



Best Practice Handbook

in supporting apprenticeship partnerships

Collected by the EP4A partnership

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Introduction

This Best Practice Handbook is covering cases from four investigated countries (Croatia, Serbia, Slovakia, UK) and selected EU Member-States (Germany, Denmark, France, Latvia, Lithuania, Estonia). The cases were selected and described by the EP4A project partners. It was produced as a reference point (benchmark) for formation of Apprenticeship Partnerships in Croatia and Serbia, support to the newly emerging/established structures in Slovakia and the UK, as well as for the design of targeted advocacy and attractiveness campaigns to secure an increased engagement of SMEs in apprentice recruitment in all four countries.

Selected case studies illustrate examples of good practice focusing on successful multi-stakeholder partnership structures/alliances supporting SMEs and attractiveness/motivation approaches and examples. Specific examples of Work-Based Learning implementation were documented in order to promote synergy with and capitalisation on good practices fostered under ongoing Erasmus+ projects in the field of apprenticeships.

We hope that the reader will find this Handbook useful as an inspirational introduction to the existing practice in the field of building partnerships supporting apprenticeship and work-based learning in the European context.

Other outputs produced by the EP4A project related to the support of apprenticeship partnerships and SMEs engagement can be found in the *Downloads* section of the project website www.supportapprenticeships.eu.

EP4A team

CROATIA

Title of the Good Practice: *VET system for associated trades and crafts*

Description of the good practice

The Crafts Act of 1994 established a framework for apprenticeship in the trades and crafts sector. The new Crafts Act was adopted in 2013. In accordance with this Act the vocational curriculum consists of general education part and apprenticeship part. The apprenticeship part consists of a professional theoretical part, and practical training and exercises. The general education and the professional/theoretical part of an apprenticeship are carried out in secondary school, while apprenticeship's practical training and exercises are carried out in secondary school and with licensed economic operators - employers (crafts, legal entities, institutions and cooperatives).

In order to implement apprenticeships, a tradesman/craftsman or a legal entity needs to have a **permit (licence)** to carry out practical training and exercises for apprenticeship. The permit (licence) is issued by Croatian Chamber of Trades and Crafts (HOK). It can be obtained by people who have passed the Master Craftsman's exam, people who have the same rights as those with a Master Craftsman's exam, people with an appropriate higher or university education, or people who had a registered crafts business by December 2013, appropriate vocational secondary education and at least 10 years of experience in the occupation for which they are implementing apprenticeships. All of the above persons who have not passed the Master Craftsman's exam must pass another exam to prove they possess the basic knowledge on teaching students and the acquired pedagogical competencies. In addition, a tradesman/craftsman or a legal entity must have an adequately equipped workshop to carry out practical training and exercises for apprenticeship in accordance with the vocational curriculum for a given occupation.

Technical and staff requirements are the adequate working space for work according to the provisions from the Crafts Act, that is, the adequate working place for a student, adequate working equipment (machines, devices, tools, etc.) which enables conducting practical training and apprenticeship exercises for respective occupation, the application of measures for safe working and environment protection as well as stipulated sanitary standards and meeting the provisions from the Crafts Act regarding the professional qualification of the mentor.

The ministry responsible for trades and crafts is responsible for control over the issuance of permits (licences) to tradesmen/craftsmen and legal entities for executing practical lessons and apprenticeship exercises, as well as supervision over the legality of organising and implementing practical lessons and apprenticeship exercises carried out at a crafts business or a legal entity.

ISSUING THE LICENCE - STEPS

1. The applicant files a request form for issuing the permit (licence) together with all the necessary documentation.
2. Expert advisor for education employed in the regional chamber checks if the applicant or his/her employee meets staff requirements according to the Crafts Act regarding the conducting of practical training and apprenticeship exercises and if he/she filed in all the necessary documentation.
3. If all the requirements are met:
 - a) the applicant pays the costs of licensing process
 - b) expert advisor takes further licensing steps:
 - I. sends the request to the Ministry of Justice, Directorate for criminal law and probation, Department for criminal record, to deliver the criminal records certificate
 - II. sends the notification to Inspectorate of Labour at the Ministry of Labour and Pension System, with the exact name and address of the applicant
Notification is sent by email to: hok@mrms.hr; and cc: obrazovanje@hok.hr
 - III. sends the request to the Court of Honour Secretariat (if the applicant does not file in the request by himself/herself)
4. After receiving positive answers (the criminal record certificate by the Ministry of Justice, findings from the Inspectorate of Labour, the confirmation from the Court of Honour), the expert advisor activates the Licensing Commission in order to make inspection of documentation and check if the applicant's workshop meets the requirements stipulated by the law.
5. The Licensing Commission writes the report.

The permit (licence) is sent to HOK for printing and signature.

Before enrolment in education programmes for trades and crafts professions, students have to find an apprenticeship place where they will acquire knowledge and skills for their future occupation. On the Croatian Chamber of Trades and Crafts website, it is possible to search data on trades and crafts and other legal entities which provide apprenticeship.

