act;
- keep written training records;
- take part in supra-company training measures and in examinations;
- refrain from revealing any business or trade secrets;
- observe the no-competition clause.

According to Big §17 para. (2), reference values for establish of the remuneration of the dual system trainees are covered by Social Code. These salaries are differentiated by collective agreements (tariff agreements) concluded between employees and employers at the industries level.

For young people under 18, the German youth employment protection act is to be observed. This law governs holiday entitlement, et al. A young student can be full employed until 16 years.

Young people who, at the beginning of the calendar year, are not yet:

- 16 years of age, have 30 workdays or 25 working days;
- 17 years of age, have 27 workdays or 23 working days;
- 18 years of age, have 25 workdays or 21 working days;

minimum holiday entitlement.

### **Inter-company vocational training centres (Überbetriebliche Ausbildungsstätten)**

To ensure that the content described in the training regulation can also be im-parted by small and medium-sized enterprises, there are so-called inter-company vocational training centres. These centres provide complementary teaching on certain contents in the various occupations. The inter-company training centres are largely financed by the employers. In addition to the teaching provided for trainees in the dual system, they also offer fully trained skilled employees the possibility of gaining further qualifications.

**Vocational schools** occupation-related content and general education.

In this way the in-company training is complemented and the general education broadened. The occupation-related content conforms to the framework curricula of the conference of ministers of education and cultural affairs, which have been aligned with the respective training regulations according to a procedure agreed between the federal and state authorities. The framework curricula form the basis for the state-specific curricula.

### **Cooperation between vocational school and company**

The trainees are, as a rule, 3½ days a week in the company and 1½ days at school. The teaching staff of the vocational schools and the trainers in the companies coordinate the content of the training and regularly exchange in-formation regarding the learning progress and the conduct of the trainees.

### **Examinations in vocational training**

Examinations in vocational training are of significant importance for the job market. For the companies they are helpful in ascertaining whether the applicant has the necessary qualifications for the vacant position. The applicant can use them to show that he/she has acquired the required qualifications and is suitable for the position. There are two examinations. One, as a rule, after the first half of the training period and one at the end of the training. The corresponding chambers are responsible for the final examinations. However, they also cooperate closely with the vocational schools for this purpose. In Baden-Württemberg the final exams are organised jointly by the chambers and the vocational schools. Not only in the exams but also in the development of the exam

questions, teaching staff as well as representatives of the employers and the employees are equally involved.

### **Financing**

The responsibility for financing the vocational schools lies with the **federal states**, especially as regards teachers' salaries. The **administrative districts / local communities** bear the cost of equipping the schools and the learning material. The costs for the in-company training are borne by the companies.

### **Austria**

In **Austria**, there is a significant number of institutions involved in the apprenticeship governance structure. The new regulations on the apprenticeship systems governance had impact only on the training company subsidies and on some quality assurance aspects, but they did not change the basic governance system.

Apprenticeship is supported and funded differently (*for more details, see Chapter 4.6. Apprenticeship funding mechanisms*).

The apprenticeship in Austria is regulated by Law training, rules of training for each occupation carried through apprenticeship, school organization law, education law, the Framework Programmes for each occupation carried through apprenticeship.

At **federal level**, the most important institutions involved are the Ministry of Economy and the Ministry of Education. The training in companies is under the Ministry of Economy and the Ministry of Education is responsible for the education in school.

These two institutions have the final responsibility both for school-based and for company-based training. These two institutions also pass the main laws and decrees regulating apprenticeship. These are: the law on vocational training, the training regulation for each occupation trained in the apprenticeship system, the law on school organisation, the education law, the framework programmes for each occupation trained in the apprenticeship system.

The Ministry of Economy release a regulation training (Training Regulation) for each occupation that provides job profiles detailing each year of preparation minimum of basic skills, knowledge and expertise to be formed during the training within the company, and (occupations new regulated), a description of the activities and training requirements for that occupation.

The Ministry of Education approved the framework curricula for school training component.

An important role is assigned to the Economic Chamber acting as an intermediary body with powers delegated by the Ministry of Economy.

At **province level**, the regional economic chambers include apprenticeship offices which activate in the fields of competence delegated, on behalf of the Ministry of Economy. They are working in their delegated areas of responsibility: accreditation of the companies that provide training in dual system, checking and recording apprenticeship contracts, organizing examinations and award certificates of graduation to support companies in recruiting apprentices etc.

At **regional level**, the major stakeholders of the apprenticeship governance structure are the training companies and the part-time vocational schools.

The involvement of social partners in the governance of the apprenticeship system is provided within consultative bodies organized at national and regional level: the Federal Council apprenticeship, apprenticeship Regional Council, Regional Council for Education.

The apprenticeship contract in Austria stipulates the conditions of an employment contract; the contract is a subject of regulations on labor law and protect the young employees. The disciples enjoy their full social insurance offered to employees (health insurance, accident, pension and unemployment).

Austrian companies providing practical training for apprentices are obliged to provide training for the occupational skills, to ensure a uniform, standard and minimum training. Companies, especially SMEs, which are unable to provide their own training to cover all occupational profile can appeal to **the possibility of further training within an association of companies / training networks** (which provide additional training in a another company or a training center).

Young people under 18, who fail to find an apprenticeship place in a company, benefit of the possibility of forming the ÜBA (Überbetriebliche Ausbildung - Supra-company apprenticeship) - a program funded employment services under the Youth Guarantee, which consists in training at training centers, workshops or firms, while the employment services are assisted by their placement into work and concluding an apprenticeship contract.

### Denmark

Danish VET system is part of the general education system and aims to develop general, personal and professional skills of young people. The system is based on three principles:

- **Principle of dual training** (training school periods alternate with periods of training in an enterprise). This principle ensures that the disciple will acquire theoretical, practical, general and personal knowledge and skills, required by the labor market;
- **The principle of involving social partners** - the social partners directly involved in the decision making process in education, both globally and in the daily operation of the system of education and training;
- **The principle of lifelong learning** - the system is highly flexible, allows students the possibility of training in a qualification at one moment, and the possibility of a re-training in other qualification, in order to access another level of education. Moreover, initial and continuing training are integrated in order to ensure consistency between different qualifications and skills levels.

Danish Parliament (Folketing) decide the framework for vocational education and training system. This applies to management, structure and objectives of the programs and also the general tasks and development institutions.

The training system, social partners play an institutional role at all levels.

Minister of Education appoint a Vocational Training Council, which consists of a number of members appointed by the social partners. There is, moreover, control representatives, teachers and students. There can also appoint special experts. The task of the Council is, in general, to provide advice on educational issues concerning education and training system, for example the structure, accreditation, content and evaluation. In addition, the Ministry of Education may appoint committees of development, so new fields of

employment can be rapidly investigated and, where appropriate, be covered by the education and training programs.

In Denmark, employers and employees have created a number of commercial committees (about 50). They determine in detail the content of education and training, duration and structure of the programs, their objectives and evaluation and the allocation of hours between instruction and teaching in school. Committees are required to follow the evolution of the labor market and, on that basis, to initiate new programs and propose adjustments relating to education and training or closing programs when they are no longer needed. Also, commercial committees, which evaluates and approves training in enterprises (approved as training institutions) are the place where conflicts are resolved between undertakings providing practical training and discipline.

VET providers - colleges in Denmark - are autonomous institutions, led by a steering committee with representatives of teachers, students, administrative staff and workers. Colleges take responsibility for teaching and examination. They work closely with trade committees to determine the rate and long-term development of VET in Denmark.

Cooperation between companies and vocational colleges is supported by a group of professional colleges (consultants working on your request, in businesses).

In September 2013, the Danish Government and the Ministry of Education decided to establish 50 new centers for practical training related to professional colleges to ensure that students without a training contract will be trained at least the same level of preparation as well, it would have given the practice in a company.

The student, with the help received from the training center will have more short-term contracts in different companies, so that the practical training period to be covered entirely. Meanwhile, new models are introduced combining training sessions and new training centers and efforts are made to use internships abroad under the so-called UIP - ordning (practice abroad).

College is obliged to contribute actively to find placements for practical training for student companies and receives a special grant for this, including a grant for each registered training agreement.

### **The Netherlands**

In the Netherlands, schools are responsible for correlating the number of training places and students with the labour market demand (in cooperation with other VET schools in the area), using data from all sources available.

Data providers:

- Sectoral expertise centres, which develop the labour demand forecast in an activity sector/sub-sector;
- The research centre for education and labour market, specialised in forecasts and responsible for anticipating the labour market trends, thus working for the benefit of lower secondary VET schools and students.

The expertise centres cooperate to encourage schools to use such data, to inform potential students on labour market opportunities for the respective VET courses and to support the allocation of training places according to the labour market opportunities.

The most important national stakeholders in VET governance (both pathways) are the Ministry of Education, the Netherlands Association of VET Colleges (MBO Raad) and the Foundation for Cooperation on Vocational Education, Training and the Labour Market (SBB).

The Netherlands Association of VET Colleges represents all public funded colleges for secondary vocational education (VET schools) in the Netherlands. On behalf of its members, the Association promotes the collective interests of the sector, supports joint activities of the colleges and acts as a professional association. The Association negotiates working conditions with the trade unions and signs collective bargaining agreements, but also has a networking role, more specifically to facilitate relationships between professionals and to promote innovation in education; for example, to promote skills developed in education and training programmes.

The Foundation for Cooperation on Vocational Education, Training and the Labour Market was set up in 2012. It brings together the secondary education and training and social partners, at national and sectoral level, such as the 17 Expertise Centres (responsible for defining VET qualifications in their respective field of activity) and makes available for applicants, VET schools professionals and social partners a platform for advice. With regards to qualifications, Foundation is responsible for the so-called "qualification files", who are developed and updated periodically. This national qualification structure is a framework for curriculum development by VET schools.

In **Finland**, VET was more promoted in the 2000s due to the on-the-job training. Nevertheless, the traditional apprenticeship is still marginal in terms of education demand for young people. Apprenticeship is widely used for re-training, and adult education and continuing training.

*Therefore, the Ministry of Education and Culture initiated a development programme for 2014-2016, whose objective is to foster apprenticeship for young people, and to develop models combining work-based and school-based learning. This development programme is part of the youth programme launched at the beginning of 2013, targeting young people below 25 who do not have a qualification after completing the education cycle.*

*The project develops and implements models combining school-based and work-based learning. The objective of the project is to create various methods to implement on-the-job learning and to improve the quality of on-the-job learning, in partnership with education providers and employers. The project also aims to increase student placement for work-based training and to strengthen training through work-based learning.*

The Ministry of Education and Culture provides preliminary state aid for introducing apprenticeship. The objective of this initiative is to develop methods for training and guidance in the upper secondary vocational education and training system. Such preparatory training may become a preliminary training period before apprenticeship. Preliminary periods are not regulated by an employment contract, to reduce barriers in concluding an apprenticeship contract, both for students and for employers, and to increase the number of young people participating in apprenticeships.

Practical arrangements for apprenticeship schemes and structured work-based learning programmes are made at local level. Education providers, usually together with municipal authorities, are responsible for organising apprenticeships and work-based learning in the educational institutions they manage. Education providers confirm (sign) the apprenticeship contract concluded by the employer for each student, while the work-base

learning contracts are usually developed by the vocational education and training institution, together with the employer.

Work-based learning, involving real work tasks is key in acquiring and developing professional skills. Another concern is to develop relationships with the labour market, to promote employer participation in learning outcomes planning and assessment, and to improve the quality of education.

In Finland, VET development is largely based on tri-partite partnerships: National Committee for Education and Training for each sector, representatives of the employers and employees contribute to the description of qualification requirements and to the development of the national basic programmes, as well as to defining the necessary skills in the future.

When the share of work-based learning increased in VET, in the early 2000s, the employers and employees organisations actively encouraged companies to offer young people individual work-based learning opportunities. There were efforts to remove employee's suspicions, who were afraid that work-based training might affect their opportunities and conditions as full-time employees.

### **France**

The apprenticeship governance in **France** involves the contribution of various stakeholders:

- Central administration, setting the legal framework for the apprenticeship system and contributing to its funding;
- Academic authorities, subordinated to the Ministry of Education, monitoring both apprenticeships and CFAs (Centres for continuing vocational training);
- Regions, responsible for the regional policies on apprenticeship. They contribute to the funding of apprenticeship contracts through the "apprenticeship allowance" and of CFAs, through subsidies. Similarly, they authorise and monitor CFAs and inspect their activities;
- Social partners, promoting the apprenticeship system through the labour and management instruments in the field of vocational training in professional sectors and companies, by setting priorities and financing for professional training contracts.

The following stakeholders should also be mentioned for their role in apprenticeships:

- OPCAs (approved joint collecting bodies) for professional training: they monitor the compliance with the apprenticeship contract and bear the costs of the apprenticeship and training contract;
- Companies recruiting and training apprentices and funding their training through the apprenticeship tax (0.68% of the annual gross salary);
- Consular Chambers, contributing mainly to the placement of young people in the apprenticeship system, for example by providing alternative scholarships, preparing the apprenticeship contracts, developing statistical documents on apprenticeship; Consular Chambers operate at CFAs level;
- Career guidance organisations, especially the local employment agencies, which, for example, provide workshops for apprenticeships.

Social partners have a crucial role in the professional training system. The contract value is a common amount, agreed upon by the professional sectors. Also, these agreements may amend the contract duration, the training activities duration, and the salary level. Agreements may be concluded at national level. For example, the national inter-professional agreement of 11 July 2011 introduced mandatory additional individual learning.

With regards to partnerships, there are several instruments applicable by the various stakeholders, especially the regional performance and resource contracts for apprenticeship (contrat d' objectifs et de moyens pour l'apprentissage - COMA). The main objective of the COMA is related to the number of apprentices, with a national objective of 500.000. The region is responsible for the COMA development, and then contracts are signed with other stakeholders involved in the apprenticeship system, including the central government, public economic agencies and one or several representative employers and employees' organisations.

There are also other types of partnerships, such as the agreements signed by the National Council of local employment agencies with professional sectors and large companies. The purpose of these agreements is to develop work-based training contracts and to help local agencies extend the support provided to young people.

### **Iceland**

Official liaison between the Ministry of Education, Science and Culture and social partners is ensured by Employment Councils.

The Ministry of Education, Science and Culture appoints for a period of four years occupational councils for professional categories or for individual professions. Each occupational council includes five to nine representatives, of which two to four are appointed by the employers' federations, two to four by the employees federations of the relevant occupations and one representative is appointed by the Icelandic Association of Upper Secondary Schools and by the Icelandic Teachers Union. Substitute members are appointed in a similar manner.

Occupational Councils elect a president and a vice-president from their representatives, for a 2-year mandate. The parties appointed will bear the costs of the participation of their representatives in the Occupational Councils. The Ministry of Education, Science and Culture finances the specialist assistance for the development of curriculum guides.

Regulation no 711/2009 on Professional Councils defines their role:

- a. To propose the overall study objectives and to define the knowledge and skills needs (describing the study programmes for the respective occupations and are part of the general part of the National Curriculum Guide) and to propose learning outcomes;
- b. To design criteria for the school-based learning and work-based learning shares in the study programme;
- c. To make proposals on the structure and contents of assessments for individual occupations;
- d. To keep records on the companies and workplaces which meet the requirements for work-based learning;

- e. To make proposals on study programme descriptions for individual study programmes, which upper secondary schools may use as guidelines;
- f. To make available for the Ministry of Education, Science and Culture information on vocational education and training study programme descriptions whenever the schools apply for authorisation.

### **Italy**

The Italian apprenticeship system is regulated both at national and regional levels. The Ministry of Labour and Social Policy has the authority to define the national legal framework, to develop strategic policies, in cooperation with local authorities and social partners, and to allocate public funding to autonomous regions and provinces.

The regions are entitled to exclusive jurisdiction on vocational training and to regulate the apprenticeship system at local level, according to the national legal provisions.

Social partners, beyond their mission to provide advice at national and local levels, have a crucial role in the apprenticeship regulation. Actually, they define through collective bargaining the contents, the provisions related to the specific activity, as well as the instruments for training delivery. They also determine which qualifications will be developed and the certification procedures; moreover, they set the requirements for the company tutor.

### **Norway**

As the legislative power belongs to the Norwegian Parliament (Stortinget), the Ministry of Education and Research has the overall responsibility for the development of the national policy, for the development and enforcement of the education and training regulatory and administration framework at all levels.

The Norwegian Directorate for Education and Training (Utdanningsdirektoratet) is responsible for curriculum development, VET provision and development, quality assurance and control in the primary and secondary general education, and the lower and upper secondary education, including VET.

Upper secondary VET, including apprenticeship, is an integral part of the education system and is regulated by the same documents as the general education. The VET legal framework, the Education Law, includes the laws and the administrative regulations on public and private training providers. The Education Law regulates the objectives, the scope, the organisation and responsibilities, the funding and the contents of the vocational education and training programmes. This includes the educational plan, VET provision, assessment, teachers and trainers' competences, students' legal right to education and choice of study programmes, as well as the learning environment.

Norway is highly decentralised; therefore the central government delegated education responsibilities at local level. The 19 local authorities are responsible for all legal aspects related to the public general and vocational upper secondary education and training, including apprenticeship.

Apprenticeships are delivered by one or several employers and follow the national curriculum. The apprentice is offered an apprenticeship contract which is standardised and is signed by the apprentice, the company manager, the appointed training manager and a representative of the local authority. Local authorities are responsible for the authorisation of training companies and have the right to revoke the authorisation, if

training is not delivered in compliance with the training agreement and the national programmes.

The student may find an individual apprenticeship placement or the local authorities may help student placement for practical training. For students who cannot find an apprentice position, the school has the obligation to provide and organise 1 year school-based training. This is a costly alternative for the local authorities and statistics show that students who completed upper secondary level 3 in school have lower examination results than students who had work-based training.

Norway has a long tradition of close cooperation between vocational education and training authorities and social partners. Due to the tri-partite cooperation structure, the technological development in the labour market and their implications for the training needs are communicated by the labour market actors to the decision-making bodies.