“E-naukovanje” online platform (e-Apprenticeship) is an online service by the ministry in charge for trades and crafts. The database is a tool for every student and parent to check where **available apprenticeship places exist**. The database is created from the registry of licensed trades and crafts and legal entities, and the number of places is determined based on the record of registered apprenticeship contracts.

Moreover, important technical elements to conduct apprenticeship are apprenticeship contracts and working folders.

Apprenticeship contract is signed between the tradesman/craftsman and the student (i.e. student's parent or guardian). The content of the contract is determined by the provisions established by the ministry in charge for trades and crafts.

The contract regulates mutual rights, obligations and responsibilities between the

tradesman/craftsman and the student during the apprenticeship programme for the respective profession, especially:

- beginning and the duration of apprenticeship
- student's working hours in the workshop or at the working space
- duration and schedule of student's rest breaks
- financial provision during the apprenticeship
- tradesman's/craftsman's obligations regarding the realisation of school plan and programme

Also, it determines obligations and responsibilities both for the employer and the apprentice as well as ways to terminate the contract. Tradesman/craftsman or the legal entity agree to organise the practical training and apprenticeship exercises in accordance with their working hours, but no longer than 8 hours daily, that is 40 hours weekly, and in accordance with the established yearly school plan and programme. The contracts are recorded by the ministry in charge for trades and crafts.

Within the practical part of an apprenticeship, student's achievements are monitored and every working assignment in the trade and craft workshop and vocational school are assessed. Descriptions of working assignments and grades are recorded in the Folder of practical part of apprenticeship which is kept by the student himself/herself and is handed over together with the application for the journeyman's exam. Working folder is mandatory and is kept together by the vocational teacher, the student and the master – professional teacher until the end of apprenticeship and is required to take journeyman's exam at the end of the education.

([http://www.hok.hr/obrazovanje/strukovno obrazovanje za programe vezanih obrta/rad na mapa](http://www.hok.hr/obrazovanje/strukovno_obrazovanje_za_programe_vezanih_obrta/rad_na_mapa)).

The licensing process workflow shows all the included stakeholders in the good practice example. The requirements to get the licence are stipulated by the law so we invited stakeholders whose obligations and assignments are also stipulated by the law to the meeting in order to explain them the role of licensing and why those assignments are required from them. Based on the information, the staff from respective institutions designed the fastest and the most efficient way to issue documentation.

The working folder is the mandatory document and is kept together by the vocational teacher, the student and the master – professional teacher until the end of the apprenticeship. The apprentice is required to keep the up to date record, neatly and professionally organised and to record all the descriptions of every working assignment. Master - professional teacher is required to keep the record of apprentice's attendance during the practical part of apprenticeship in his/hers workshop, give instructions and assignments, monitor and advise the student and to assess and grade the student by writing down grades in the working folder. The vocational teacher is required to write down the record of apprentice's attendance during the apprenticeship and his/her grades from the working folder in the pedagogic school documentation, as well as to check if the working folder is up to date, neatly and professionally organised.

It is the example of quality assurance in the vocational education and training for associated

trades and crafts in the businesses conducting apprenticeship. Checking the technical and staff requirements described above is the key to quality assurance of conducting apprenticeship. The procedure is formalised by issuing the permit (licence). The biggest challenge is the resistance from employers who are required to obtain the permit (licence) so they emphasize the fact that a great number of documents is required and that the process itself is too complicated. The Croatian Chamber of Trades and Crafts responded partly to objections by officially requesting most of the documentation from the institutions, which spares time for employers. Of course, the Chamber is working on the further enhancement of licensing procedure.

Furthermore, another challenge is to find the efficient way how to gather the information about necessary apprenticeship placements in the respective profession. The main challenges are the reluctance of schools to cooperate and the lack of licensed apprenticeship places in the economy. For example, there are cases of schools unwilling to respect the one week of practice / one week of theory principle because this makes it difficult for them to adjust the work schedule in the school. In the case of an insufficient number of licensed apprenticeship places in the economy, the schools have the obligation of organising practical training themselves, which limits their execution of the curriculum.

Therefore, considering the fact that some trades, crafts or SMEs have the permit (licence) but do not want to take an apprentice, it is necessary to develop the way to survey employers' needs and to find out who is willing to take apprentices which would lead to the clear picture of the apprenticeship provision.

More information

Information on licensing

http://www.hok.hr/obrazovanje/strukovno_obrazovanje_za_programe_vezanih_obrta/licenciranje

By-law on the procedure and process of issuing licences for conducting practical classes and apprenticeship exercises (Official Gazette No. 37/15)

http://narodne-novine.nn.hr/clanci/sluzbeni/2015_04_37_766.html

Licensed trades and crafts online database

http://www.hok.hr/obrazovanje/mjesta_za_naukovanje_praksu

E-apprenticeship online database

<https://enaukovanje.portor.hr/slobodnaMjesta/home.htm>

By-law on minimal conditions for apprenticeship contracts (Official Gazette No. 63/14)

http://narodne-novine.nn.hr/clanci/sluzbeni/2014_05_63_1208.html

Info on working folders

http://www.hok.hr/obrazovanje/strukovno_obrazovanje_za_programe_vezanih_obrta/radna_mapa

Prepared by Croatian Chamber of Trades and Crafts (HOK).