Social partners provide support on a wide range of topics for the upper secondary VET. According to the legal framework, social partners have representatives, most often as a majority, in all important advisory bodies for upper secondary VET at national and local levels, as follows:

- National Council for Vocational Education and Training, providing general support on quality assurance;
- 9 Training Councils providing advice, in specific groups, on training programme structure, curriculum development and quality enhancement;
- The Regional Council for Vocational Education and Training for each region providing support for quality assurance, career guidance, regional development and forecasts in the respective region, to meet the local labour market needs;
- Specific Assessment Commissions are present in each region and are responsible for the apprentice placement and assessment;
- Regional and national VET Appeal Commission solves the situation of candidates who do not pass the final apprenticeship examination.

In Norway, all young people who leave compulsory education have the legal right to participate to 3-year upper secondary education programmes. They may choose between three general study programmes and nine VET programmes. Most students who enrol in upper secondary education choose a vocational education and training programme from the vocational pathway. Norway has a well developed upper secondary VET apprenticeship system, highly trusted by the stakeholders. Usually, the upper secondary VET system leads to an apprenticeship certificate. Most upper secondary VET graduates are in the age group of 16-21 year olds.

#### **4.3. Information and promotion mechanisms to promote apprenticeship among target groups (students/parents, companies, social partners)**

In **Germany**, in order to increase the attractiveness of the dual VET system and to meet industry's demand for trained workers, the Federal Ministry of Education and Research (BMBF) and the Federal Ministry of Economic Affairs and Energy (BMWi) initiated the campaign "Vocational training – practically un-beatable" (Berufliche Bildung - praktisch unschlagbar) (2011-2013), under the programme *National Pact for Training and Skilled Manpower Development* (Nationaler Pakt für Ausbildung und Fachkräftenachwuchs) (2010-2014).

The campaign objectives were to raise public awareness of the attractiveness of the VET system and of the various further-education and training opportunities as well as to increase interest in dual education among young people and adults.

At federal-state level there are also a variety of measures designed to promote the acceptance of dual training. The following examples show some of the measures taken by the Ministry of Economics and Finance in Baden-Württemberg.

#### Alliance to support vocational training and skilled manpower development in Baden-Württemberg (training alliance)

The partners in this alliance are the federal state, the economy, the trade unions, the regional head office of the Federal Employment Agency and the municipal state associations. The goal is to make it clear to parents and young people how attractive the dual vocational training system is and to ensure that young people succeed in making the direct transition from school to vocational training. In half-yearly top-level talks headed by the Minister of Finance and Economic Affairs, the partners analyse the situation on the vocational training market and agree measures to enhance vocational training. The alliance expired in 2014. At present, the goals for the new alliance from 2015 on are being worked out.

#### Vocational training campaign "gut-ausgebildet.de"

The goal of the campaign is to arouse enthusiasm among young people and their parents for dual vocational training. On "www.gut-ausgebildet.de" and "www.youtube.com/berufezappen" trainees present their occupations in more than 50 videos. A Facebook page (www.facebook.com/gutausgebildet) offers young people the chance to ask questions about vocational training in a dialogue.

#### The training ambassador initiative

Trainees act as ambassadors by visiting schools, presenting their occupations and promoting vocational training. At present, there are 3,200 training ambassadors from around 170 occupations in operation. Since the initiative started in 2011, they have reached more than 110,000 schoolchildren. 25 regional coordinators recruit the training ambassadors, train them and coordinate their operations. The coordination centre is located in the offices of the Baden-Württemberg association of chambers of commerce and industry.

The initiative was recently extended until the end of 2017 with a new focus: senior training ambassadors. Employees from the private sector who started their careers with vocational training demonstrate, for example at parent-teacher meetings in general-education schools, the opportunities offered by vocational training.

#### **Vocational orientation at inter-company vocational training centres**

Based on an assessment of their potential, pupils from all kinds of secondary and comprehensive schools can spend two weeks putting their practical aptitude in three different occupations to the test at inter-company vocational training centres.

#### **Service point Go.for.europe**

The service point Go.for.europe is sponsored by the Ministry of Finance and Economics. Its task is to place trainees from Baden-Württemberg in internships at companies in other European countries. Young people from other European countries can also apply for internships in Baden-Württemberg.

**Austrian** companies providing practical training for apprentices have as a specific object of activity the development of training materials. They are completed by a large number of printed or on-line products commissioned by the Austrian Economic and/or by the Ministry of Economy. They include, among others, **on-line databases with apprenticeship places**; recruitment guidance; selection procedures and selection tests for applicants; websites, such as [www.ausbilder.at](http://www.ausbilder.at). This website provides a wide range of legal information as well as various work-related materials (such as occupation profiles for the new occupations included in the apprenticeship programme). The majority of these materials are developed by the Institut für Wirtschaft Bildungsforschung der (GCI, research and development in VET). Other instruments are the check lists providing answers to various questions, such as "Quality in apprenticeship?", "How can I attract young people in my company?", "How can I find the right apprentices?", "How should I structure the training period?" etc.

The Career Guidance Centres of the Public Employment Service in Austria and the social partners have self-information areas and provide face-to-face and group counselling in their offices. They also support schools in their information activities, providing access to online career guidance databases ([www.bic.at](http://www.bic.at), [www.karrierekompass.at](http://www.karrierekompass.at)), a wide variety of career guidance brochures and videos, job application courses, events to provide relevant information for teachers and parents, job fairs, etc., which, at least in part, focus explicitly on apprenticeship. Additionally, full information on training programmes is provided by several sectoral and professional associations and by training companies.

Just like the classical promotional activities ("Apprenticeship Career", the quality label "State-honoured training company", the National Award "Best training company – Fit for future", granted every two years), there are multiple school-based and extra-curricular activities focused on career guidance and used as sources to promote the image of the apprenticeship system.

Promotion is also performed by means of public awards for excellence in training granted to companies by the Ministry of Economy. Also, the benefits of apprenticeship may be elements promoting the choice of this vocational pathway.

Actually, the image of the apprenticeship system is reflected by the training options of young people who choose this type of training (apprenticeship occupations, quality of company-based training) and, on long term, by the career opportunities provided by this pathway (professional position, employment, job safety, income, career etc.).

Most important, due to social partners' involvement, apprenticeship is considered a training programme "by the economy for the economy". Employers' participation in training delivery is a crucial contribution to increasing the attractiveness of this type of training.

In **France**, in order to facilitate apprenticeship development and increase the number of apprenticeship or professional training contracts, the Ministry of Labour launched in 2011 a special website, with the following three sections: employers; applicants; training bodies. There are also regional support platforms providing young people the possibility to post their CV, publishing information on the training provision, etc. Thus, the apprenticeship contracts management may be performed fully online, with the electronic signature option, and then contracts are submitted to employers.

There are many national initiatives to stimulate apprenticeship; some of the most relevant are:

- Apprentice card giving the holder access to various discounts;
- Regional job fairs, where potential apprentices and their families may find more career information, may understand the prospects and may choose an apprenticeship;
- Presentation of “personal stories” of former apprentices and professionals (initiative of social partners, trade unions GCPME union).

Also, in order to promote apprenticeship, there are numerous local actions facilitating company visits and participation in simulated employment interviews and career planning exercises for apprentices in their third year of study.

International mobility initiatives, especially those under the EU programmes are encouraged.

#### **4.4. Career guidance and counselling before and during training by apprenticeship**

Career guidance and counselling include services and activities to assist people, regardless their age or position, to define their educational and professional options and to manage their careers. Such services are delivered by schools, universities and colleges, training institutions, public employment agencies, at the work place, within the community, or by the private sector (“Career guidance: a handbook for policy makers”, OECD, European Communities, 2004).

One of the six principles of the European framework guide “Apprenticeship attractiveness and improvement of career guidance” refers to the ***impartiality of career guidance and services provision on education and career choices***.

Career guidance and counselling is the process to support individuals to discover themselves, to develop their education, profession and psychological potential, to enable them to make education and career choices and to reach their outmost personal satisfaction and social usefulness levels.

Impartial guidance may help students discover independently their educational and professional potential, using external inspiration and guidance sources, such as: visits to employers, mentorship, websites, visit to educational institutions etc.

Quality of guidance depends on the counsellor’s training and competences. “Career guidance and counselling” standards should be developed to define the mission, roles and competences of professionals in “guidance and counselling”.

It is important that career guidance and counselling should be supported by information on:

- VET provision (VET qualifications);
- Occupations these qualifications provide access to;
- Salary levels for these occupations/qualifications.

#### **Germany**

According to the German Constitution and due to Germany's federal structure, responsibilities are shared by the Federal Government, the regional governments (16 federal states called Länder) and local municipalities. In particular, guidance provision and guidance policies are also the responsibility of the ministries for education, labour and youth.

In Germany, the Public Employment Service and its local employment agencies (Bundesagentur für Arbeit - BA) are responsible for career guidance and counselling for young people and adults. The BA is the largest and most important provider of career guidance and counselling services (<http://www.arbeitsagentur.de>).

Career guidance and counselling services in the educational sector focus mainly on:

- Career education;
- Career counselling;
- Providing support in case of individual learning difficulties.

As a result of the federal system in Germany, career guidance and counselling services vary from one region to another and from one school to another. According to an official agreement between the Conference of the Ministers of Education and Cultural Affairs and the BA (KMK / BA 2004), there is close cooperation between schools and the local employment agencies providing career guidance services.

Career guidance is also part of the general education curriculum. This is included in various subjects, such as, "preparing for work" (Arbeitslehre), "economic and social affairs" (Wirtschafts - und Sozialkunde), "Home economy", engineering, polytechnic education. Career education in class is normally supported by a career counsellor from the local employment agency. From grade 8 on (approx. age 14), these courses are supplemented by visits to the Career Information Centre, visits to companies and by compulsory periods of work experience in companies lasting from one to three weeks.

Career guidance and counselling services in the educational sector focus mainly on career education, advice on educational career paths or individual learning difficulties.

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In addition to the mainstream career guidance provided by schools, federal state governments have launched special programmes and provide funding to improve students' career management skills and career development. The additional funding is provided by the federal government and/or by the BA, by private companies, foundations or employers' associations. This is intended to enable schools to undertake multiple career guidance activities<sup>3</sup>.

The inter-company vocational training centres (überbetriebliche Berufsbildungsstätten - ÜBS) also provide early, practice-oriented, systematic vocational guidance to make the transition from school to "dual" vocational training easier for pupils at schools offering a general school-leaving certificate and to reduce early leaving from education and training. These vocational guidance measures give young people the opportunity to spend two weeks at a vocational training facility to gain practical experience in three occupation-specific workshops<sup>4</sup>.

### **Czech Republic**

Career guidance services provided by schools are the responsibility of the Ministry of Education. At national level, one of the key stakeholders is the **National Institute for Education (NUV)**. Career guidance services:

- focus on research, development of methodologies and dissemination of information on career guidance;

<sup>3</sup> Hensen/Hippach-Schneider 2013, p.42f in [http://www.refernet.de/images\\_content/Artikel\\_WBL.pdf](http://www.refernet.de/images_content/Artikel_WBL.pdf)

<sup>4</sup> <http://www.bibb.de/berufsorientierung>, [http://www.refernet.de/images\\_content/Artikel\\_WBL.pdf](http://www.refernet.de/images_content/Artikel_WBL.pdf)

- support delivery of labour market-related subjects;
- support the development of an integrated IT system (ISA);
- collect relevant information on employment and post such information on the website <http://www.infoabsolvent.cz/>.
- provide useful information sources for career decisions (for students, counsellors and adults).

At local level and at school level, the pedagogical-psychological counselling system includes the **pedagogical-psychological guidance centres**, with special pedagogical and school counselling facilities.

According to the Education Law, counselling services all compulsory education and secondary education schools must provide counselling services; the law also mentions the need to further develop the career guidance system at school level and the cooperation with social partners (whose role is to suggest new qualifications demanded by the labour market).

### Denmark

Each vocational college has a number of career guidance counsellors who support and guide students to complete education and training programmes. In the vocational colleges, students have a "contact teacher" who contributes to ensuring a proper educational environment and student support.

Students with special needs benefit from mentors' support. In special cases, they may be provided psychological support.

The VET reform supports the link between compulsory education and vocational training, focusing on students with special needs. The college has the obligation to participate actively in finding training places in companies; the colleges receive a special subvention for this activity, including a grant for registered each training contract.

Some of the most important aspects for career guidance and counselling are:

1. Clearly stated objectives;
2. An attractive education and training environment for young people;
3. A more clear and simple structure of the VET system;
4. Better opportunities for continuing education and training;
5. A new VET pathway, for adults aged 25 and older;
6. Clear access requirements and better training options for all young people;
7. Introducing the 10<sup>th</sup> grade – vocational schools;
8. New youth education;
9. Improving the teaching process to train better qualified graduates;
10. Systematic efforts to organise traineeships;
11. Focus on "guidance and counselling".

## Finland

The Ministry of Education and Culture provided state aid for introducing work-based training. The objective of this initiative is to develop education, training and guidance methods in the upper secondary education. Such preparatory training might become a preliminary training period before apprenticeship.

The government also allocated subsidies to train the work place trainers, in order to improve the competences of the work-based staff, both trainers and members of the working community. These programmes are meant to meet students' needs and support the development of professional competences and identity, both for students and for the community.

Basically, students and community develop together. In Finland, VET development is largely based on tri-partite partnerships. In the National Committee for Education and Training for each sector, representatives of the employers and employees contribute to the identification of training needs, to curriculum development and to defining the necessary skills in the future.

The importance of career guidance and counselling services is recognised and actions will be taken to develop career guidance and counselling practices at all educational levels. The Ministry of Education and Culture provides recommendation on the criteria for career guidance and counselling in vocational education and training; they will be closely linked with the quality assurance strategy.

A programme will be developed:

- To foster studies in the field of vocational education and training;
- To reduce school dropout;
- To support learning progression and qualification;
- To support especially the development of anticipative and personalised procedures in guidance and counselling;
- To propose pedagogical solutions supporting study programme completion, practices and models of action in guidance and counselling in various work-based learning contexts. The role of career counsellors is essential in these endeavours.

In Finland there are two "guidance and counselling" systems whose roles and objectives are complementary:

- 1) Guidance and counselling services provided by education and training institutions;
- 2) Career guidance and planning services and education and training information services provided by the employment services.

The purpose of all guidance and counselling services is to support people in making educational choices and career plans, based on the lifelong learning principle.

In Finland, everybody is entitled to guidance and counselling services, regardless whether they are in education, employment, unemployed, etc.

The main stakeholders responsible for guidance and counselling services are: **public education authorities, employment authorities, education providers** and **municipality**. Their tasks are clearly defined:

- The main responsibility of education and training institutions is to provide career guidance, counselling and planning services to students;
- The employment authorities provide guidance and counselling services targeting mainly persons outside the education and training system.

#### Guidance and counselling in compulsory education

Students may receive guidance and counselling throughout their basic education. The objectives for guidance and counselling in grades 1-2, 3-6 and 7-9 are indicated by the national curriculum. "Guidance and counselling" are partly provided during school classes, and each student is entitled to a minimum of 2 hours/week (a school year has 38 weeks). Such guidance and counselling services are provided usually during the last three years of basic education.

Guidance and counselling in compulsory education cover learning skills, self-knowledge, training options, occupations, occupational sectors and labour market. If necessary, all students may receive individual/group guidance and counselling. During such courses, students receive guidance on how to use various instruments to search for information on the guidance and counselling services provided by society. Towards the end of compulsory education, students spend 1-2 weeks in a company, to have their first work experience (with an importance vocational training counselling component).

After completion of compulsory education, young people may usually choose between the general upper secondary education ("lukio") and vocational training. In the past years, the range of educational opportunities has developed and the training systems have become more flexible.

School counsellors have the main responsibility for guidance and counselling in schools. Most schools have teachers who graduated an additional specialist module on guidance and counselling (35 weeks, 60 credits). All teachers may provide counselling to students in their teaching subject, but students usually turn to their class counsellor (group counsellor) for general school-related issues.

Counsellors provide guidance and counselling for individual students, small groups or the entire class. The counselling activities involve cooperation with parents/tutors, teachers and counsellors from their schools and various authorities. Cooperation with employers and employment authorities is also part of the counsellor job activities. Students with special educational needs and immigrant students receive individualised guidance and counselling (on continuing training and education and training opportunities). Sometimes school counsellors consult various professionals in different fields.

#### Transition from compulsory education to secondary education

According to the Education Law, young people who graduated compulsory education may benefit from 1-year basic/additional compulsory education. There is no curriculum for the additional education/learning. Nevertheless, it should include minimum 1,100 teaching and training hours. Young people who could not find a study place may choose additional basic education. The purpose of this education and counselling is to help young people improve their career planning chances.

Additional basic education may be organised for an additional education group in bigger schools or it may be organised as guided learning in other educational institutions/on-the-job/in non-governmental organisations, etc.

The objectives and the contents of work-based learning are agreed by the training provider and the employer.

### **Guidance and counselling in vocational education**

The purpose of guidance and counselling in vocational schools is to provide students individual study, career planning and job seeking support. Students are encouraged to make their own choices regarding their education and training. In order to do so, they need information on various learning opportunities and also on how their choices may impact on their career, continuing training and employment opportunities. The purpose of guidance and counselling is to help students learn and encourage them in their independent learning efforts. Also, the aim is to encourage students to seek up-to-date information on the developments in their professional field and to develop their skills constantly. Guidance and counselling are necessary to improve learning skills and to tackle learning difficulties.

In vocational schools, school counsellors are responsible with guidance and counselling activities. They are usually skilled teachers who are also specialised as career guidance counsellors. All teachers participate in “guidance and counselling” training.

“Guidance and counselling” are normally integrated in other activities, but students are entitled to individual “guidance and counselling” sessions, if necessary. Moreover, schools provide students group “guidance and counselling” sessions, support for accessing the labour market and monitor student employment rates. School counsellors coordinate guidance and counselling in schools, they are the contact point between the school and the outer world in matters related to “guidance and counselling”.

#### Counsellor training

Joensuu and Jyväskylä universities, and vocational and pedagogical colleges provide specific courses for teachers who are willing to specialise as counsellors. A pre-requisite is the Master degree and the teacher qualification provided by a university.

The admission requirement for a guidance and counselling course organised by a technical and vocational college is to hold a qualification obtained in a vocational college and 1-year work experience in a vocational school. Joensuu and Jyväskylä universities provide various options to acquire the counsellor qualification, for example a Master degree in guidance and counselling. The University of Joensuu also provides Master degrees in guidance and counselling by obtaining 60 credits in guidance and counselling as a secondary specialisation.

Psychologists for career guidance in the employment offices must have a Master degree.

<b>Guidance and counselling in the training process</b>		
<b>Before the study programme</b>	<b>Who is responsible</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Before admission</li> <li>- During the guidance period</li> <li>- After admission</li> </ul>	<ul style="list-style-type: none"> <li>- School counsellor</li> <li>- Vocational education teacher</li> <li>- Psychologist</li> <li>- Special education teacher</li> <li>- Study secretary</li> </ul>	I. Visits (1-3 days), guidance period (1 week) <ul style="list-style-type: none"> <li>- Career choice</li> <li>- Assessment of readiness, skills</li> <li>- Interview</li> </ul> II. Admission letter <ul style="list-style-type: none"> <li>- First day timetable</li> <li>- Information on psycho-social assistance services etc. and accommodation</li> </ul>
<b>During the 1<sup>st</sup> year of study</b>	<b>Who is responsible</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- 1<sup>st</sup> week school</li> <li>- August-September</li> </ul>	<ul style="list-style-type: none"> <li>- Group teacher</li> <li>- Special education teacher</li> <li>- School counsellor</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable</li> <li>- Student guide</li> <li>- Brochure on general curriculum</li> <li>- Literacy skills test</li> <li>- Rights and responsibilities of the student</li> <li>- Guidance and counselling plan</li> <li>- Basic student activities</li> <li>- Tutor activities</li> </ul>

#### **Guidance and counselling responsibilities**

<b>Student counsellor</b>	<ul style="list-style-type: none"> <li>- Guidance and counselling plan</li> <li>- Guidance on failed or non-completed studies</li> <li>- Helps and guides students on personal matters</li> <li>- Tutor activities</li> <li>- Basic student activities</li> <li>- Information on optional courses</li> <li>- Leisure activities</li> <li>- Cultural competitions</li> <li>- Skills competitions</li> </ul>
<b>Teaching staff</b>	<ul style="list-style-type: none"> <li>- Help students to become familiar with the school practice</li> <li>- Inform students on curriculum objectives and structure, study programmes</li> <li>- Discussion plan for the work place, learning areas</li> <li>- Contact with students, prevent absenteeism, follow up student progress</li> <li>- Future plans / transition plans</li> </ul>
<b>Special education teacher</b>	<ul style="list-style-type: none"> <li>- Literacy tests</li> <li>- Individual counselling</li> <li>- Cooperation in the group of teachers (learning challenges)</li> </ul>
<b>Finnish teacher (Finnish as foreign language)</b>	<ul style="list-style-type: none"> <li>- Finnish proficiency test</li> <li>- Individual counselling</li> </ul>
<b>Psychologist</b>	<ul style="list-style-type: none"> <li>- Individual sessions with the student</li> </ul>
<b>Tutor</b>	<ul style="list-style-type: none"> <li>- Additional support for work-based learning periods and for finding employment</li> <li>- Work management and life management rules</li> </ul>

## **France**

Basic apprenticeship has developed an image problem along the time. Many information campaigns and clear commitments of the French Government and president supported the development of the apprenticeship system and contributed to a shift in attitudes towards this type of education.

Also, the media contributed to improving the image of apprenticeship and to increasing the visibility of certain professions (especially in the catering sector, through TV shows).

Various websites started publishing information on the apprenticeship system, subsidies, training provision and types of contracts (government website providing information on the advantages of both types of contracts <https://www.alternance.emploi.gouv.fr>; region-based websites; private platforms <http://www.lapprenti.com>). Any structure created to provide guidance and counselling should provide information on both types of contracts: apprenticeship and professional training contracts.

Other initiatives:

- Regional job fairs (for example, Rhône-Alpes region);
- Personal stories of former apprentices;

## **Iceland**

Students from the compulsory and upper secondary education have the same rights to school and career guidance. The first choice on upper secondary education is made during the last year of compulsory education.

## **Norway**

In Norway, the counselling services have two-fold purposes, including both career guidance and personal and social guidance. The Education Law (Opplæringsloven) stipulates that all students are entitled to both types of guidance, according to their needs. Counsellors in primary and secondary education provide guidance for the school students, while county counsellors (Oppfølgingstjenesten) provide guidance for young NEETs aged 16-21.

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## **4.5. Quality assurance mechanisms for work-based learning**

### **Germany**

A comprehensive set of legal rules exists for the area of vocational education and training in the dual system. The Vocational Training Act (Berufsbildungs-gesetz - BBiG), as the central legal basis, lays down comprehensively applicable quality standards. These relate, among other things, to:

- the requirements regarding the suitability of training locations (companies) and persons (trainers/instructors)
- the rights and duties of the partners concerned
- the curricula which form the basis of the training (training ordinances)
- the examinations to be conducted during and at the end of the training period

- the composition of the board of examiners and the suitability of the ex-aminers (in Baden-Württemberg the examination is state-wide).

It is the duty of the responsible bodies to check and monitor the suitability requirements imposed on training locations and training staff. The precondition for being granted permission to train is a trainer aptitude examination, the contents and requirements of which are governed by law (Trainer Aptitude Ordinance - AEVO). The examinations are conducted by the responsible bodies.

Trainees keep a record book which regularly documents the course of the vocational training and the learning progress they have made. This record book is to be presented to the responsible body at each examination.

In order to adjust the content of the training and to gear the examinations to the constantly changing requirements of the world of work, the responsible bodies work together with the social partners to revise the vocational training regulations and reorganise the occupations.

For the work-related teaching at the vocational schools the Standing Conference of Ministers for Cultural Affairs (Ständige Konferenz der Kultusminister - KMK) issues basic curricula which are aligned to the federal vocational training regulations. The individual federal states then either take over these basic curricula directly or integrate them into their own curricula. Each state is responsible for the quality of its vocational schools.

The constant dialogue and coordination at all levels between the parties concerned is a further contribution to quality assurance. This means for example that the two learning locations – training company and vocational school – have to cooperate closely and regularly.

Another essential factor for quality assurance is the training and further education of teaching staff. The high professional, pedagogical and didactic competence of the teachers, and also of the trainers, is an essential precondition for high-quality vocational training (also see point 4.7 training of school teachers and company trainers).

The comprehensive efforts of the Federal Institute for Vocational Education and Training (BIBB) as a competence centre for researching and further developing vocational training help to identify future tasks in vocational training, to push innovation in both national and international vocational training and to develop new, practice-oriented solutions in vocational training and further education.

<http://www.bibb.de/dokumente/pdf/Berufsbildung-im-Deutschland.pdf>

<http://www.bibb.de/de/institut.php>

<http://www.bmwi.de/English/Redaktion/Pdf/dual-system-of-vocational-training-germany,property=pdf,bereich=bmwi2012,sprache=en,rwb=true.pdf>.

### **Austria**

In the 8 level Austrian NCF, the apprenticeship certificate is at level 4.

Lately, the quality assurance (QA) and development of QA approaches in VET have considerably gained in importance, therefore also in apprenticeship programmes.

#### 1. Directions for quality assurance of learning outcomes

The following quality assurance mechanisms and tools are established in the apprenticeship training system:

- A) Continuous adaptation of apprenticeship occupations, by developing new apprenticeship programmes and updating existing ones, in line with economic and technological developments. Most often, the initiative to develop/update apprenticeship programmes comes for the sectors involved, Ministry of Economy and social partners. All the stakeholders (representing the interests of employers and employees) and the responsible ministries (Ministries of Economy and Education) participate in the development of new apprenticeship programmes. The support research is provided by the Institute for Economic Research in Education.
- B) Existence of a procedure for the accreditation of companies providing vocational training. Each company that wishes to provide apprenticeships is required to undergo an accreditation procedure. For this purpose, the company submits an application for the measurement / assessment / evaluation of its apprenticeship training capability to a "competent authority". Working together with the Chamber of Employment, the competent authority (apprenticeship office) analyses whether the company meets the legal and specific requirements to provide apprenticeship training.
- Only companies that are accredited to deliver apprenticeship programmes receive government subsidies.
- C) Continuous training of teachers training apprentices, in their respective field of expertise and in pedagogy, teaching methods and occupational law. Becoming a trainer for initial VET is conditional on passing an exam and / or taking a course. Alongside this mandatory qualification a wide range of continuous training options are available (such as companies' internal CVT programmes for IVET trainers, programmes delivered by adult training providers, colleges).
- D) Certification exams, form two perspectives:
- Apprentices, whose training includes courses provided by various training providers and the use of teaching materials purposely developed for training;
  - Evaluators, who must undertake certified training programmes resulting in the title of "evaluator for the apprenticeship leave examination". Also, "Evaluator's Handbooks" are provided to the evaluators, which guide them in designing oral examinations.

## 2. Standard development and evaluation approach

### A. Job profile (qualification)

The curriculum for each training programme is based on the definition and skills profile of the qualification (or description of the work) for the occupation in question. For many occupations the job profile is supported by learning materials, training guides, manuals etc.

### B. The existence of evaluation standards and a "clearing office" for the apprenticeship certification exam.

The apprenticeship-leave exam is organised by apprenticeship offices.

Two different authorities provide the vocational training and the validation of qualifications, thus ensuring objectivity and the quality of the evaluation process.

The purpose of the exam is to assess whether the graduate of an apprenticeship programme has acquired the skills and knowledge required for working in the trade for which he/she trained in the apprenticeship programme.

The clearing office for the apprenticeship-leave exam has the role to assure the quality of the certification examinations all over Austria, for all the tasks a candidate must carry out for certification.

The clearing office is set up as part of the Ministry of Economy and supervised by the Institut für Bildungsforschung der Wirtschaft (VET Research and Development Institute). The responsibilities of this office include compliance with quality standards, examination guidelines, fairness of subjects, practical relevance etc.

### **Denmark**

In Denmark, vocational training, training programmes and vocational colleges are under the responsibility of the Ministry of Education.

The chambers of commerce approve the companies that provide vocational training programmes and are responsible for monitoring the training process in such companies.

Based on a number of criteria and in consultation with the National Board for Vocational Training, the Ministry accredits colleges that provide vocational training programmes.

The requirement is for all colleges to have implemented a quality control system and a continuous quality management and assessment system, with self-assessment of college achievements being a key element.

The findings of the self-assessment must be publicised on the college website alongside an improvement plan. Many colleges are members of networks that support cooperation, exchange of best practices, result benchmarking, and taking over success factors for other partners. All the training programmes and training providing colleges may be included in the assessments carried out by the Danish Assessment Institute.

The chambers of commerce are required to ensure both the quality of the educational / training programmes and that of companies providing on-the-job training. They are in a permanent dialogue with the Ministry of Education on the vocational education and training programmes.

### **The Netherlands**

Any references to quality assurance procedures concern only the dual system vocational training.

The companies providing on-the-job training for students must be accredited according to the relevant national laws on VET. An accreditation is required for both places where vocational training is provided: the school and the company, separately for each qualification.

The sector-based Centres of Expertise have the mission to accredit companies as places of learning, using a formal accreditation process. The Centres publish the names and addresses of accredited companies on a national website, namely [www.stagemarkt.nl](http://www.stagemarkt.nl).

One of the criteria for the accreditation of companies as apprenticeship providers is the existence of a qualified supervisor or tutor.

The tutors must be qualified at least at the same level as that at which they will coordinate on-the-job training. Furthermore, the tutors are required to have teaching skills validated by diplomas/certificates.

Companies are to be re-accredited every 4 years.

The figures for March 2014 show that more than 230,000 companies are registered as vocational training providers.

### **Norway**

Quality assurance is included in the VET laws.

The quality standards for VET providers are set forth in the Education Act and in subsequent regulations, including the curriculum. The national authorities are responsible for carrying out inspections to review all aspects related to education and have the authority to take action to correct any dysfunctionalities.

Local autonomy in Norway is an important aspect in the entire education system, including on-the-job training in VET. Local and regional authorities are responsible for the training provision.

Consequently, the VET providers bear a major responsibility for the development of the quality in vocational education and training. The authorities are required by law to develop and implement a quality system for the vocational training provision, adapted to local needs. The national authorities do not interfere with the contents of the training programmes.

The training companies are responsible for training the apprentices during the last 2 years of the 2 + 2 model. In order to ensure that the apprentices receive training in compliance with the curriculum, the training companies are required by law to prepare training plans.

### **France**

Via the vocational training contracts and the qualification certificates, the apprenticeship programmes provide access to qualifications and diplomas registered in the NRVQ (National Register of Vocational Qualifications).

Each apprentice is supported by a tutor, an apprenticeship supervisor, whose role is to contribute to the trainee acquiring, in a working environment, the specific skills and certification for the qualification. The tutoring function may be shared by several employees. In this case, a tutorship team is established, with clear responsibilities for each member. Each team has a coordinator who also liaises with the ATC. The teaching documents used for apprenticeships also contribute to the quality assurance in the system.

A document exists that lists, allocates and correlates the training tasks and the responsibilities of each training stakeholder: society, company and ATC.

This allows the ATC (apprenticeship training centres) trainers to correlate classroom with on-the-job training, thus ensuring the connection between the learning in the two different environments.

## **Iceland**

The schools providing apprenticeship programmes are required to implement an internal quality assurance system and are subject to external assessment.

In order to be authorised, the companies providing on-the-job training must meet a number of criteria, in compliance with a particular Regulation (On-the-job Training Regulation 840/2011).

The companies that want to be authorised to deliver apprenticeship programmes must meet the following requirements:

- have qualified mentors, purposely trained for this purpose;
- Capability to provide training in compliance with the approved curriculum;
- have workplaces / workshops with suitable facilities.

To be accepted as an on-the-job training and learning provider, a company / organisation needs the official approval of the Apprenticeship Boards.

The companies applying for the official approval by the Apprenticeship Boards must demonstrate that they meet the above-mentioned criteria.

The Apprenticeship Boards carry out annual random verifications or whenever they receive complaints from trainees.

Other quality assurance practices are the student / trainee logs where progress is recorded during on-the-job training.

## **Italy**

Though no apprenticeship quality assurance system exists, some tools are being used to monitor vocational training and skills acquired.

Training activities must be defined in the individual training plan which is a valuable tool for the certification of knowledge and skills gained. The individual training plan is used by inspectors to check whether the apprenticeship training is delivered in a suitable manner.

To guarantee the quality of the training provided by the enterprise / company, a trained, skilled tutor exists who monitors the apprentice's progress in the company.

The main responsibilities of the tutor in the company are:

- managing, receiving and monitoring young apprentices in the company;
- designing the learning path and supporting the apprentice in acquiring skills and abilities;
- working together with training centres in view of harmonising formal training with that provided in the company, at the workplace;
- monitoring and evaluating progress and achievement of apprentices.

## **Latvia**

Quality assurance for qualifications obtained in apprenticeship programmes is regulated by the apprenticeship laws.

Companies providing vocational training must be certified by the Chamber of Trades of Latvia or may be authorised by the Territorial Authorities of Sector Associations (in compliance with the Trades Law – Supreme Council, 1993).

The apprenticeship tutors are trained and authorised by the Chamber of Trades of Latvia.

#### **4.6. Apprenticeship funding mechanisms – costs covered by the partners involved; types of support and incentives to implement and develop dual apprenticeship systems**

In **Germany**, vocational education and training is modelled by the cooperation of stakeholders. The VET in Germany is based on the cooperation between the state, private sector and social partners. The German dual vocational education and training is mainly characterised by corporatism and sharing of responsibility for educational policies between the federal government, federal states (Länder) and social partners. This link provides the basis for a working “public-private partnership”.

The social partners are involved in the dual vocational education and training system because they need a qualified workforce, in correlation with their own needs and requirements, and are thus aware of the advantages of this type of training.

The financing of vocational training and further education in Germany is based on a system of mixed financing with a large variety of public-sector as well as private-sector financiers. These include the Federal Ministry for Education and Research (Bundesministerium für Bildung und Forschung - BMBF), the Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie - BMWi), the Federal Employment Agency (Bundesagentur für Arbeit - BA), the federal state ministries for labour, economic affairs, education or cultural affairs, the European Union, local authorities, companies, trade unions, chambers, associations, private organisations and finally the individuals themselves.

For the initial training in the dual system, the school-based part of the training is financed by tax money from the federal states and municipalities, with the federal states bearing the cost of internal school affairs (e.g. supervision of the schools, determination of the syllabuses, teacher training, teachers' salaries) and the municipalities financing external school affairs (e.g. construction, maintenance and renovation of the school building, day-to-day administration, procurement of teaching and learning material).

Responsibility for the financing of the in-company part of the vocational training lies with the companies themselves. Each company decides independently – within the framework of the statutory provisions - whether and in which training occupations it will train how many trainees and what means it intends to commit to achieving this. In addition to this form of individual financing, a small number of sectors (e.g. building industry, roofing trade) have financing regulations based on collective bargaining. In such cases, each company in the sector pays an amount calculated on an agreed basis (e.g. the company's payroll) into a joint fund (“tariff fund” financing). This fund is used to reimburse training companies – either in full or in part – for their expenses.

Full-time vocational schooling outside the dual system as well as special measures to promote vocational training (e.g. immediate action programmes by the federal states to create additional training places) are financed from the federal state budgets.