SERBIA

Title of the Good Practice: *Implementing elements of dual education in Serbia*

Description of the good practice

With the financial support of the Austrian Development Agency, the CCIS and the Austrian Chamber of Commerce realize the project “Implementing elements of dual education in Serbia”. The Project is in the initial phase (1 May 2016 – 30 April 2017), and continuation of the project referring to the period of the next 4 years is under development. Based on the results of a research of the needs of business entities in the Republic of Serbia, three occupations have been identified as suitable for dual education:

- salesperson;
- logistics and freight forwarding technician; and
- banking and insurance agent.

The teaching plan and programme for a salesperson provides that 1st year students shall spend one day in a company, and 2nd and 3rd year students shall spend 2 days in a company. Implementation of the project has started on the territory of the City of Belgrade, and the activities will later expand to schools and companies in other cities in Serbia. Practice for this profile started in February 2017 in the companies **Delhaise, DMdrogeriemarkt, Univereksport, Merkator S** and **VIP Mobile** for about 100 students of the Commercial School in Belgrade. Trainings of instructors in the companies have been completed aiming to strengthen their pedagogic-didactic competencies and getting familiar with the legislation. The students receive certain revenue, which has regulated the contact between the companies and the students/parents.

As far as the logistics and freight forwarding technician is concerned, a fully new teaching plan and programme has been prepared considering that this is a new educational profile not offered by the schools in Serbia, and students will be able to register for it in the next 2017/2018 academic year (it will probably be offered by traffic schools). The curriculum provides for the 2nd year students to spend one day in the company and 3rd and 4th year students to spend 2 days in the company. It provides for the organisations of trainings for instructors within this educational profile directed to strengthening pedagogic-didactic competencies, as well as the ones directed to the legislative part which is relevant for the implementation of practice. A handbook for companies and instructors will be prepared aiming to easier and best quality implementation of practical classes, and support will be provided in developing contracts that the companies will sign with the school and with students/parents individually.

The project’s continuation in duration of 4 years provides for activities directed towards strengthening CCIS capacities in the implementation of dual education elements.

More information

<http://www.pks.rs/SADRZAJ/Files/Centar%20za%20edukaciju/GIZ%20VET%20-%20Executive%20summary%20WEB%20s.pdf>

Title of the Good Practice: “*AC4SME - Supporting small and medium enterprises for inclusion in practice implementation*”

Description of the good practice

The **AC4SME** is a two-years project **Erasmus+ Project** (1 October 2016 – 30 September 2018) implemented by the chambers from 12 Erasmus+ countries (Austria, Belgium, Bulgaria, Italy, Cyprus, Lithuania, Romania, Serbia, Turkey, France, Czech Republic and Spain), which is coordinated by the Euro Chamber – European Chambers of Commerce Association. The general objective of this project is to include as many SMEs in practical training. Aiming to strengthen capacities of the chambers of commerce, the Chambers of Commerce of Austria and Germany shall organize a training for dual education counselors according to the *Austrian Apprenticeship Office*, which exists as an organizational unit in each chamber of commerce in Austria, whose aim is to attract as many companies, provide professional and logistic support, and thus increase the number of students who will have practice in the companies. The CCIS will organize training for the employees on the regional chambers of commerce aiming to transfer knowledge and skills acquired on the training at the Austrian Chamber of Commerce.

More information

Erasmus+ AC4SME Project – Supporting small and medium enterprises for inclusion in practice implementation

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/7e4edcfb-595b-46dd-b10b-e6769841dfe2>

Title of the Good Practice: “*GIZ Project Secondary vocational education reform in Serbia*”

Description of the good practice

German organisation for international cooperation GIZ, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), is implementing the project of advancing crafts-technical vocational education in cooperation with the Ministry of Education, Science and Technological Development, with inclusion of other partners as well and the economy first of all. Since September 2014, three new three-year profiles locksmith-welder, electrician and industrial mechanic have been introduced to eight secondary vocational schools in Serbia according to the new dual education model which is based on firm cooperation between schools, the economy and local governments. The curriculums for the three educational profiles have been supplemented and modernized. They focus on the development of new competencies and increasing share of practical skills in companies first

of all. Teachers, directors and mentors in the companies undergo comprehensive trainings in order to apply the modernized contents of teaching and learning.

In modernized three-year profiles that are implemented according to this model, a scope of practice has been increased from two to three days per week in the third year of schooling. In addition, practice in the first year takes place at a school workshop only, and in the second and third year it takes place in a company that cooperates with the school. The project includes 16 schools, about 50 companies, of which 28 actively participate in the model, and about 900 students.