<http://www.bibb.de/dokumente/pdf/Berufsbildung-im-Deutschland.pdf>

(Autoren: Ute Hippach-Schneider, Martina Krause, Christian Woll (Bundesinstitut fu

The colleges take responsibility for teaching and evaluation. Also, the colleges are required to support the students in identifying companies prepared to provide them with on-the-job training, receiving a special subsidy for this, including a grant for each registered training contract. The cooperation between colleges and companies is supported by a group of college professionals (consultants working on demand in the companies). All the Danish providers of VET have such professionals among their staff.

Most apprentices start their vocational education with a basic programme delivered in a college. Alternatively, they can start directly in a company and continue by taking the college foundation programme, after a spell in the company.

The school-based part of the vocational education and training is funded by the government based on per capita system.

For the practical training, the student receives wages from the company. From the Employers Associations reimbursement fund (AUB), the company pays the student an amount as wages for the times when he/she participates in training at the college. All companies, public and private, contribute a fixed amount to this fund for each of their employees, irrespectively if they have apprentices or not. The apprentices may receive a weekly payment for the school-based part of the programme.

In 40-50% of the vocational training programmes delivered in schools, the students do not succeed to enter an apprenticeship contract in a reasonable time (2 months). The costs for this period of time are covered from a special subsidy for the educational system. Nevertheless, it is imperative that the student should try to get a contract for practical training from the beginning.

The employers and employees from Denmark have set up a number of training centres (approximately 50), for the purpose of giving a chance to the schools providing initial vocational training. The training centres are a way to provide workplace placement and, same as the vocational colleges, take more responsibility for delivering the training plan to a student who does not have an on-the-job training contract with an employer for the entire educational programme.

Concerning the establishment of the training centres, the relevant regulations have been revised such as to ensure greater flexibility for students without contracts with a company. This means that the student, with the support received from the training centre, will have several short-term contracts with different companies, so that the practical training curriculum is covered entirely.

The VET system in **France** provides a number of apprenticeship type schemes, the most important being: "the apprenticeship contract" and "the professionalisation contract", both agreed by the employer and the employee.

The contract alternates school or training centre based periods with on-the-job training, in companies.

The financial arrangements provide the opportunity for the apprentice to be paid wages by the employer. Such payment is a percentage of the minimum wages and varies throughout the contract. In the first year of contract, the apprentice is paid 25% of the minimum wages and in the second year the amount goes up.

In order to encourage apprenticeship agreements, a number of financial subsidies have been introduced, with the most significant being:

- apprenticeship allowance (allocation) of minimum 1,000 Euro, paid by a local authority (Regional Council);
- apprenticeship tax (fiscal) rebate in amount of 1,600 Euro / apprentice / year, paid by the central government.

Alongside these subsidies, the employers entering apprenticeship contracts are fully or partially exempted from payment of social taxes, such being paid by the central government. Special subsidies are available for disabled apprentices.

Furthermore, the employees participating in a professionalisation programme are paid a compensation by their respective employers, calculated in relation to the minimum wages. In this case, the wages vary depending on the recipient's age and entry level of education, the minimum being 55% of the minimum wages.

**Finland**, by its apprenticeship training system, provides the opportunity to acquire qualifications. The Ministry of Education and Culture grants preliminary state support for introducing apprenticeship training.

The apprenticeship is based on an apprenticeship (employment) contract for a limited duration, made between an employer and an apprentice aged at least 15. The contract sets forth: duration of contract, trial period, qualification pursued and, depending on this, the student's wages (in compliance with the collective bargain agreement). Supplementary, the contract details the key practical tasks and classroom-based education included in the training, the provider of classroom-based education, scheduling of classroom training during the apprenticeship, on-the-job trainers responsible for the apprentice, as well as the wages paid by the employer during the apprenticeship.

During the on-the-job training, the students are entitled to payment as per the collective bargain agreement, including annual paid leave and overtime rates. During theoretical training, the students may be entitled to facilities, if they are not paid by the employers in such periods.

The daily payment for students is 15 Euros per day of training. The students with dependants under aged under 18 may apply for family allowance in amount of 17 Euros per day of training. Also, the students are entitled to apply for travelling allowance, if the distance from their residence to the practical or classroom-based apprenticeship training is more than 10 km. Furthermore, they may request an accommodation allowance in amount of 8 Euros per day, in order to stay overnight in the town where education is provided.

The training allowance is normally claimed twice or thrice a year or as a one-off payment for the entire training period. The amount of compensation during training is dependant on the qualification and vocational training (VET), the cost of classroom-based learning and on whether the employer pays the student for during theoretical training or not. Small and medium enterprises (SME's) do not qualify for special support.

The largest compensation paid to date was of 350 Euros per month or 100-200 Euros per month, for continuous training. The employer's training allowance was increased as part of the apprenticeship training plan. The employers may apply for additional compensation for providing vocational education and training programmes for graduates of compulsory lower secondary education or optional lower secondary education (10<sup>th</sup> form) in 2014 or who have started school in 2013. The compensation is in amount of 800 Euros per month for the first apprenticeship year, 500 Euros per month for the second and 300 Euros per

month for the third. The additional government support for training was granted to 36 training providers.

Employers may qualify for wages subsidy in the cases where the apprentice is unemployed, in consideration of it being difficult to obtain a job for reasons such as long-term unemployment, lack of professional skills, disability or illness. The subsidy is paid out by the employment authorities. The wages subsidies are always discretionary and dependant on the unemployment needs. The subsidy may be granted for apprenticeships. The TE Office shall evaluate the extent to which the job requires a subsidy that would increase the trainee's employment opportunities, professional skills, abilities and position on the labour market. A subsidy may be granted for the entire duration of the apprenticeship. A subsidy paid out comprises the basic subsidy and the additional subsidy. In 2014, the basic subsidy was an amount of 32.66 Euro per day. An additional amount may be granted, if the TE Office so decides, that may be a maximum of 60% of the basic subsidy. In case the employers meet particular requirements, they may be eligible for the highest level of wages subsidies that may be as high as 61-90% of the basic subsidy.

For the classroom-based training periods, the students may qualify for social benefits, such as a daily allowance and compensation for accommodation and travelling expenses. The student benefits may not be claimed when he/she receives wages or other compensations during classroom-based training periods.

The length of an apprenticeship may be between one and three years. Previous education and work experience contribute to shortening the duration of training.

Also, the government has allocated a subsidy for the on-the-job training of tutors, for the purpose of improving their skills and the capability of workplace communities to provide focused training, meeting the needs of professional development needs of the young / students.

#### **4.7. Training of school teachers and company trainers in Germany**

A most relevant point for the quality of the dual training system is the competence of the vocational teachers at the vocational schools and the trainers in the companies. For this reason this aspect is shown as an independent point and is not subsumed under the point quality assurance (4.5 quality assurance mechanisms for work based learning).

The German vocational education system demands special competences from both from the teachers of the vocational schools as well as from the trainers and instructors in companies.

##### **1. Qualification of teachers of vocational schools**

###### **Initial education and ongoing training of teachers**

Teacher Education has the core objective of teaching and developing pedagogical skills and the necessary scientific and practical basics. Teacher education has a specific forming in each of the 16 federal states of Germany.

The federal states (Bundesländer) are the employers in education and they employ teachers depending on their qualifications and the local needs. In the school year 2013-2014 in the state of Baden-Wuerttemberg about 95.000 teachers were employed in general public schools and 22.000 in public vocational schools. Therefore teacher

education is embedded in the “teacher education system” of the specific federal state (Bundesländer) and has a specific forming in each of the 16 federal states.

The system usually comprises initial teacher education (phase 1), followed by practical in-school training (phase 2), up to permanent advanced education (phase 3), in which teachers will participate at every stage of their career.

In the state of Baden-Württemberg, initial and advanced teacher education is structured as follows:

**Figure 1: Three pillars of teacher education**

Phase 1	Phase 2	Phase 3
Being a vocational school teacher: permanent advanced education and training throughout the entire professional life	Training in school and at the teacher training institute (preparatory phase/trainee teacher)	Studying at a university and professional practice in a company (initial training) or: practical professional experience (initial training please check figure 2)

**Initial teacher education** (in phase 1 and phase 2) should qualify the teacher to implement education-policy guidelines and the teaching objectives of the respective curriculum in class, to enable students to think independently and in a subject-oriented manner, and to train the students’ technical competencies over the long term.

**Figure 2: Two types of teachers –for vocational theory and professional practice**

Academic teacher	Technical teacher
University graduation (Master degree + min. 1 year of professional practice) e.g. in technology, commerce, social science, agriculture ... or as a technical teacher or business teacher...	Intermediate secondary school leaving certificate and completed vocational training in an industrial – technical trade and master craftsman examination followed by at least two years of practical professional experience
↓	↓
18 months of preparatory phase (trainee teacher) - at the teacher training institute (theory) - and at the vocational school (teaching practice)	Employment as a technical teacher including 12 month of training - at the teacher training institute (theory) - and at the vocational school (teaching practice)
↓	↓
An exam pass provides eligibility to apply for a position as a vocational teacher	An exam pass provides eligibility for a permanent position as a vocational teacher

**Figure 3: Duration and structure of the preparatory phase of the teachers education**

Academic teacher	Technical teacher
1,5 years (3 school terms) 1 <sup>st</sup> and 2 <sup>nd</sup> term Introduction to educational and tuition work, training at the teacher training institute and in school, start of a 2-week compact phase at the teacher training institute 3 <sup>rd</sup> term education and teaching practice in school	1 year – extra occupational training; 6 hours release from work per week  Subjects at the teacher training college: Pedagogy, psychology, principles and methodology of practice-oriented teaching, subject-specific events and teaching exercises, school law, youth and civil service law, school organisation
Source for figure 2 and 3: Verordnung des baden-württembergischen Kultusministerium über den Vorbereitungsdienst und die Zweite Staatsprüfung für die Laufbahn des höheren Schuldienstes an beruflichen Schulen (APrÜbSchhd) vom 10. März 2004 and Verwaltungsvorschrift vom 03. März 2009, AZ: 21-6734.0/67 (the term technical teacher is also used for commercial technical teachers and technical teachers for home economics)	

Besides the above mentioned permanent employed teachers there exists also the possibility for the school or the regional school administration to engage highly qualified personnel for special vocational subjects e.g. physicians, chemists, lawyers etc. These persons are highly specialised in their subject and work in companies or research institutes and usually teach 4 to 6 lessons a week at the vocational school.

**Phase 3 of the teacher education is the permanent advanced education and training** - throughout the entire professional life of the teachers.

Reform processes in vocational training system can only be successful if the involved parties (teachers, school principals, faculty heads, teacher trainers, school developers, etc.) are suitably and timely trained and qualified.

The measures range from short-term adaption qualifications to developing and anchoring long-term training and advanced education offers and concepts for the personnel. The profiles of vocational training must be continuously adapted to the dynamic progress of the development of the technology, economy and society. As students learning outcomes depend on the technical-education quality of teachers and the organisational conditions. Teachers must be state-of-the-art with their respective subject area academically as well as in practice-oriented and methodical terms.

For in service training and human resource development the Ministry of Education, Youth and Sports Baden-Wuerttemberg founded in 2004 a central training facility the **“Landesakademie für Fortbildung und Personalentwicklung an Schulen”**. This academy provides in-service training for teachers, school principals, faculty heads, teacher trainers and school developers on behalf of the Ministry of Education. In 2014 more than 36.000 persons attended the 1.859 courses offered by the three locations of the “Landesakademie” in the cities of Bad Wildbad (offering courses for general education – 15.195 persons) Esslingen (offering courses for vocational education – 12.770 persons) and Comburg (offering courses for school principals, and faculty heads – 8.354 persons).

At the location in Esslingen (responsible for vocational schools) of the “Landesakademie” courses and detailed concepts for the following areas are offered (exemplary):

- state-of-the-art topics and courses in the fields of technology, business, home-economics, social pedagogy etc. (for the approximately 250 different vocational trainings offered in Baden-Wuerttemberg);
- educational and methodical issues, e.g for the implementation of activity-oriented curricula or for cooperative learning;
- development of concepts for state-wide training initiatives for multipliers acting on behalf of the Ministry of Education or the regional school administration;
- train-the-trainer seminars;
- individual learning and inclusion;
- quality development at vocational schools;
- new media in education;
- courses for computer network advisors.

In-service-training for teachers is not only offered through the “Landesakademie” but also through the regional school administration.

Both regional and central in-service training courses are state financed and are free of charge for the vocational schools and the teachers. The main differences between centrally and regionally organized courses are the target groups and the intention of the courses. For example: regional in-service training courses aim more at the individual teachers, central in-service courses aim more at the multipliers.

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The “Landesakademie” is in close contact to all the stakeholders when developing the course programme.

The “Landesakademie” does not employ any full time trainers or lectures but has access to a pool of experts which will be engaged for certain courses. The teaching personnel in the training courses includes a mixture of teaching professionals as well as specialists from industry, technology, research institutes, business, social institutions, chambers etc. As a guideline for the recruitment of trainers and consultants for the advanced education programme about 50 % of trainers should come from school, 30 % from private enterprises and 20 % from research- institutes, chambers, etc.<sup>5</sup>

## 2. Qualification of Trainers and Instructors in the companies

**In Germany, only those who have the appropriate personal and professional skills are allowed to give vocational training to young people.** In the reformed 2005 version of the Vocational Training Act, Section 30 (1) states more precisely: "Persons shall be deemed to have the necessary technical qualifications if they possess the vocational skills, knowledge and qualifications as well as the teaching skills, knowledge and qualifications required to give initial training in the occupation and processes concerned."

For training occupations according to the Vocational Training Act, the trainer is presumed

<sup>5</sup> <http://lehrerfortbildung-bw.de/lak/es/>  
[https://de.wikipedia.org/wiki/Landesakademie\\_f%C3%BCr\\_Fortbildung\\_und\\_Personalentwicklung\\_an\\_Schulen\\_Baden-W%C3%BCrtemberg](https://de.wikipedia.org/wiki/Landesakademie_f%C3%BCr_Fortbildung_und_Personalentwicklung_an_Schulen_Baden-W%C3%BCrtemberg)

to have the appropriate technical qualifications provided her/she has sufficient teaching skills in industrial and vocational education.

The German Trainer Aptitude Ordinance (Ausbildereignungsverordnung AEVO, Section 2) regulates what these industrial and vocational educational teaching skills specifically consist in and how evidence of these skills can be provided.

Aptitude for teaching in industrial and vocational education comprises competence in the independent planning, implementation and monitoring of the vocational training in the following fields of action:

1. Examining the preconditions for the training and planning the training
2. Preparing the training and contributing to employing trainers
3. Carrying out the training
4. Completing the training

**According to Section 4 of the Trainer Aptitude Ordinance (AEVO), trainers have to prove their aptitude by taking an examination.** The examination comprises a written part and a practical part. The trainer must have at least a satisfactory mark (German Grade 4) in each part to pass the examination. Within one examination procedure, a failed examination can be re-attempted twice. If one part of the examination has been passed, it can count towards the re-attempted exam.

In the written part, case-related tasks from all fields of action are to be dealt with. The written exam is to last three hours. The practical part of the exam comprises a presentation of a training situation and an oral discussion lasting in all no longer than 30 minutes. For this the exam candidate chooses a training situation typical for the occupation involved. The presentation is not to exceed 15 minutes. The choice and structure of the training situation are to be elucidated in the oral discussion. Instead of a presentation, the candidate can also enact a practical training situation.

The responsible body (chamber) sets up an examination committee to conduct the exam. As a rule, the responsible chambers offer courses to prepare candidates for the trainer aptitude examination<sup>6</sup>.

#### **4.8. Certification of vocational qualifications acquired through apprenticeships**

In countries of the European Union with a tradition of dual system vocational training (Germany and Austria), the evaluation and certification of vocational skills is carried out by persons that are not connected with the training of students, thus ensuring the impartiality of the certification examination. Moreover, the members of the evaluation boards are trained and approved/accredited evaluators. Only persons with proven competence in evaluating vocational skills may be members of the evaluation boards.

##### **Germany**

The primary objective of vocational training is to allow young people to acquire comprehensive vocational capacity to act, which will enable them as employed persons to be independent, responsible and cooperative in order to deal with the duties assigned to them efficiently and innovatively. The vocational capacity to act is based on

<sup>6</sup> Source: [http://www.bibb.de/dokumente/pdf/ausbilder\\_eignungsverordnung.pdf](http://www.bibb.de/dokumente/pdf/ausbilder_eignungsverordnung.pdf)

professional, social and methodological competence. The qualification to exercise a professional activity includes, in particular, independent planning, implementation and checking. This bundle of competencies must be demonstrated by means of legally regulated examinations (Vocational Training Act, Section 37).

Final vocational training examinations are oriented to professional practice, i.e. to professional requirements and processes. As a rule, a final examination covers four to five areas oriented to typical fields of activity in the occupation concerned and including knowledge in the field of economics and social studies. The candidate's performance in general subjects like German and History/Civics is not part of the final vocational training examination. This is recorded as part of the final school examination.

The trainees take an interim examination before the end of the second year of training (usually after half the training period). This examination comprises a practical and a written part. The trainees receive a certificate showing they have taken the interim examination and indicating the training level they have reached. In some reorganised or completely new training occupations the interim and final examinations have been replaced by one so-called "extended" examination. This means in detail that exam part 1 (formerly, interim exam) accounts for up to 40% of the final result and exam part 2 (formerly, final exam) accordingly accounts for 60% or more of the total exam to make up the full 100%.

Exactly how the examinations are designed is governed by the individual training regulations and the examination requirements contained therein. These are valid nationwide for each training occupation and define a uniform standard for the proof of qualification. The examination method is determined in such a way as to orient itself to the requirements of the fields of activity to be examined. This has resulted in a broad spectrum of methods being used in final examinations. The duration of the examination may vary according to the occupation, the area of knowledge being examined and the method used.

While companies and vocational schools are responsible for carrying out the vocational training, the chambers (competent bodies) are responsible for carrying out the examinations. (In Baden-Württemberg the vocational schools and the chambers carry out the examinations jointly).