More information

GIZ Project “Secondary vocational education reform in Serbia”

<https://www.giz.de/en/worldwide/21223.html>

Title of the Good Practice: ***Development of dual education model within Swiss funded project “Developing private sector in Serbia”***

Description of the good practice

Through the “Developing private sector in Serbia” Project, the Swiss Organisation for Development and Cooperation provides support to Serbia in educating staff tailored to the needs of the economy. The Technical School in Uzice has made a Public Private Partnership (PPP) with seven companies in the Zlatibor District which are engaged in furniture production in Western Serbia, receiving as a result the new educational profile – furniture production operator. In the 2016/2017 academic year, the Polytechnic School in Subotica also applied for the new educational profile, getting support from 5 companies in the furniture industries. In the first enrollment period, the school in Uzice registered 26 students, and the school in Subotica registered 25 students. This dual education model has been developed with Swiss financial support, but not the expert support.

More information

<http://www.pks.rs/SADRZAJ/Files/Centar%20za%20edukaciju/GIZ%20VET%20-%20Executive%20summary%20WEB%20s.pdf>

Prepared by Chamber of Commerce and Industry of Serbia (CCIS) – Regional Chamber of Commerce of Moravice and Raška Administrative Districts.

SLOVAKIA

Title of the Good Practice: *Project “Young Stars”*

Description of the good practice

The Education Ministry and the Austrian Embassy to Slovakia introduced the Young Stars pilot project that serves as an example of implementing the dual education scheme in Slovakia as well as abroad in September 2014. The project was coordinated by the commerce department at the Austrian Embassy to Slovakia.

Within the project, the vocational school in Zlaté Moravce started a cooperation with the consortium of companies, composed of four Austrian firms (MIBA Steeltec, ZKW Slovakia, Pankl Automotive Slovakia and HTP Slovakia Vráble), two German (Matador Automotive Vráble and Secop) and two Slovak firms (Bauer Gear Motor Slovakia and Švec a spol). In 2014, 33 students started to study in two pilot classes and each of these firms has their own students who undergo practical training there.

Practical training took place at the workplace of employers, theoretical and general subjects took place in school. Unlike other projects at this time, students started their practical education in the first grade. The ratio of theory and practice was 40:60. Students alternate weeks in classrooms and the workplace, and at the end of the school year spend an entire month in the company. In addition to this, students get financial bonuses for their work in the firm. Project was based on the Slovak system of VET with implementation of experiences and knowledge from the Austrian dual education system; it was a prequel to the new Act on VET.

Now the pilot continues within the new Dual Education System. It started with 33 students and now 133 are enrolled. For the academic year 2017/2018 are offered 45 new places.

Due to excellent marketing, there was an increase of classes in technical fields of study in region Nitra.

More information

<http://erc-online.eu/content/uploads/2016/03/pilotproject-Young-Stars.pdf>

<https://www.minedu.sk/project-meeting-of-the-management-and-steering-group-int-vet-dual-in-vienna/>

<https://www.etrend.sk/trend-archiv/rok-2016/cislo-42/hospodarske-vztahy-medzi-slovenskom-a-rakuskom-su-prikladom-dlhodobych-uspechov.html> (in Slovak only)

Title of the Good Practice: *DUALpro - the Quality Label of Dual Education*

Description of the good practice

The Slovak-German Chamber of Commerce and Industry (SNOBK), as part of its DUALpro projects, guarantees high-quality, modern and market-oriented dual vocational training in line with long-established German standards for the quality of pupil training. Currently it is running for 8 professions, at 7 schools and 17 employers.

Unlike Slovakia, Germany has one of the lowest unemployment rates among young people across the EU. It is precisely thanks to the dual system of vocational education, which the pupils prepare for the future profession directly in the companies and according to the actual needs of the companies. It is said that it does not produce unnecessary unemployed, but graduates who are companies demanded.

Its specificity is also a single final exam. These are the same for the whole Germany and are held in one day. Their consistency ensures that the Mechatronics mark from Berlin is comparable to that of the Mechatronics of Munich. Now, also to that of Mechatronics in Slovakia, thanks to the DUALpro project, that also organizes these exams in co-operation with schools in Slovakia.

The most important pillars of the system are the in-house instructors. For the pupil they are not only the person who provides knowledge transformed into practical experience, but also the first person in the work environment. Therefore, they must have the appropriate knowledge and experience to work with young people. The quality guarantee is national education and instructor training - Ausbildung der Ausbilder. Here, in the DUALpro projects for Slovak companies, SNOBK provides the training and certifies the instructors in a personalized form.

The DUALpro guarantees a set of Quality Standards:

- The selected company is ready for dual education.
- The organisation of education at the school was tailored to German professional standards.
- The instructors who will take care of the pupil in the company have been trained and received Slovak and German instructor certificates in the dual system.
- In the middle and at the end of the studies, the pupil passes the final examinations according to the uniform German prepositions adapted to the Slovak curriculum.
- Upon successful completion, the pupil will get a German certificate of professional competence alongside the Slovak maturity certificate or a school-leaving certificate.

More information

www.dualpro.sk

Prepared by Regional Development Agency Senec-Pezinok (RDA SP).

UNITED KINGDOM

Title of the Good Practice: *Working With Partners to Increase Recruitment to Apprenticeships*

Description of the good practice

Key findings reported in a good practice report published by Ofsted (the Office for Standards in Education, Children's Services and Skills), entitled *Apprenticeships for Young People 2012*. The report presented some of the common factors that have led to high performance in the work of 15 providers who are extensively involved in delivering apprenticeships to young people. Ten categories illustrated the features of effective practice and encompass successful recruitment of young people as apprentices; introduction to the world of work; support in developing vocational skills and completing apprenticeship frameworks and supporting progression into employment and further study.

Both providers and employers emphasised the important attribute of a successful apprenticeship was the right attitude and commitment to employment of a potential apprentice; even more so than academic qualifications. Positive and strong work ethics were demonstrated by work experience gained through organised placements, or some vocational taster courses attended while still at school. Placements give employers an opportunity to see how a learner works and their attitude. Furthermore they can set out what they [the employer] expect from them [the learner] as an apprentice and employee. Moreover, the apprentice utilises the opportunity to consider whether the apprenticeship is right for them. Some providers engaged with young people at school as early as Years 8 and 9 to stimulate interest in work-based learning; then invite young people to subsequent open days, and sending newsletters kept these young people interested. Young people made decisions on their post-16 options at an earlier stage, following greater awareness of competition for apprenticeship places. Providers also invested in training staff to specialise in recruitment to level 3 minimum; the overall retention of young people on apprenticeships benefited from impartial advice and guidance. Around 90% of applicants who attended the preparation and selection for employment day start the apprenticeship, and when they start their programme they nearly all tend to stay and be successful. Providers understood the needs of employers to in turn support the effective matching of learners to employers.

More information

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417510/Apprenticeships_for_young_people.pdf

http://www.educationandemployers.org/wp-content/uploads/2014/06/mazenod_-_the_rhetoric_and_reality_of_apprenticeship.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/392164/Outsource_20Vocational_20Learning_20Ltd_201_20-_20good_20practice_20example.pdf

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8072>

DENMARK

Title of the Good Practice: *Danish Production Schools*

Description of the good practice

Since 1978 the Danish production schools have developed into an independent school form attaining its own legislation in early 1985. The fundamental aim of this type of school was and continues to be: to create a practical learning environment that can qualify young people to complete general and vocational upper secondary education or maintain a normal job in the labour market. The target group is young people under 25 who are not immediately able to complete a regular youth education in the ordinary way. The students are offered the opportunity to develop professional, social and personal skills using counselling, participation in practical work and production in different workshops ranging from metal, carpentry and textiles to media, theatre and music workshops.

Since their beginnings in 1978, production schools have experienced increasingly tighter legislative demands that their pedagogic effort be further aligned with the formal educational system. The largest challenge for production schools is to prepare and motivate “non-academic” students for the ordinary school system. This includes improving their ability to meet academic demands. The last legislative change in 2006 further focuses the aims of production schools so that at present, the most important task is to build a bridge to vocational education and training by providing relevant practical as well as academic qualifications. In 2006 there were 99 production schools in Denmark with a total capacity to accept almost 6000 students. The student capacity at each school varies from 20-25 to over 200 at the largest school. Generally speaking the schools are quite small, with half of the schools accepting fewer than 50 students.

A production school is founded on the principle of local participation. It is therefore a municipality – or a group of municipalities – that must take the initiative to establish a production school. It is also the initiating municipality that, in accordance with legislation, must approve the school’s regulations. The production schools are organised as independent institutions with regulations and a board that must meet the targets and demands that are described in the production school legislation. The board is normally made up of representatives from the municipality and other educational institutions. The board must also include representatives from both employer and employee organisations. These board members provide good contacts to local businesses, but they also ensure that products and services are sold by the production schools in fair price competition. The students receive payment for their contribution to the workshops.

More information

http://www.psf.nu/images/charter/international_engelsk.pdf

FINLAND

Title of the Good Practice: *Apprenticeship in Finland*

Description of the good practice

In Finland, the minimum age to be accepted on to an apprenticeship is 15 years and above. The State fully funds the apprenticeship with an annual quota of the number of apprentices trained agreed for each level of apprenticeship. Employers are compensated by the state for the costs of workplace training; municipalities have a statutory funding obligation. They pay 58.11% per capita funding of training costs. Vocational further education and training entirely funded by the state, without a municipal funding share. Municipalities own the majority of training providers that deliver apprenticeships.

In Finland, 0.4% of 16-18 year olds are apprentices (based on 2010/11 figures), employers taking on students who completed their basic education and begin apprenticeship training in the same year are eligible to receive an increased training compensation. If they are unemployed the employer is eligible to receive a pay subsidy.

In Finland, approximately 80% of all apprenticeships training students are 25 years or older. Most 25 year olds and over studied fields of culture (86%), social sciences, business and administration (86%) and the least popular fields include natural resources and the environment (56%). Only 4% of all apprentices students were 19 years or younger. Similarly 4% of all apprentices were 55 years or older. At the lower levels of qualifications 97% of 16-18 year olds represented the greatest proportion of apprentice students.

When the student has gained the required level of competence they are assessed on their vocational skills demonstration at the work place.

In the 2010s, student numbers declined in all VET fields, but the sharpest drop occurred in the completion of further vocational qualifications and significantly in specialist vocational qualifications. The drop in numbers was attributed to balancing the state economy and resulted in simultaneous cuts to funding for apprenticeship training in vocational further education and training, and the number of apprenticeship places.