Assessment and certification in the German dual system reflects the principle of "**dual training - dual testing**". The exams are organized as follows:

***The intermediate exam:***

- assesses the basic skills;
- is centralized elaborated by IHK and is applying in the same way at the land level;
- is accounting for 40% of the certification exam and has two components:
  - a test (in school);
  - a practical examination (held in the company);
- a practical test assessing three components: plant performance, behavior, case discussions during execution.

### **The final exam (certification):**

it can have 2 parts: one in company and one in school (may exist, or not, depending on the land):

- the part in the company:
  - unlike the intermediate examination, the tests are established by the company (not by IHK);
  - it use forms / documentation of the enterprise;
- the part in the school (accounting for 50%):
  - written exam = analysis, work plan, economic knowledge;
  - it is centralized organized at the land level.

The commissions and exam topics are establish at the land level. The activity is coordinated by the Chamber of Commerce and Industry of Germany (impartiality, relevance certification exam).

The chambers are responsible for appointing the boards of examiners. Each board of examiners must have at least three members:

- one representative of the employers (similar to the trade union representative in Romania)
- one representative of the employees
- one vocational school teacher

All evaluation commission members are trained and accredited to be part of these committees. **The board of examiners is appointed for 5 years.**

### **Certification**

On passing the examination, the trainee receives the following certificates: final examination certificate from the chamber and a journeyman's certificate or skilled worker's certificate.

Furthermore, the training company is obligated to provide the trainee with a written certificate at the end of the vocational training relationship (Vocational Training Act, Section 16).

For the part in school, the student receives a graduate certificate, released from the school.

### **Austria**

- The members of the evaluation board for the certification exams are not involved in the training of students (impartiality, fairness and relevance);
- The certification exam is coordinated by the Chamber of Commerce and Industry of Austria;
- The clearing office (deals with quality assurance in the training and evaluation of apprentices) is set up in the Ministry of Economy and supervised by the Institut für Bildungsforschung der Wirtschaft (VET Research & Development Institute). Among its responsibilities are:

- to develop uniform evaluation standards for each qualification/trade;
- to develop evaluation guides;
- to ensure fairness of evaluation and certification tests;
- to identify solutions to adjust the evaluation and certification;
- Equivalating / correlating the apprenticeship certificates from the dual education system with other vocational qualifications obtained by other paths of vocational training.

### **Belgium**

- Bi-certification – one certification in two languages, for two countries (e.g. German speakers get a certificate that is valid in Belgium and in Germany) – ensures mobility of workers;
- Equivalating / correlating the apprenticeship certificates from the dual education system with other vocational qualifications obtained by other paths of vocational training.

### **France**

Apprenticeship / dual education gives access to all levels of vocational qualifications, from secondary to tertiary education (vocational school, technological high-school, further education, university / levels EQF 3/4/5/6).

The joint employment boards carry out the vocational certification, at national level.

### **Italy**

The social partners participate in the development of the examination and certification procedures. The Ministry of Labour and Social Policy is the authority that defines the regulatory framework.

### **Finland**

- The evaluation and certification of vocational skills is carried out by the education providers in partnership with the employers;
- The contents of each test is based on the discussions between the tutor and the student / apprentice and the person responsible with on-the-job training;
- In the final examination, each module is evaluated on a scale from 1 to 3, according to the evaluation guide developed by the provider of the vocational training programme;
- The final examination takes place under real working conditions, pre-eminently at the workplace / apprentice training place;
- The final examination board comprises:
  - Representatives of the employers;
  - Representatives of the employees;
  - Representatives of the training programme provider;

- The body organising the final skills test (the evaluation board) must give the candidate the opportunity to take the final test during or at the end of the training programme;
- A collection of national final tests exists for each vocational qualification.

### Iceland

- There are Handbooks / guides for evaluating apprentices, that regularly updated, for each qualification;
- The occupational committees (set up in compliance with article 24 of the Upper Secondary School Act no. 92/2008) make proposals for the structure and contents of the certification examinations for each occupation / qualification.

### Ireland

- Two types of certifications exist:
  - Junior Certificate (level 2 EQF);
  - Leaving Certificate (level 3-4 EQF);
- Successfully completing a full apprenticeship qualification programme leads to obtaining the Advanced Certificate from the Quality and Qualifications Ireland (QQI)- level 5 EQF;
- The employer is responsible for the evaluation of the acquired vocational skills. He must submit results of the final evaluation test to the FAS (Summary Assessment).

## **4.9. Integration of apprenticeship programs in initial training in Baden-Wuerttemberg (Germany)**

### **The Dual-System – part-time Vocational School & In-Company Training (Duales System)<sup>7</sup>**

The majority of young people in Germany start their vocational education with a training in the Dual System („apprenticeship“). The Dual System is open to all students who have finished their general school education. The entry requirement for studying within the Dual System is a contract as an apprentice with a company. The dual training system extends today over approximately 350 state-certified, thus officially recognized professions in nearly all branches of the economy – from trade to the service sector and including the high-tech field. Due to its unique position linking the systems of education and economy, it is both an essential factor in reducing unemployment among young people and a successful means of meeting the employers' demand for skilled personnel.

The two Educational Centres	
Dual System VET	
70%	30%
<b>In-company training</b>	<b>at vocational school</b>
Law of the Federal Republic of Germany Training Regulations (Ausbildungsordnung) 3,5 days per week work experience	State of Baden-Württemberg Framework Curriculum (Rahmenlehrplan) 1,5 days per week - Theory

Based on partnership: the two Educational Centres

<sup>7</sup> Editor: Ministry of Education Baden-Württemberg  
Internet: [www.kultusportal-bw.de](http://www.kultusportal-bw.de)

A great deal has changed in recent years within the Dual System due to technological and social changes. Professions have changed tremendously demanding new approaches to teaching methods. New professions have been created or have been modernized completely.

In addition, vocational content is taught in a new way, replacing the general subjects and optional subjects. Learning units are no longer taught according to traditional vocational subjects, but according to vocational competencies („Lernfelder“). Vocational competencies are oriented toward practical job-related procedures in accordance with the so-called „Complete Action Model“ (Getting Information, Planning, Decision-Making, Execution, Checking, Evaluation). Within a given field of learning various abilities and skills are taught using holistic methods.

Despite all these changes, the basic idea has remained the same: professional training still takes place at two locations: in the company or workshop and at the vocational school. While the company takes over the practical training, the vocational school communicates – in addition to expanding and deepening general knowledge – mainly the theoretical knowledge that is necessary to practice a profession.

A fact which is widely unknown outside Germany is that the trainees sign a contract with the company. Thus, the companies are able to choose the candidates with adequate profiles, giving them career prospects in their companies far beyond the training period. In addition, the apprentices obtain an apprenticeship payment, which enables young people with a modest financial background to start a training widely acknowledged and respected in German society.

Meanwhile, in the majority of professions, the learning content is no longer taught in individual subjects but rather in so-called vocational competencies. These are oriented toward production procedures that take place in a company. The trainees go through three stages to qualify in their profession: the basic level and levels I and II of the advanced level.

### **The basic level**

During the first year of training the apprentices acquire a broad knowledge of the overall vocational field. This forms the basis for later specialization and ensures that „the same language is spoken“ in the various professions within a given vocational field. This foundation is becoming increasingly important, because many professions are ever more closely interconnected. In many trades the basic level is taught full time in the 1-year vocational school.

### **The advanced level**

During the second and third years of training (levels I and II of specialization) the foundations are supplemented. The apprentices specialize according to the actual profile of the profession. Parallel to the job-related skills, general education continues to be promoted in the vocational school as an important condition for professional competence.

### **Certificates**

Vocational school training ends with a final examination. Those who have completed this successfully receive a vocational school diploma. In connection with the successful completion of their in-company training (the so-called, „Certificate of Apprenticeship“ = National Vocational Qualification, awarded by the Chamber of Industry and Commerce or the Chamber of Crafts), young people without a lower secondary school diploma acquire

a diploma equivalent to it. Provided that the grades they achieved are sufficient, the apprentices may also be awarded a diploma equivalent to the intermediate secondary school diploma following the completion of their training. In particular, following additional professional qualification (for example as a master craftsman), admission to study at a university is possible.

### **Additional qualifications and qualification for study at a university**

Depending on what is offered locally, through participation in additional courses and an additional examination, additional vocational qualifications can be earned. For example, students can qualify to study at a University of Applied Sciences, the additional Management-in-Trade certificate, or the Foreign Language Certificate from the Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany (KMK).

### **Vocational schools for trade and industry with the occupational fields**

- Mechanical engineering
- Automotive engineering
- Electrical engineering
- Information technology
- Construction engineering
- Wood technology
- Textile engineering
- Chemistry, physics, biology
- Printing and media technology
- Paint technology and interior design
- Personal hygiene / cosmetics
- Nutrition and home economics

### **Vocational schools for commerce / business with the occupational field**

- Business and administration

### **Vocational schools for home economics, nursing, social pedagogy, vocational schools for agriculture, with the occupational fields**

- Nutrition and home economics
- Agrarian economics

### **Conclusion**

The vocational schools constitute an important component of Baden-Württemberg's educational system, with great possibilities as regards career advancement. Within the dual educational system, through the interaction of schooling and in-company training and the interconnection of theory and practice, we have managed to set up and keep a high-quality level of training which prepares our trainees for the challenges of the working world. As a result, a large number of young people are employed as professional

workers by their training companies immediately after getting their „Certificate of Apprenticeship“.

The differing requirement profiles of the individual qualified professions make it necessary that each young person be supported according to his or her personal motivation and abilities. This is ensured by the vocational school; it presents young people with all opportunities for diverse career prospects.

#### CURRICULUM WITH INDIVIDUAL SUBJECTS OR VOCATIONAL COMPETENCIES\*

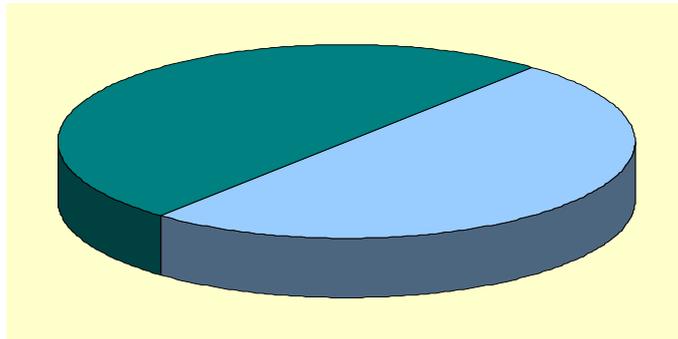
Vocational School	Technical vocational school	Economic vocational school	Vocational school for home, economics, nursing, social pedagogics	Agricultural vocational school
<b>General subjects 4 lessons / week</b>	<ul style="list-style-type: none"> <li>• German</li> <li>• Social Studies</li> <li>• Job-related English (gradual implementation)</li> </ul>			
<b>Job-related subjects 8 hours/week</b>	<b>Economics or Economic Competence e.g. mechatronic with focus on</b> <ul style="list-style-type: none"> <li>• component manufacture</li> <li>• analysis of information flow in complex mechatronic systems</li> <li>• Start-up, trouble-shooting, and maintenance and repair</li> </ul>	<b>e.g. industrial clerk with focus on</b> <ul style="list-style-type: none"> <li>• business administration</li> <li>• monitoring and controlling</li> <li>• macroeconomics</li> <li>• data processing</li> <li>• project competence</li> </ul>	<b>Economics e.g. professional housekeeper Job-related topics such as</b> <ul style="list-style-type: none"> <li>• dietetics and food science</li> <li>• hygiene</li> <li>• production tools</li> <li>• customer service</li> <li>• related maths</li> <li>• related drawing</li> <li>• practical job-related skills</li> </ul>	<b>Economics e.g. farmer</b> <ul style="list-style-type: none"> <li>• job-related topics such as</li> <li>• food production</li> <li>• livestock breeding</li> <li>• agricultural machinery</li> <li>• business administration</li> <li>• related maths</li> <li>• practical job related skills</li> </ul>
<b>Compulsory elective subjects 1 hour/week</b> Special courses Supplementary courses	e.g. German, Technical Mathematics e.g. special job-related topics, additional qualifications (for example, the Advanced Certificate of Vocational Education can be acquired at various vocational schools by students with a GCSE), or general subjects as foreign languages			

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\*For new and restructured professions the curriculum is divided into learning competencies instead of individual subjects

#### Upward Mobility via Vocational Education

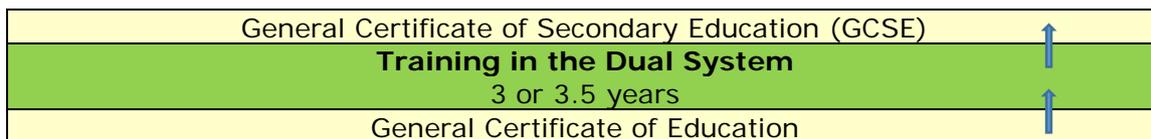
“Every graduation must have a continuation” - this has been a basic principle of the system of vocational education in Baden-Wuerttemberg for decades. Accordingly, Baden-Wuerttemberg is especially proud of the career opportunities for all those who haven't followed the “normal” path of getting their university entrance qualification at the General Upper Secondary School. As can be seen from the following chart, the principle has been realized quite successfully:



About half of all entrance qualifications into Tertiary Education are acquired in VET institutions

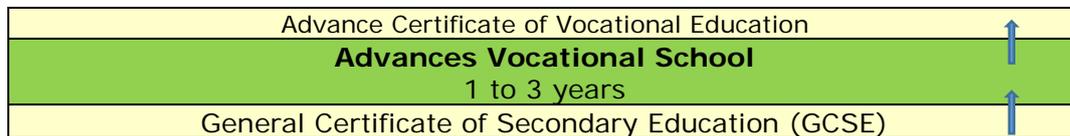
For the young motivated and talented people in BW this means that they can climb up the ladder in all states of their education irrespectively of their origin and living conditions. The following examples are intended to show typical ways to higher education.

**Example 1: General Certificate of Secondary Education (GCSE) via Dual System (9+3 model)**



Graduates from General Secondary School automatically acquire the GCSE after completing a training in the Dual System (lasting at least 3 years) with good results.

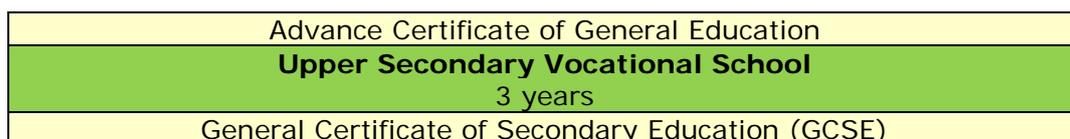
**Example 2: Advanced Certificate of Vocational Education via Advanced Vocational School**



In the Advanced Vocational Schools, students with a General Certificate of Secondary Education (GCSE) acquire vocational qualifications and an advanced general education for occupations which are particularly affected by new developments in technology and economy.

Advanced Vocational School ends with a final examination. Students attending at least 2-year courses can earn professional qualifications (e.g. "state-approved assistant") as well as acquire the Advanced Certificate of Vocational Education, which qualifies for the University of Applied Sciences.

**Example 3: Advanced Certificate of General Education via Upper Secondary Vocational School (3 years)**



Upper Secondary Vocational Schools (3 years) are full-time schools leading to the Advanced Certificate of General Education (also known as “A-levels”), a general university entrance qualification. They are open to all students with a GCSE qualification.

**Vocational Preparatory Year (Berufsvorbereitungsjahr) and the Pre-qualifying Year (Vorqualifizierungsjahr Arbeit/Beruf)**

Young people who do not continue their education at a secondary school and do not begin training with a company after they have completed their general compulsory education are prepared specifically to enter the working world in the Vocational Preparatory Year or in a Pre-qualifying Year.

**Getting a taste of daily life in the working world**

The objective of the Vocational Preparatory Year and the Prequalifying Year is to give young people vocational orientation and to provide job-related competences and skills. In addition, they help the young people to become acquainted with concrete vocational requirements, to discover their personal preferences, and to assess and improve their individual capacity for learning and achievement. Industrial placements and the job-related lessons with a high proportion of hands-on learning, allow young people to collect experience in up to three vocational fields, for example mechanical engineering, electrical engineering, or wood technology.

**The certificate is an important goal**

When students fulfill the requirements, they receive a certificate. Those who pass an additional examination in the subjects German, Mathematics and possibly English receive a certificate which is equivalent to the GCE. This increases their chances in the world of work. It is also possible for them to continue their schooling at other vocational schools.

**Cooperative classes with the 5- or 6-year general secondary school or with the special-needs school**

Many vocational schools work closely together with General Secondary or Special Needs Schools to offer cooperative classes in which the ninth grade is tightly inter-connected with the Vocational Preparatory Year or the Pre-qualifying Year in a two-year course of education. The students who pass an examination in the subjects German, Mathematics and possibly English also receive a certificate which is equivalent to the GCE.

**Vocational Introductory Year (Berufseinstiegsjahr)**

In the Vocational Introductory Year, young people with a General Certificate of Education who are required to attend vocational school but do not find an apprenticeship with a company and do not continue their education at any other secondary school can improve their skills.

**Individual support**

Individual assistance plays a key role. The foundation for this is the so-called “competence analysis”, which helps to precisely evaluate the young person’s individual strengths. The students then take courses they have an aptitude for, for example in the fields of wood technology, metal works, or hygiene. This serves as the basis for further advancement. In addition to job-related training, the Vocational Introductory Year focuses on improving proficiency in German, Mathematics, and English as well as promoting social competences.

**Conclusion**

The course lasts one year and ends with a centralized final examination in German, Mathematics and English. Final examinations take place as well in the vocational area; these may also be carried out as project examinations. The course leads to a separate certificate that is based on the General Certificate of Education. It enables students to continue at a further vocational school such as a one-year full-time vocational school or a two-year full-time vocational school that leads to the GCSE. Many students succeed in obtaining an apprenticeship with the company where they do their practical.