Actors involved and their roles

Municipalities have a statutory funding obligation in the provision of apprenticeship training in vocational upper secondary education and training.

The employer enters into an employment contract with the student who has completed their basic education, to begin apprenticeship training. The education provider (municipality) and employer agree on the compensation for each apprenticeship (based on the VET field, the qualification being sought and the student's experience and stage of studies).

The state is the main stakeholder in apprenticeships and vocational education (funding, institutional framework, and apprenticeship policy); employer and trade union interests are represented within the institutional framework of apprenticeship however the state (the Finnish National Board of Education) maintains the key role.

Apprenticeship training workplace will have personnel with necessary professional skills, educational background and work experience to be assigned to the student as an instructor. When an apprenticeship contract is drawn up with a student under 25 years, who does not have a post-basic education qualification and is working towards a vocational upper secondary education and training, the education provider is paid a higher unit price for the module, to ensure the education provider offers more comprehensive instruction and support for the young apprentice.

Tripartite partnerships are essential in the development of VET; in each National Education and Training Committee sector, employer and employee representatives contribute to the qualification requirements and national core curricula, and the defining of future competence needs.

Why this practice was chosen and what can be learnt from it

Assessing the required level of competence needed by an apprentice is performed through a series of skills tests or vocational skills demonstration at the work place - continuous learning assessment is carried, during the apprenticeship – where the employer and trainer provides the student with the final assessment. Demonstrating the importance placed on competencies in the workplace through vocational qualifications that are useful in developing their future careers¹.

With improved engagement and involvement of employers' and employees' labour market organisations they dispelled suspicions around threats to permanent employees; encouraged businesses to offer young people opportunities of work-based learning. Employers are offered an increased training compensation subsidy if they take on students who complete their basic education and begin apprenticeship training in the same year.

More information

http://www.oph.fi/download/177964_Key_figures_on_apprenticeship_training_in_Finland.pdf

[http://www.educationandemployers.org/wp-content/uploads/2014/06/mazenod -
the rhetoric and reality of apprenticeship.pdf](http://www.educationandemployers.org/wp-content/uploads/2014/06/mazenod_-_the_rhetoric_and_reality_of_apprenticeship.pdf)

https://naric.org.uk/ReferNet/resources/UK_2014_Article_WBL_Final.pdf

Prepared by Rinova Ltd.

¹ [http://www.educationandemployers.org/wp-content/uploads/2014/06/mazenod -
the rhetoric and reality of apprenticeship.pdf](http://www.educationandemployers.org/wp-content/uploads/2014/06/mazenod_-_the_rhetoric_and_reality_of_apprenticeship.pdf) p10

FRANCE

Title of the Good Practice: *Training standard for in-company mentors*

Description of the good practice

The example shows how quality apprenticeships can be insured through a training standard of in-company mentors:

In France, the national inter-professional agreement signed by the social partners in 2011 made provision for the establishment of a training standard for in-company mentors (Article 6) and for the establishment of the principles for a charter for quality in-company mentors. On this basis an in-company mentor should be able to induct an apprentice, contribute to the acquisition of his or her vocational skills, liaise with training institutions that are responsible for training, assessing and monitoring the progress of the apprentice, and participate in assessment and the follow up of training. Training to become a mentor generally lasts 2 days and leads to an in-company mentor skills certificate.

Title of the Good Practice: *Cooperation between VET schools and training companies*

Description of the good practice

The example shows how VET schools cooperate with training companies and provide support for them in order to organise quality apprenticeships:

In France, VET school representatives regularly visit the apprentices in companies during the apprenticeship; for example, the VET school Campus des Métiers et de l'Entreprise conducts these types of visits. The visits may help to solve problems concerning the apprentice's working conditions and the relationship between the apprentice and the company. During one of these visits, an assessment of the apprentice's personal and professional skills takes place. The visits do not only benefit the apprentice and the companies. They also provide very valuable information to the teachers and the school about changes in the job and the labour market in general (an example was presented during the Working Group's in-depth country workshop in Paris, 26-27 June 2014).

This is an excellent practice which shows that cooperation and partnership between VET schools and training companies results in more broader and efficient apprenticeship provision.

Title of the Good Practice: *A matching service for apprenticeships in SMEs*

Description of the good practice

The example shows how a matching service for apprenticeships in SMEs can benefit both SMEs and young people engaging in apprenticeships:

France has established a matching service to support the provision of apprenticeships in SMEs. CGPME, the Confederation of SMEs, has mandated its intermediary body AGEFA-PME to support the provision of apprenticeships in small enterprises. A web-service portal provides a broad range of services for small enterprises, including up-to-date information on apprenticeship tax credit and regional aids, a national database on potential apprentices to facilitate recruitment and a competence-based search engine on qualifications and training centres. A methodological toolbox for apprentices and tutors equips young people with strong basic skills to allow a successful integration into a small business. The tool advises on applying for apprenticeship positions, teaches interview training and soft skills to prepare young people for the business world, and facilitates the understanding of SME values, i.e. versatility, autonomy and creativity. As a result, young people are more motivated, more likely to complete an apprenticeship and more productive.

This practice shows how a matching service for apprenticeships in SMEs can enable easier access to apprenticeships, providing different services.

More information

<http://www.agefa.org/>

Title of the Good Practice: *Apprenticeship developers*

Description of the good practice

The example shows how a specific expertise in the area of apprenticeship provides benefits for businesses.

Apprenticeship developers are project managers that can be attached to a CFA, a Mission Locale, a consular chamber, a general of branch employer association, a collection agency. They are in charge of engaging with businesses to find new opportunities to create dual education jobs. They inform employers and can also provide technical support to help them define their needs, complete administrative paperwork and help them recruit for dual education training.

This practice shows how this specific role can benefit businesses in providing apprenticeships.

Prepared by Croatian Chamber of Trades and Crafts (HOK).

GERMANY

Title of the Good Practice: *The Berufsparcours project*

Description of the best practice

The Berufsparcours is an efficient and fun way of providing young people with practical vocational guidance. They are given the opportunity to try out career-related tasks from various professions in a school setting, with the help of instructors and parents. The exercise features practical tasks from up to 20 different occupations in one morning.

It addresses students from all school types (lower, intermediate and upper secondary schools, grades 8–13, ages 13 to 19), about 400 of whom perform the job-related task at different stations.

It is a kind of mini-traineeship, about 8 young people will simultaneously test a professional-style work station for 10 minutes. The pupils are divided into three groups who complete the course one after the other. Each group has the opportunity to try the different professions for 90 minutes.

Tasks, materials and tools are usually provided by regional companies and the technology centre. The exercise provides participating companies with an opportunity to observe potential recruits much more effectively than is possible at trade fairs (between 35 and 80 direct contacts between young people and a company are made in a morning compared to 5 to 10 contacts at a trade fair). This integrated approach has reached 780,000 young people and 3,800 companies to date, in eleven German states.

The initiative is coordinated by Technikzentrum Minden-Lübbecke e.V., a non-profit association founded by 60 private bodies in 1994. At the beginning of 2013, the cooperation with the regional Chamber of Commerce and Industry (IHK) Stuttgart Esslingen-Nürtingen was successfully launched.

More information

www.berufsparcours.de

Prepared by Regional Development Agency Senec-Pezinok (RDA SP).

IRELAND

Title of the Good Practice: *Further Education and Training Strategy 2014-2019 (development of a new outcomes-based funding and planning model), Apprenticeships*

Description of the good practice

To be eligible for an apprenticeship a learner must be at least 16 years of age with a minimum grade D in five subjects in the Junior Certificate or equivalent. If the learner has no qualifications s/he can still register as an apprentice with an employer if they complete a preparatory training course followed by an assessment interview. If the individual is 18 and over with at least three years relevant work experience they are also invited to an assessment interview

Employers pay a recommended apprentice wage in particular sectors: SOLAS (Further Education and Training Authority) pay a weekly allowance equivalent to that wage while a student undertakes training off-the-job. In all other industrial sectors employers are responsible for all the job payments; SOLAS will contribute to any necessary travel/accommodation costs.

Following a review of apprenticeship training in Ireland in 2013 the Apprenticeship Council was launched by the Minister for Education and Skills on 18th November 2014. The Council is tasked with expansion of Apprenticeships into new sectors of the economy and mapping out the sectors where new apprenticeships can make a real difference to both employers and employees. The Council is enterprise led and has representatives from business, trade unions, further education bodies and the Department for Education and Skills.

In the implementation of apprenticeships there is collaboration between education and industry; the apprenticeship system consists of seven phases, with three off-the-job phases (delivered at approved training centres) and on-the-job phases (delivered by employers). Lasting usually four years and leading to a level 6 NFQ award.

The planning process involved the formal establishment of the SOLAS/ETB representative group whose contribution to planning for 2015 was invaluable; ETB (Education and Training Board) formed collaborative working with Department of Social Protection in relation to the Youth Development Internship; ETB collaborated with companies at local level for the purpose of developing new courses to support various local business sectors including hospitality, tourism, healthcare

Actors involved and their roles

Department of Education and Skills provides funding to support further education and training provision, of which a significant proportion is funded through SOLAS.

Further Education and Training Authority (SOLAS), the Further Education and Training Act 2013 provided for the dissolution of FAS and the establishment of SOLAS. SOLAS is required by the Act to propose a five year strategy for the provision of further education and training. SOLAS operates under the aegis of the Department of Education and Skills and will, in conjunction with sixteen Education and Training Boards, be responsible for the integration, coordination and funding of a wide range of further education and training programmes: including modernising and expanding the apprenticeship system

The 33 Vocational Education Committees (VECs) were dissolved and replaced by 16 Education and Training Boards (ETBs), they establish and maintain recognised schools, centres of education and education or training facilities in its functional area; adopt and annual service plan; support the provision, coordination, administration and assessment of youth work services in its functional area. ETBs are active in local communities through the direct provision of training and education programmes in training centres, colleges and other training and educational settings. Looking outward nationally and internationally, while servicing education and training locally and individually is a responsive hallmark of their approach to delivering education and training programmes.