### **Full-Time Vocational School 1 - 2 years**

#### **(Berufsfachschule einjährig bzw. zweijährig)**

#### **Theory and practice from one source**

Students who graduate from General Secondary or Intermediate Secondary Schools have various opportunities for entering the working world. For example, they can choose between a part-time vocational school in the dual system, and a full-time vocational school without in-company training. There are several forms of full-time vocational schools the students can choose from.

#### **The one-year Full-Time Vocational School**

The one-year Full-Time Vocational School complements the dual system. In many trades it makes sense to delegate the first year of training to the school. There are good reasons for this: Not every local craftsman's business – for instance, in the field of mechanical engineering – can afford to set up the sort of training workshop usually found in many large firms. On the one hand, setting up such workshops is very expensive; on the other hand, many companies are so highly specialized that they are no longer able to provide their trainees with the necessary basic training covering all dimensions of their field. Consequently, during their first year of training, most future mechanics attend a lot of practical and theoretical lessons which prepare them for their future trade.

#### **The two-year Full-Time Vocational School leading to General**

#### **Certificate of Secondary Education (GCSE)**

The two-year Full-Time Vocational School is an important bridge between the General Secondary School and the Secondary Vocational Schools. Here many students without a lower secondary school leaving certificate can earn their GCSE. The vocational subjects and theoretical and practical vocational skills play a special role in the curriculum of the various types of Full-Time Vocational Schools. Training companies can accept attendance as the first year of training; at the same time, students who acquire good GCSE grades can advance their education in the vocational school system.

#### **Straight to an occupation without a detour**

For some particular training situations there are also special solutions. For instance, some 2-year vocational schools lead directly to jobs in the fields of the arts, nursing, and office work. Examples are: state-certified classical dancer or state-accredited childcare assistant / pediatric nurse.

The profession of state-accredited geriatric nurse can be learned at a 3-year vocational school. In trade and industry as well, committed young people can achieve accreditation in a recognized trade (e.g. watchmaker) at 3-year vocational schools. Compared with the large number of "normal" apprenticeships, these special forms may not carry very much

weight; however, these special paths illustrate the diversity and complete the educational infrastructure of the vocational school system.

### Full-Time Vocational School 1 – 2 years

	<b>1-year Full-Time Vocational School</b>	<b>2-year Full-Time Vocational School (qualifying for Senior Vocational School of Further Education)</b>
<b>Entry requirements</b>	General secondary school diploma (as a rule), 9 years	Qualified general secondary school diploma, 10 years
<b>Qualification</b>	Credit as first year of training	<ul style="list-style-type: none"> <li>• Qualification for technical college</li> <li>• Credit as first year of training possible</li> </ul>

### Full-Time Vocational School 1 – 2 years

<b>1-year Full-Time Vocational Schools</b>	<b>2-year Full-Time Vocational Schools</b>	<b>Other vocational schools</b>
<b>Vocational trade school for</b> <ul style="list-style-type: none"> <li>• Architectural draftsman</li> <li>• Glazier</li> <li>• Communication technician</li> <li>• Mechanical engineering</li> <li>• Electrical engineering</li> <li>• Construction engineering</li> <li>• Wood technology</li> <li>• Textile engineering</li> <li>• Printing and media technology</li> <li>• Personal grooming / cosmetology</li> <li>• Nutrition and home economics (industrial occupations)</li> </ul>	<b>Technical field</b> <ul style="list-style-type: none"> <li>• Mechanical engineering</li> <li>• Electrical engineering</li> <li>• Construction engineering</li> <li>• Wood technology</li> <li>• Textile engineering</li> <li>• Laboratory technology (taught chiefly at schools of home economics)</li> </ul> <b>Commercial / business field (business school)</b>	<ul style="list-style-type: none"> <li>• for watchmakers (3 years)</li> <li>• for precision and electrical engineering</li> <li>• for goldsmiths</li> <li>• for business and commerce (2 years)</li> <li>• for social care workers (2 years, daily caregiver)</li> <li>• for pediatric care (2 years + 1 year work experience)</li> </ul>
Vocational schools for home economics for <ul style="list-style-type: none"> <li>• Housekeeping</li> </ul>	<b>Vocational school for the field of nutrition and health with the profiles</b> <ul style="list-style-type: none"> <li>• Home economics and nutrition</li> <li>• Nutrition and gastronomy</li> <li>• Health and nursing</li> </ul>	<ul style="list-style-type: none"> <li>• for geriatric care (3 years) and geriatric care assistance (1 year)</li> <li>• for home and family care (2 years + 1 year work experience)</li> </ul>

### Advanced Vocational School 1-3 years

(Berufskolleg, ein- bis dreijährig)

#### Close connection between theory and practice

Developments in the working world are moving toward more demanding occupations with greater requirements for specific theoretical qualifications. In the Advanced Vocational Schools, students with a General Certificate of Secondary Education (GCSE) acquire vocational qualifications and an advanced general education for occupations which are particularly affected by new developments in technology and economy. The close connection between theory and practice is an essential feature of this type of education.

### Advanced Vocational School 1 – 3 years

<b>Entry requirements</b>	General Certificate of Secondary Education
<b>Duration</b>	1 – 3 years
<b>Qualification</b>	State-approved profession (in at least) 2-year-courses Optional (depend on course): Advance

### Different Types of advanced vocational schools (Examples)

#### Technical field

- 2-year Advanced Vocational School of Technical Assistants (biology, biotechnology, media, information and communication, pharmacy (2.5 years), physics, environment, agricultural and environmental analysis, product design, technical documentation)

#### Home economics, nursing and social pedagogics

- Advanced Vocational School of kindergarten teachers

For qualification at university

- 1-year Advanced Vocational School for Qualification at University of Applied Sciences

### Upper Secondary Vocational School 2 years (Berufsoberschule)

The Upper Secondary Vocational Schools offer talented young people who have already completed an apprenticeship the chance to broaden their general and specialized knowledge. This opens another door to further educational institutions.

#### Technical upper secondary school, Business upper secondary school, upper secondary school for social services

Those who have completed vocational training or have equivalent work experience can earn an Advanced Certificate of Secondary Education in two years at the Upper Secondary Vocational School. Nothing more stands in their way of studying at a university.

The course lasts a total of 2 years and leads to an Advanced Certificate of Secondary Education. Three areas of specialization are available at the Upper Secondary Vocational School: Engineering, Business Studies, and Social Studies. The written final examination is taken in German, English, Mathematics, and in the given area of specialization.

### Upper secondary Vocational School 2 years

<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• General Certificate of Secondary Education or</li> <li>• Advanced Certificate of Vocational Education</li> <li>• General Certificate of Education including grade 10 or</li> <li>• A school report of promotion to grade 11 of Upper Secondary School (8-year)</li> <li>• A school report of promotion to grade 11 of Upper Secondary School (9-year).</li> </ul> <p>Those who have successfully completed the 9+3 model may be admitted if they take an entrance examination.</p> <p>In each case an average grade of 'C' is required in the subjects German, English, Mathematics, and the individual subject of specialization.</p>
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<b>Duration</b>	2 years (particularly capable young people who possess an Advanced Certificate of Vocational Education and have professional qualification can enter the Upper Secondary Vocational School in the second year, where places are free, in existing classes)
<b>Qualification</b>	Advanced Certification of Secondary Education ("A-levels")

### Upper Secondary Vocational School 3 years

#### (Berufliches Gymnasium)

Young people with a special interest in the professional and working world and specific talents and aptitudes have earned one thing in any case: special channels to the universities. Vocational education and general education are of equal value. This fact was recognized early on in Baden-Wuerttemberg, the consequence being that in the past decades a highly differentiated system of secondary educational programmes has been created at vocational schools. For many talented young people the path to university today is via the Upper Secondary Vocational Schools.

#### The Upper Secondary Vocational Schools (3 years)

Upper Secondary Vocational Schools are full-time schools. They lead to the Advanced Certificate of Secondary Education, a general university entrance qualification. In addition, they offer good preconditions for completing demanding job training outside of the universities. The Upper Secondary Vocational School prepares the students in the first year and in the two upper grades for their study at university and particularly for the world of work. Qualified graduates of the Intermediate Secondary School or of the General Secondary School with the additional one year and particularly capable graduates of the General Secondary School (9 years) who have earned the General Certificate of Secondary Education via the 2-year Full-Time Vocational School or the Vocational Preparatory School, can, like Upper Secondary School students, earn the general university entrance qualification in three years.

The job-related subjects also influence the general subjects. What advantages does this have? The students receive a broad and in-depth education along with the ability to think and act coherently.

<b>The Upper Secondary Vocational Schools differ in their focus on occupational fields, each concentrating on a particular area</b>	
<ul style="list-style-type: none"> <li>• Agricultural science</li> <li>• Biotechnology</li> <li>• Nutritional science</li> </ul>	<ul style="list-style-type: none"> <li>• Social science</li> <li>• Technology</li> <li>• Business science</li> </ul>

These orientations are defined by six compulsory lessons per week in the major field of study. Attending one of these orientations predetermines a student's field of study or future profession:

<b>Upper Secondary Vocational School-Engineering with the majors</b>	<ul style="list-style-type: none"> <li>• Engineering (mechanical engineering, electrical engineering)</li> <li>• Information technology</li> <li>• Design and media technology</li> <li>• Technology and management</li> <li>• Environmental technology</li> </ul> (At one location each: <ul style="list-style-type: none"> <li>• Electrical engineering and information technology</li> <li>• Applied natural science)</li> </ul>
<b>Upper Secondary Vocational School-Business Science</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• International economic studies</li> </ul>

	<ul style="list-style-type: none"> <li>The 6-year Upper Secondary Vocational School beginning with grade 8 is offered at only a few locations.</li> </ul>
<b>Upper Secondary Vocational School- Nutritional Science</b>	<ul style="list-style-type: none"> <li>Nutritional science with chemistry</li> </ul>
<b>Upper Secondary Vocational School – Agriculture</b>	<ul style="list-style-type: none"> <li>Agricultural biology</li> </ul>
<b>Upper Secondary Vocational School – Biotechnology</b>	<ul style="list-style-type: none"> <li>Biotechnology</li> </ul>
<b>Upper Secondary Vocational School – Social Science</b>	<ul style="list-style-type: none"> <li>Pedagogy and psychology</li> </ul>

<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>General Certificate of Secondary Education</li> <li>Certificate of completion of grade 10 General Secondary School</li> <li>Entrance qualification for Advanced Vocational School</li> <li>Entrance qualification for Advanced Vocational Schools</li> <li>Promotion to grade 10 of an 8-year Upper Secondary School</li> <li>Promotion to grade 11 of a 9-year Upper Secondary School</li> </ul>
<b>Duration</b>	3 years
<b>Qualification</b>	Advanced Certificate of Secondary Education (“A-levels”)

#### **Advanced Vocational Education:**

##### **Senior Vocational Schools (Fachschulen)**

The one- and two-year Senior Vocational Schools offer persons who have completed their job training the opportunity to prepare for work at the middle management level or to qualify for self-employment in their profession. To this end, the qualifications earned in vocational school and on the job are broadened and further developed. Students graduating from Senior Vocational Schools also have the possibility of studying at university.

##### **Two Year Senior Vocational Schools of engineering and design**

The two-year Senior Vocational Schools include those of engineering and design in the area of trade and industry and those of business (covering the field of business administration and management or the hotel and catering industry). A requirement for admission is vocational training corresponding to the intended field of specialization. During the course, an independent project must be prepared and presented. Thus, specialized qualifications are earned that extend far beyond what is learned in vocational training and that are widely acknowledged in the business world. The qualifications achieved cover a high level of theoretical and practical knowledge, skill and competence and reach “reference level 6” within the European Qualifications Framework (EQF) and are equivalent to the first Bologna cycle of higher education encompassing the Bachelor’s degrees, Professional Graduate Certificate in Education (PGCE), Graduate diplomas and certificates. (More detailed information is available at [http://ec.europa.eu/eqf/home\\_en.htm](http://ec.europa.eu/eqf/home_en.htm)) When they pass the final examination, the graduates of the Senior Vocational Schools of Engineering and Design earn the occupational title “State-certified Technical Engineer” or “State-certified De-signer”, while a graduate of the Senior Vocational School of Business becomes a “State-certified Business Manager”. Together with the Technical Engineering Diploma they also earn – with the exception of those in the hotel and catering industry – the entrance qualification for a university. As long as

state regulations are fulfilled, graduates may also choose to become self-employed. Part-time courses are also offered to allow students to attend school and continue to work.

### **Schools for Master Craftspeople**

Apprentice – journeyman (qualified craftsman) – master: this is still the classical course of training in the trades. The examination for the master craftsman's certificate with its four parts – practical, theoretical, economic and legal, and work-related pedagogical – is an established, well-balanced program. One of the advantages of the master training is that it offers the opportunity to start one's own business. As a rule, the course for master craftspeople lasts one year, in part-time programs proportionately longer. A requirement for admission is vocational training corresponding to the intended field of specialization. The examination itself is administered by the Chamber of Trade, the Chamber of Industry and Commerce, or the Regional Administrative Authority.

### **Academies**

The Academies of Business Management in trade prepare students in a two-year course for the master craftsman's examination and provide for further qualifications in the technical and especially managerial areas. The requirement for enrolment is generally at least two years of work experience in a related field. In all areas of specialization it is possible to enrol in the second year at the Academy of Business Management after passing the master craftsman's examination.

### **Senior Vocational Schools of further education in health care**

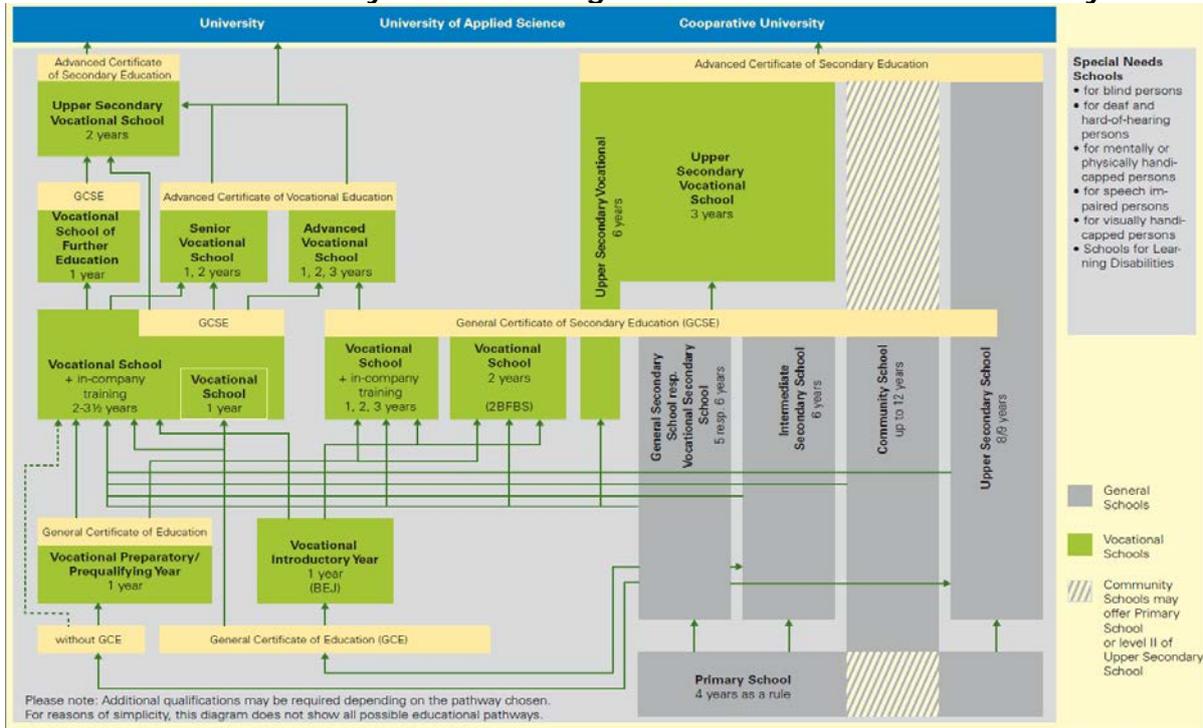
The two-year, part-time Senior Vocational School of Education in Health Care offers a course that focuses on directing a nursing ward or a geriatric psychiatry ward.

Requirements for admission are completed training as a nurse, a geriatric nurse, a pediatric nurse, or a social care worker and at least two years of related work experience. In addition, a minimum number of 400 hours of training-related practice are required during the course of further education. When graduates pass the final examination they earn the occupational title "State-certified Nursing Ward Director" or "State-certified Geriatric Psychiatry Professional". By taking an additional course and passing an additional examination, they qualify for study at a university examination, they qualify for study at a university.

### **Senior Vocational Schools of organization and management**

Further education in the two-year, part-time Senior Vocational Schools of organization and management qualifies respective professionals to discharge managerial tasks, above all in socio-pedagogical facilities. With successful completion of the entire course the graduates earn the occupational title "State-certified Specialist for Organization and Management". In addition to vocational training in a relevant field, requirements for enrolment are generally two years of related work experience. Applicants who have already acquired the qualifications require at least one year of related work experience.

## Overview of the school system including the dual vocational education system



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## 4.10. Conclusions

### I. Work based learning in the training programs in Europe

In Europe, a major current challenge is the high unemployment among youth. The difficult situation of young people requires solutions to support their insertion in the labor market. Because of their widely recognized formative potential, programs with a significant component of workbased 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 workbased learning, but their breadth, popularity and results are very different. **There is no single model** for these programs, but employer involvement and positive social perception of apprenticeship-type programs are fundamental to their successful implementation.

European Commission Study *Work based learning in Europe; Practices and Policy pointers*<sup>8</sup> (2013) identified three main ways of development programs with a significant component of workplace learning in Member States:

- I. **Dual training system, also called, according to CEDEFOP, an alternating training** (this model is the main route of training in Germany and Denmark and provides approx. 50 % of initial training in Austria) - **is a fundamental element of companies integration in**

**training, as suppliers, together with schools.** Trainees spend an important part of the training programme in companies, and during the "alternance" periods they develop their knowledge and some of their key and professional competences in school. CEDEFOP defines dual training or alternance training as follows: "*education and training combining periods in an educational institution and work-based learning*".

"Dual" name for vocational training on this system reflects two important aspects:

- **dual in terms of locations - school and company;**
- **dual in terms of actors - public and private, sharing responsibilities.**

Both aspects above are important to define a dual system. We may speak of a dual system as such insofar as the duality of the training locations is provided within an adequate institutional framework, with clear regulations on the responsibilities of all stakeholders involved.

Usually, practical training is provided at the apprentice's workplace in the company with which he signed the apprenticeship contract. As the training conditions vary from one company to another, the concern for providing solid basis for competence training so as to facilitate recognition and certification led to the identification of mixed solutions, whereby practical training may be provided at the workplace (or with several employers, e.g. in Norway), and/or in training centres which may be owned by the respective employer or supported by several employers. The theoretical training component is usually delivered in schools (e.g. Germany, Austria, Denmark, Finland, Belgium etc.), but it may be also delivered in other training centres (e.g. in Italy, Ireland).

**Countries prevailing dual training system have very good results in terms of employment rate of graduates.**

The percentage of employees with the status of apprentices differs widely across 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 the Czech Republic, 0.8 % in Poland, 0.7 % in Malta, 0.4 % in Portugal, 0.3 % in Belgium, 0.2 % in Finland.**

- II. **The school-based training, but with periods of learning at work in companies.** These periods have a variable length version in different member states, but usually represents less than 50% of totally training hours (usually approx. 25-30% or even less). Work-based learning periods allow the trainee to become familiar with the world of work and facilitate their transition to work after graduation.
- III. **The model in which learning in the workplace is integrated into training based school by providing school/ training center to the actual conditions of learning** at work spaces similar equipped to those of companies (eg. professional kitchens, restaurants, similar workshops with the companies etc.) and/ or by simulating real situations. This model frequently uses project-based training methods, whose objective is to solve real life problems faced by companies, and the learning-teaching-assessment activities are designed by teachers together with company representatives; project-based learning is widely used as it supports the development of teamwork skills in multi-disciplinary teams, and it develops creativity and innovation, in parallel with the development of professional competences.

Many Member States combine these three models. **Terminology and acceptance of terms varies from one country to another, so even consecrated terms, as "apprenticeship", can have different meanings in different countries.**

## II. Dual training system<sup>9</sup>/apprenticeship training type schemes in initial training

Structural characteristics that determine the success of this training line, which are mentioned in the European Commission study (2014) "**Dual System, a bridge over troubled waters?**" are:

- **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 existence of a contract between trainee and company**, the trainee being paid during training in the dual system. **Mandatory existence of this agreement**, as a prerequisite to enrollment in professional dual system training programs, **leads, in addition to the obvious benefits, possible constraints for students** interested in this type of training, but **cannot find an employee with whom to conclude such an agreement**;
- **dual system 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 the countries where the dual system has a long tradition and is very successful** (Germany, Austria), **qualifications offered in the dual system may not be offered through other routes training**, so that in those countries, **forming in the dual system is the only possible alternative for students who wish to certify one of these qualifications**. In other countries (eg. France and the Netherlands), the same qualification can be obtained through several training tracks, one of them being the dual system;
- **training system was gradually revised and improved over time**, reflecting economic and sectorial developments;
- **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.

**Even in countries where the society perception on a successful career of graduates of the dual system is not positive, it may prove efficient in integrating students with high school dropout risk**, and contribute to decreasing the school dropout rate; **the disadvantage of such situations is the major risk that in such countries the dual pathway might be perceived as a semi-failure route**, left for students who are not able to follow a more demanding education and training pathway.

In most of the states, **the dual system is integrated in education and training as a route of secondary education, but some states offer training in the dual system and programs at post secondary, tertiary non university education** (ISCED 4: Estonia, Greece, Finland, Hungary, Ireland, Lithuania, the Netherlands), **others even for tertiary education** (ISCED 5: France, Germany, UK, Ireland).

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section summarizes the findings of the study European Commission (2014), "**Dual system, a bridge over troubled waters?**"

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The contracts to be concluded between the person who formed apprenticeship/ dual system and the company, according to European Commission study (2014) "**Dual System, a bridge over troubled waters?**", can be of 3 types:

- **apprentice contract**(France, Germany, Austria) - **stipulating specific rights for the apprentice, which may not be reflected in an employment contract.** Usually, **the remuneration paid by the apprenticeship contract is less than that of ordinary employees. Companies** that conclude such contracts **pay less / don' pay social contributions for apprentices.** This type of contract is **protecting apprentice in redundancy situations and in situations where the company that concluded the contract of apprenticeship goes bankrupt, institutions having the task of finding a new apprenticeship placement;**
- **(special) work contract** (Finland, Greece, Italy, the Netherlands, England) – which do not offer a special status to apprentice trainee, but **allow employers to pay lower wages than employees and have a lower contribution than the normal social security.** This type of employment contract is **affordable, usually only for specific target groups, eg . 16-25 years young age and persons aged over 26 years seeking employment;**
- **training agreement** (Netherlands, Czech Republic, Greece, Poland, Portugal) – **which can coexist with contracts of apprenticeship/ work, specifically to detail the rights and obligations related to the training / learning** (eg the Netherlands).

Apprenticeship regulations differ from county to country. For example, in Germany, they sign a training contract governed by the Law on education and training and aligned with the provisions and principles underpinning the labour legislation so as, throughout the work-based learning period, the trainees are practically employees with a special status, the work tasks allocated to them should serve the purpose of training and their interests are represented by the employees trade union.

In some countries there are several types of contracts regulating work-based learning. In Finland, for example, the **apprenticeship contract**, based on an employment contract, is drafted on the employer's initiative and is signed by the education provider, for confirmation, while the **work-based learning contracts** (without an employment contract) are usually drafted by the vocational education institution in cooperation with the employer.

Generally, in apprenticeship systems, employers take initiative for the training contracts and they hold the responsibility. In countries like Germany and Austria, with tradition in the dual system, responsibilities are clearly defined, training contracts are initiated by employers, registered and monitored by the Chambers of Commerce, in their capacity as competent bodies which also ensure the authorisation of employers involved in the dual system, while the educational system is responsible for the school-based learning component.

In Denmark, duality (alternance) of training places is based on cooperation between partners, so that in September 2013, the Danish Government and the Ministry of Education decided that vocational schools should be involved in the organisation of 50 new practical training centres, where students who do not have a contract may benefit from training and are supported to conclude short-term contracts with various companies, so that, at the end of their training programme, they will have fully covered the practical training period. Vocational schools in Denmark have the obligation to

actively contribute to finding practical training placements for students and receive a special subvention for this, including a grant for each training agreement concluded ,.

**The training duration in the dual system may be fixed** (Greece, France), usually 2 or 3 years for any qualification provided in the dual system, **or may vary**, depending on the complexity of that qualification (France, Germany, Poland, the Netherlands). Moreover, in some countries, **if the system is organised to enable recognition of prior learning, the training duration may be reduced accordingly** (England, Finland).

**Governance of the dual system is shared between public authorities in charge with education and labour market representatives** and is accomplished by participation in tri-partite bodies or through formal cooperation agreements. **In countries where the dual system holds a significant role** (Germany and Austria) **Chambers have a key role in defining the training standards, in quality assurance at the workplace and in assessment. A clear regulatory framework defining responsibilities is a prerequisite for the success of these training programmes.** In Germany, for example, the *Vocational Training Law* clearly defines the conditions for companies which conclude such apprenticeship contracts registered with the Chambers of Commerce. The law also stipulates the training duration, provides that assessments for certification purposes are organised by the Chambers of Commerce, and indicates the apprentice's rights. If the employers breach their obligations, the law details the responsibilities of the Chambers of Commerce regarding monitoring of quality of learning at the workplace and grants the Chambers of Commerce the right to withdraw the company's permission to train apprentices, if the company does not meet the required standards.

**Quality assurance at the workplace is often a sensitive subject in countries without the tradition of apprenticeship programmes.** The focus on economic results and profit, inherent to private companies, leads implicitly to specific workplace organisation methods which are not always adequate for training. Also, **if companies become training providers, they need to ensure specific conditions** – practical training mentors/tutors for apprentices, job rotation to ensure the necessary conditions for apprentices to acquire different specialist technical competences, development and implementation of training plans for apprentices etc. **Acceptance of such constraints** by companies involved in providing dual vocational training **depends largely on how these requirements are explained and on creating a balance between quality control and monitoring** the quality of work-based learning.

**In countries where this type of training is dominant** (Germany, Austria), **but also in countries where this route coexists with other training pathways** (France and Netherlands), **quality monitoring in the dual system, for the work-based learning component, is performed by labour market representatives.**

**Entry requirements for an apprenticeship include, in the vast majority of cases, the requirements of having completed compulsory education;** however, there are countries, like Belgium and Italy, where compulsory education may be completed under the apprenticeship contracts which may be concluded starting with the age of 15 years. Usually, **selection of candidates for apprenticeship is made directly by companies**, against criteria set by the companies. **The selection may include specific skills tests and may take into consideration prior work experience.** Some

countries (Greece, Finland) also consider social criteria, favouring underprivileged students' access to such training programmes.

**It might be difficult for apprentices to find a place in a company**, especially for some of them who are willing to follow such a training programme. Also, **during the training programme, apprentices may need additional support to be able to meet specific requirements provided by their contracts** (including punctuality, teamwork, workplace-specific requirements etc). Therefore, in many countries, **responsible organisations at national level and/or schools have specific responsibilities** on this matter. In some countries (England, Italy, Germany, Austria, Poland), **finding an apprenticeship place is the individual task of the future apprentice, in other countries the school assumes this role (Finland or Denmark), while in other countries there are organisations intermediating the process** (France, Greece, Netherlands).

**Participation of students from disadvantaged backgrounds/with high risk in dual training programmes is frequent in France, Belgium, Netherlands and Austria, with significant shares of students from immigrant families. In other countries, like Denmark, there are lower numbers due to difficulties in finding an apprenticeship place.**

**In terms of gender differentiation, generally there are more male than female apprentices.**

**The dropout rate from apprenticeship programmes varies** between 12% in Germany, 16% in Austria, 25% in France, 55-60% in Belgium. **There are various causes for dropout/failure to complete the apprenticeship programme: poor quality of training programmes, lack of individual support during the training programme, impossibility to meet employers' requirements, bad relationships between the apprentice and the representative(s) of the company, lack of necessary skills** – in Germany, this issue falls under "Apprenticeship readiness" and is **mostly due to the apprentices' age (15-16 years); some apprentices may be too young to assume very clear and demanding responsibilities at the workplace.**

**The employability rate for graduates of dual apprenticeship programmes is higher than for general education graduates, for secondary education.** In Germany, in 2010, **the employment rate for dual system graduates was 61%**, and they were employed by the companies where they followed the dual vocational training programme.

**Transition to other levels of education and qualification is approached differently by countries.** In Germany, a student may transfer from a general education programme to a dual training programme, and a student who graduated a dual training programme may enrol for the baccalaureate exam (Abitur) provided that they obtained during the education and training programme the minimum grades required by law.

In order to encourage young people to choose apprenticeship as the foundation for the development of their future professional prospects, in some countries like Germany, Austria, Switzerland, apprenticeship programmes may be followed by specialist training at a higher qualification level and graduates also **have the possibility to seat a professional baccalaureate exam** (Berufsreifeprüfung), facilitated by **preparatory courses** the students may follow in parallel with the apprenticeship programme (Lehre mit Matura), or after the apprenticeship programme. In these countries, the professional

baccalaureate for apprenticeship graduates consists, in principle, of exams in Mathematics, German language, modern language, according to their field of training. In these countries, professional baccalaureate allows unrestricted access to higher education.

For young people who either do not meet entry requirements, or cannot find a placement for an apprenticeship contract (generally due to the low level of training), various countries designed preparatory arrangements aiming to reduce the knowledge gap, to provide career guidance and counselling and/or pre-vocational training (e.g., pre-vocational school in Austria, the pre-apprenticeship programme in Ireland, a period of preparatory training without an employment/apprenticeship contract in Finland).

**The funding of the dual system is less costly for governments/authorities than school-based training**, as a significant part of the programme is work-based learning in companies, and the employers cover these costs. **There are various ways in which, in different Member States, the government provides financial support to companies to encourage them to provide more practical training places for apprentices or for specific groups of students** (for example, in Germany). Trainees/apprentices may also benefit from financial support from the state, but, as the employers cover most of the costs of work-based learning, **financial incentives provided by the state target mainly the companies, rather than the trainees. The types of financial incentives granted to companies are: grants** (e.g. in Germany, France, UK), **reduced social contributions** (Austria, Belgium, Greece, France, and Italy), **tax exemptions** (France, Hungary, Slovenia), **subsidies** (Austria, Cyprus, Estonia, Netherlands, Poland), **bonuses** (Belgium, Denmark, Estonia, France, Hungary, Poland)<sup>10</sup>.

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**In some Member States, apprenticeship programmes are co-financed by the European Social Fund (ESF).** The ESF funding for these training pathways varies widely among countries. With the economic restrictions imposed due to the economic crisis, the ESF support for these training programmes increased significantly. ESF co-financing is used in Belgium, Bulgaria, Cyprus, France, Greece, Ireland, Italy, Latvia, the Netherlands and is **increasingly important in countries/regions facing bigger financial problems**. Thus, in Greece, all apprenticeship programmes available before 2013 were co-financed by ESF and it is expected that this approach should continue in the period of 2014 – 2020.

**However, the ESF co-financing for apprenticeship programmes has a major downside, namely that it is impossible to ensure the sustainability of this type of training after the ESF financial allocations end.**

**In financing apprenticeship schemes, countries should find a balance between apprentices' expectations** (large wages) **and companies' expectations** (low costs). The most important aspect in the **student's/company decision to participate/engage in this type of training programmes** is the **cost-benefit ratio**, for each of the actors involved. Thus, the trainees may accept lower wages than the employees, if they receive a certificate recognised at national/European level, upon completion of their training programme. In turn, **companies benefit from the work of apprentices, whose skills and competences gradually improve during the training programme, reaching** – according to some estimate – **on average 70-85%**

<sup>10</sup> **Source:** European Commission-DG Employment; Refernet country reports 2012

of the productivity of a skilled worker. Graduate retention in the companies where they had their apprenticeship/work-based learning programmes has obvious direct benefits, as well as some **additional indirect benefits**: the company **eliminates significant costs of recruiting skilled workers** and **costs of training for the specific workplace requirements**.

### III. Success factors for apprenticeship schemes/dual system

*Work-based Learning in Europe; Practices and Policy Pointers*<sup>11</sup> highlights several aspects at European level which should be taken into account in the development of successful apprenticeship systems:

- **Integrate the dual system / apprenticeship schemes for initial training within the education and training system**, so as to allow graduates' access to higher qualifications (4 – 8 NQF);
- **Adequate governance structure at macro- and micro-levels, to guarantee shared responsibilities** between the education system and the labour market;
- **Provide a clear regulatory framework, establishing the responsibilities rights and obligations of each party**, both at macro- / system level (ministries, national agencies, social partners' structures, chambers of commerce etc.) and at micro-/training provider level (school, employer, apprentice);
- **Authorisation of organisation providing work-based training under the apprenticeship programme**, to guarantee they meet the requirements to ensure quality training;
- **Implement a mechanism to monitor the work-based component in the company**, verifying that the training programme is delivered according to the curriculum and ensuring apprentice's protection in situations when the employer might require them to perform tasks exceeding the contract provisions;
- **Reduce to a minimum the paperwork for employees** who are willing to accept apprentices;
- **Provide tax incentives (e.g. tax exemptions, subsidies, bonuses for employers who create apprenticeship positions etc) for employers who provide apprenticeship places and/or create a training fund** to which all employers in Romania should contribute, to provide financial support for employers engaged in apprenticeship programmes;
- **Introduce the apprentice card, providing them certain tax exemptions;**
- **Solutions for SMEs which are willing to accept apprentices, but lack the human and logistic resources;**
- **Provide specific support measures for apprentices from disadvantaged groups and those facing high school drop-out risks;**
- **Solutions for situations when companies hosting apprentices for work-based learning cannot ensure the development of all competences** provided by the training/occupational standards;
- **Adequate career guidance mechanisms** for those interested in this training pathway;
- **Provide specific support for students with learning difficulties**, throughout the apprenticeship programme;
- **Promote good practices** and public recognition for successful apprenticeship programmes;
- **Raise awareness on role model graduates of apprenticeship programmes;**

<sup>11</sup> [http://ec.europa.eu/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe\\_en.pdf](http://ec.europa.eu/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf)

- **Tutors should hold at least the same qualification level as the apprenticeship programme graduate, and have pedagogical training.**

Moreover, according to the study *Apprenticeship and Traineeship in Europe; key success factors*<sup>12</sup>, in the implementation of apprenticeship schemes, a framework which includes all these success factors should be built in parallel with measures to provide adequate training contexts:

- Provision of tax facilities (e.g. subsidies for employers under ESF funds) may lead to situations where employers are interested in receiving apprentices only for these financial incentives, at the expense of the quality of training. To avoid such situations, it is crucial:

To have in place mechanisms for monitoring and external evaluation of the quality of work-based training, including on-the-spot visits;

To limit the number of apprentices which may be trained with a certain employer, by establishing a maximum percentage of apprentices in the total number of employees;

- To increase the prestige of apprenticeship by attracting in these apprenticeship schemes renowned employers, who are able to provide attractive training programmes, both in terms of career opportunities and of immediate financial benefits. For example, in Germany, Deutsche Bahn is an important dual training provider recruiting approximately 3,000 new apprentices every year. Also, in UK, Rolls Royce is involved in apprenticeship programmes which are very successful among young people;

- To balance the apprentices' and employers' expectations and profiles, through an adequate career counselling mechanism.

In Romania, apprenticeship is regulated by Law no 279 of 5 October 2005 on work-based apprenticeship and its methodological norms, with their latest amendments and completions introduced by Law 179/2013 and by Government Decision no 855/2013 approving the Methodological Rules on the implementation of the provisions of the Law on work-based apprenticeship. According to the current Romanian legislation, apprenticeship programmes are organised based on an **apprenticeship contract**, which may be concluded after the candidate turned 16 years old, without any other age limitations, for the purpose of acquiring a qualification **within the adult training system**. As it is regulated under the adult training system, currently **apprenticeship is not integrated in the national initial education and training system**. Despite the improvements in the past years, apprenticeship is not an attractive option yet. Apprenticeship is not an alternative for young people aged about 15 years (after the 8th grade) who choose an educational pathway and most 16-year-old young people are in school. For those who left the educational system, there are other shorter and less costly options available (training courses organised under the adult training system).

**GEO no 94/29.12.2014 amending the National Education Law no 1/2011** introduced **dual education as a vocational education and training pathway**, delivered based on a **labour contract** and combining work-based training in company with school-based training. The school and the company share organisation and delivery responsibilities. Pursuant to GEO no 94/2014, upon request of an economic operator, **training may be organised under the dual system, as part of the national education system, following compulsory education**.

Based on the provision of GEO no 94/2014, NCTVETD developed a draft Methodology for the organisation and operation of vocational education and training under the dual system, within

<sup>12</sup> <http://ec.europa.eu/social/main.jsp?catId=1045>

the limits of the current legal framework in force (lacking labour law regulations and secondary legislation on apprenticeship in initial VET and on the type of labour contract applicable for dual education, authorisation of companies providing work-based learning etc.). This draft methodology was subject to consultation during meetings of the Local Committees for Social Partnership Development (CLDPS), organised in February 2015 in all counties and in Bucharest Municipality. Chapter 6 of the feasibility study presents the results of this consultation process.

*We noted employers' reluctance to accept the requirement to conclude a labour contract (the main reasons invoked were the lack of legal provisions on this type of contract which should be a specific contract for initial training under the dual system, the costs involved and the lack of tax incentives etc.). We also note that proposal that dual education should be introduced after the 8<sup>th</sup> grade, in parallel with other secondary education pathways (high school education and vocational education and training in the current system). Moreover, representative of companies with German capital involved in the Romania-German VET cooperation programme between Romania and Baden Wurttemberg supported the idea that the current regulations on vocational education have already allowed for the introduction of some elements of the dual system in the schools they cooperate with, benefiting from more work-based training and the possibility to engage employers in candidate selection and student training based on the training contract. This allowed for cooperation contracts with schools where employees gained more involvement in decision-making processes and in the student training process, as they contribute to ensuring school equipment, provide proper work-based training conditions, offer scholarships, prizes and other facilities for students (for example: working equipment, transport to the company, lunch for the trainees, accommodation and meals for boarding school students etc.). Based on these arguments, those companies proposed that the introduction of the dual system should continue pursuant to current legal provisions, without the obligation to conclude a labour contract, by amending and improving the existing regulatory framework with more clear regulations on the involvement of employers and shared responsibilities, increasing the relevance of training by reviewing the training contents (education plans, training standards, curricula), improving the assessment and certification of competences, granting tax incentives for the student training costs incurred by the company etc.*

Currently, GEO no 94/2014 on dual education is subject to Parliamentary review procedures.

## 5. POSSIBLE SCENARIOS FOR THE DEVELOPMENT OF DUAL SYSTEM / APPRENTICESHIP SCHEMES IN THE ROMANIAN INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

Principles/goals	Possible scenarios/alternatives:
<p><b>1.</b> To integrate dual vocational training/apprenticeship schemes as a pathway within the initial vocational education and training system, <i>in parallel with other existing pathways (high school education and VET)</i></p>	<p><b>1.1</b> To introduce dual vocational training/apprenticeship schemes based on an individual training contract, correlated with the principles/provisions on apprenticeship:</p> <p><b>1.1.1</b> Dual vocational education and training / apprenticeship after the 8<sup>th</sup> grade</p> <p>or</p> <p><b>1.1.2.</b> Dual vocational education and training / apprenticeship after compulsory education</p>
<p><b>2.</b> To strengthen the Work-Based Learning (WBL) component under the current initial vocational education and training</p>	<p><b>2.1</b> To integrate some <b>elements / principles of the dual education within the current VET system</b>, <i>considering</i>:</p> <p><b>2.1.1</b> The revision of the institutional framework regulating the engagement of employers and the responsibilities of all partners involved (e.g. in decision-making mechanisms at all levels, student selection and training processes etc.)</p> <p><b>2.1.2</b> The increase of WBL weight</p>
<p><b>3.</b> To encourage further education, including access to higher education</p>	<p><b>3.1</b> To introduce the professional baccalaureate facilitated by preparatory courses (ISCED 4) for the professional baccalaureate in parallel with /after VET programmes</p> <p><b>3.2</b> Possibility to continue studies for VET graduates with:</p> <p><b>3.2.1</b> Technician qualifications (ISCED 4), regardless the professional baccalaureate</p> <p><b>3.2.1</b> Higher education (ISCED 5), conditioned by the technological baccalaureate</p>
<p><b>4.</b> Horizontal permeability between training pathways</p>	<p><b>4.1</b> To re-design the achievement of learning outcomes obtained through existing training pathways:</p> <p><b>4.1.1</b> To replace traineeships after the 10<sup>th</sup> grade in high school with vocational education and training for graduates of</p>

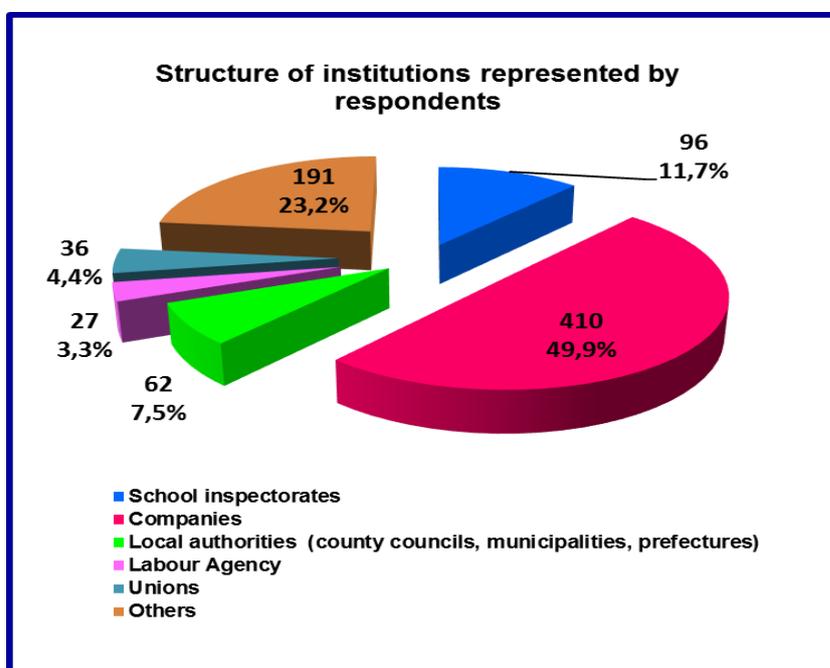
	<p>compulsory education (the 3-year VET programmes, the duration of vocational training after compulsory education, might be reduced to 2 years, through validation of prior learning)</p> <p><b>4.1.2</b> To introduce the qualification certification exam for graduates of technological high schools, after a 1-year traineeship after completion of high school studies</p> <p><b>4.2</b> To strengthen transversal competences trained in VET programmes through:</p> <p><b>4.2.1</b> Extending up to 3.5 years the duration of vocational education and training programmes after the 8<sup>th</sup> grade, to harmonise the general training obtained in the lower high school cycle, in parallel with enhancing professional training</p> <p><b>4.2.2</b> To increase the WBL share in vocational education and training</p> <p><b>4.2.3</b> To restructure the framework education plans in vocational education and training after the 8<sup>th</sup> grade to integrate (at least in part) the general knowledge in the VET curriculum</p> <p><b>4.3</b> The possibility to continue the training of compulsory education graduates in order to acquire a qualification through:</p> <p><b>4.3.1</b> vocational education, validation of training acquired by graduates of the 10<sup>th</sup> grade of technological high schools and to reduce the duration of VET programmes organised for these graduates</p> <p><b>4.3.2</b> Apprenticeship, validation of training acquired by graduates of the 10<sup>th</sup> grade of technological high schools and reducing the duration of apprenticeship programmes organised for these graduates</p>
<p><b>5.</b> To reduce school dropout by increasing the chances to efficient integration in an initial training pathway of 8<sup>th</sup> grade graduates with low attainment levels</p>	<p><b>5.1</b> To introduce an additional preparatory programme for 8<sup>th</sup> grade graduates with low attainment levels (average grades in the national assessment/admission exams below 5), by:</p> <p><b>5.1.1</b> Pre-vocational training programme (1 year)</p>

	<p><b>or</b></p> <p><b>5.1.2</b> Additional remedial training programme (after-school) within the VET school/high school</p>
<b>6.</b> Quality assurance for the WBL component	<p><b>6.1</b> To introduce a system of accreditation of practical training places</p> <p><b>6.2</b> To introduce a system for training/certification of company trainers/tutors involved in the practical training of students/apprentices</p>
<b>7.</b> To increase the relevance of certification of professional competences	<p><b>7.1</b> To outsource the exam for the certification of professional competences acquired in the vocational education and training system</p> <p><b>7.2</b> To introduce an interim assessment, midway through the vocational education and training programme</p>
<b>8.</b> VET teacher training	<p><b>8.1</b> To create a specialist institution or department within an existing institution (e.g. NCTVETD) to coordinate and implement VET teacher training programmes (VET Academy, following the model of the Teacher Training Academy in Germany - Baden-Württemberg land)</p>
<b>9.</b> To design, monitor and assess education and training policies, and provide methodological coordination of their implementation	<p><b>9.1</b> To create a specialist institution or to add to the tasks and the organigram of one of the existing institutions (e.g. NCTVETD) with complex roles in scientific research in vocational education and training the development of regulations on vocational education and training and of other legal regulations, development of annual reports on education and training, development of statistics on vocational education and training, international cooperation in vocational education and training, promotion of models of tests, including their related scientific research (e.g. the model of the Federal Vocational Education and Training Institute in Germany or of the similar institute in Austria)</p>
<b>10.</b> To foster employers' involvement in providing the WBL component	<p><b>10.1</b> To introduce a system of tax incentives for companies involved in providing the WBL component in initial training</p> <p><b>10.2</b> Regulations to support SMEs in providing the WBL component in initial training</p>

## 6. CONSULTATION OF RELEVANT STAKEHOLDERS FOR THE DEVELOPMENT OF DUAL PROFESSIONAL EDUCATION IN INITIAL VOCATIONAL EDUCATION AND TRAINING IN ROMANIA

### Group consulted

In the period of 16-23 February 2015, meetings of the Local Committees for Social Partnership Development were organised in all counties and in the Bucharest Municipality in order to debate the Methodology on the organisation and functioning of the dual education and training system, preliminary version. The meetings gathered together 726 representatives of local partners in vocational education and training, and representatives of VET schools. 822 respondents answered the questionnaires submitted. The figure below illustrates the results by category of respondents. Mention should be made that 410 employers were consulted, representing about 50% of all social partners consulted.



### Answers to questionnaires

**Item 1 – Do the elements presented cover all aspects related to the organisation and functioning of dual vocational education and training?**

**Item 2 – Are the elements presented clear enough to regulate the organisation and functioning of dual vocational education and training?**

The distribution of answers provided by the 822 respondents showed that more than 77% appreciated that the elements presented cover all aspects related to the organisation and functioning of dual vocational education and training, to a very large extent and to a large extent. Also, more than 75% appreciated that the elements presented are clear enough to regulate the organisation and functioning of dual vocational education and training, to a very large extent and to a large extent.

More than 70% of the 410 employers who provided answers to the questionnaire appreciated that the elements presented cover all aspects related to the organisation and

functioning of dual vocational education and training, to a very large extent and to a large extent.

More than 68% of the employers appreciated that the elements presented are clear enough to regulate the organisation and functioning of dual vocational education and training, to a very large extent and to a large extent.

***Item 3. Have you identified any other elements which were not included in the presentation of the Methodology on the organisation and functioning of the dual education and training system, and, in your opinion, should be included? Please mention***

***Item 4. Have you identified any elements included in the presentation of the Methodology on the organisation and functioning of the dual education and training system which should be reformulated? Please mention***

***Item 5. Other comments/suggestions. Please mention***

The respondents had various comments, suggestions and recommendations for the open questions 3-5; the most frequent were the following:

1. Eliminate the obligation to conclude an employment contract for students in the dual vocational education and training system and replace it with another type of contract specific for the training under the dual vocational education and training system.
2. Tax incentives for employers involved in provision of training under the dual vocational education and training system
3. Indicate explicitly the funding sources for each of the 2 components
4. Do not involve authorised training providers who do not conclude specific contracts for the training under the dual vocational education and training system at the future workplace
5. Introduce the possibility that employers' organisations, clusters, groups of companies should be able initiate dual training and to organise the practical training component for the companies they represent. Art. 33. (51) of GEO 94/2014 "Upon request of employers"... should be completed with the possibility that the application should be initiated by employers' organisations, clusters, groups of companies which are authorised training providers.
6. The training contract under the dual education and training system should be also signed by the student's parents, in case of underage students
7. Clear provisions regarding the financial responsibilities of the employer towards the student, included in the specific contracts for the training under the dual vocational education and training system
8. Amend and complete the legislation on the authorisation of adult training providers to authorise employers who engage in the training of students under the dual vocational education and training system only for the component of practical training
9. Regulate the certification of trainers/tutors/mentors for practical training. There is no need for the practical training tutors to be higher education graduates, but according to the regulations of the National Qualifications Authority, trainers may only be certified if they graduated higher education programmes. Clarify the distinction between trainer/tutor / mentor (for practical training)

10. Authorisation tax exemption for the practical training component for employers who engage in the training of students under the dual vocational education and training system
11. Involve Teacher Training Houses in the provision of accredited courses for trainers (for practical training), without any costs for the employers who engage in the training of students under the dual vocational education and training system
12. Involve Teacher Training Houses to support employers to develop and submit the dossiers to obtain the authorisation as training providers for the practical training component under the dual vocational education and training system
13. Indicate clearly that the number of students for the dual vocational education and training system approved at county level is fully approved by the Ministry of Education and Scientific Research
14. The number of students approved should be determined at regional level and endorsed by the Regional Consortium to meet the employers' demands if it is not possible to create study groups for certain qualifications at county level
15. Facilities granted to students to increase their territorial mobility (full reimbursement of travel expenses, subsidize the accommodation and meals costs in boarding schools)
16. The Ministry of Education and Research should grant scholarships for students under the dual vocational education and training system
17. Establish procedures in case one of the parties to the partnership contract signed between the school and the employer does not fulfil the obligations assumed
18. Establish procedures in case the employer goes bankrupt while the student training contract is valid
19. Clearly define the role of Chambers of Commerce
20. Clearly define the procedure for the recognition of prior learning and of learning outcomes covered in one or several training modules
21. Simplify the flow of documents between the employer and the school
22. Mention the conditions for access to further studies for graduates of the dual vocational education and training system
23. Amend art. 33, paragraph (6) of Law no 1/2011 increasing the age limit from 18 years to 25 years, for compulsory education graduates who leave school and then want to finalise at least one dual training programme
24. Dual education and training duration should not exceed 3 years for complex qualifications
25. Training contract template
26. Clear regulations on the regime of study documents
27. Reduce the minimum number of students in a class
28. Introduce dual education and training in the National Education Law for the lower secondary education students (as well) (as a training pathway after graduating the 8<sup>th</sup> grade)

**7. ANNEXES**

**A. The applied questionnaire**

**Dear Madam / Dear Sir**

National Centre for TVET Development (NCTVETD), with the support of school inspectorates, is consulting the social partners on the introduction by GEO 94/2014 of the dual system in Romania.

**In this context, we kindly ask you to provide us your suggestions and recommendations for development of the Methodology of organization and function of the dual system in professional education, by completing the questionnaire below.**

**Questionnaire**  
**regarding the preliminary version of the Methodology of**  
**organization and function of the dual professional education in**  
**Romania**

**1. The presented items covered all of the problems linked to the organization and function of the dual professional education in Romania?** (please mark the corresponding cell)

In a very large extent	In a large extent	In a small extent	In very limited extent	Not at all

**2. The presented elements are sufficiently and clearly formulated for the organization and functioning the dual professional education?** (please mark the corresponding cell)

In a very large extent	In a large extent	In a small extent	In very limited extent	Not at all

**3. Have you identified other elements that are not included in the presentation made on the methodology of organization and function of the dual professional education and you think would need to be mentioned?**

Yes  Please mention:

.....

.....

.....

.....  
No

4. Have you identified elements contained in the presentation made regarding the Methodology of organization and function of the dual professional education in Romania, that you appreciate as to be reformulated?

Yes  Please mention:

.....  
.....  
.....  
.....

No

5. Other comments / suggestions (please mention)

.....  
.....  
.....  
.....

*Thank you!*

Name and surname: .....

Institution: .....

Function within the institution: .....

Contact details (tel., e-mail): .....

## B. Abbreviations

MESR	Ministry of Education and Scientific Research
CEDEFOP	European Centre for the Development of Vocational Training
NCTVETD	National Centre for TVET Development
NAQ	National Authority for Qualifications
TTC	Teacher Training Centre
EC	European Commission
NAE	National Agency for Employment
AMOFM / AJOFM	Bucharest / County Agency for Employment
IVET	Initial Vocational Education and Training
CVET	Continuing Vocational Education and Training
RC	Regional Consortium
LCSPD	Local Committees for Social Partnership Development
ISCED	International Standard Classification of Education (Standard Internațional pentru Clasificarea în Educație)
ISCO	International Standard Classification of Occupations (Standard Internațional de Clasificare a Ocupațiilor)
VET	Vocational Education and Training (educație și formare profesională)

## 8. REFERENCES

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