The Apprenticeship Council is tasked with the expansion of Apprenticeship into new sectors of the economy and mapping out the sectors where new apprenticeships can make a real difference to both employers and employees.

Why this practice was chosen and what can be learnt from it

The 2013 review established the Apprenticeship Council, which is responsible for expanding apprenticeships into new sectors; the new system introduced 16 education and training boards that enabled businesses to be more involved in the strategic planning of apprenticeship programmes including identifying new sectors and detecting and promoting skill shortages thereby and enable apprenticeships to respond to market needs.

More information

<http://www.solas.ie/SolasPdfLibrary/FETStrategy2014-2019.pdf>

<http://www.etbi.ie/etbs/what-is-an-etb/>

http://www.citizensinformation.ie/en/education/vocational_education_and_training/apprenticeships.html

<http://www.apprenticeshipcouncil.ie/>

Prepared by Rinova Ltd.

NETHERLANDS

Title of the Good Practice: *Dual and School based VET qualifications*

Description of the good practice

Since 1996 apprenticeships ceased to exist as a specific type of VET; in its place a single law regulates VET in the Netherlands. VET courses are offered at four levels and in two tracks; school based and replacing the apprenticeships system, a dual track. Each is offered by either single sector or multi-sector VET schools. All VET qualifications at EQF-Level 1 to 4 can be obtained in a school based or dual track system. A significant proportion of training is dedicated to work-based learning, for both tracks. To be admitted on the dual track a contract must be secured with a firm, this is not a requirement for the school-based track. Tax breaks are offered to firms that train apprentices.

Although the two systems are formally equivalent they serve different groups; the technical sector is dominantly served by the dual system; whereas sectors with less experience of offering apprenticeships, more learners are found in the school based system. 93.7% of under 23 year olds enrolled for school based training, set against 48% of under 23 year olds enrolled with the dual system. The over 30s recorded a 34.4% level of enrollment with dual training against 1.8% enrolled at a school-based system.

Dutch teens can opt for an interchangeable pathway (professional and technical education) that does not restrict options at the age of 18 years, and more than half take a vocational route.

Under the new system the focus is on occupational tasks, integration of knowledge and skills, and broad qualification profiles; vocational, education and training is mainly funded by national government's however, employers are actively involved in the system – defining qualifications, setting standards and delivering training and learning opportunities (internship and apprenticeships). The VET levels in dual tracks attracts a greater variety of learners; students preferring to learn in practices, if not learning by doing. Similarly those not motivated to learn at school.

'Attack on Youth Unemployment' was launched in March 2013 to create new VET placements for unemployed youth. Another new initiative is to develop sector plans to create new jobs for young school leavers including tracks leading to a formal qualification.

Actors involved and their roles

VET is primarily part of the education system rather than the labour system; it is mainly funded by the government and employers are actively involved in it. The example from the Netherlands illustrates strong public private partnerships; publicly funded and administered

organisations act as the focus and driver of vocational education and training, offering greater standardised off-the-job training, funding and provision of guidance.

Why this practice was chosen and what can be learnt from it

The Dutch VET system offers hybrid qualifications from a broad and accepted part of the educational system. The VET system is under constant pressure to respond to changing societal and economic demands; during an individual's working life s/he will attend further training and change jobs on a number of occasions. This means that vocational education must offer a broad basis including technical, organisational and communicative, as well as learning skills. Over the last 20 years several structural changes have responded to the needs of the changing labour market.

Tax breaks are offered to firms that train apprentices as an incentive to foster greater participation in the VET system. Employers are actively engaged in at least two levels of the VET system; in defining qualification/setting standards and delivering training and learning opportunities (internships and apprenticeships).

More information

<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/vet-in-europe-country-reports>

<http://feweek.co.uk/2015/06/22/is-it-really-time-for-the-uk-to-go-dutch/>

[http://eprints.lse.ac.uk/20098/1/Benchmarking Apprenticeship UK and Continental Europe Compared.pdf](http://eprints.lse.ac.uk/20098/1/Benchmarking_Apprenticeship_UK_and_Continental_Europe_Compared.pdf)

file:///C:/Users/jeannettel/Downloads/refernet_website-nl_2014_art-apprenticeship-wbl.pdf

Prepared by Rinova Ltd.

ROMANIA, BULGARIA, GREECE

Title of the Good Practice: *VET systems in Romania, Bulgaria and Greece*

Description of the good practice

The regulatory framework for VET in **Romania** is based on two different laws, for dual training and for apprenticeships. The National Education Law (2011) defines dual education as a form of developing vocational education, combining a contract of work and professional training offered by a company, with training offered by education centres. In addition, the Apprenticeship Law (2005), which was amended in 2013 to respond to employers' concerns on costs, defines an apprenticeship as 'an individual fixed-term contract of employment, according to which an apprentice is professionally obliged to learn and work for and under the authority of an employer who in turn is obliged to ensure the payment of wages and appropriate training conditions' (Article 4.1). Apprenticeships should last no more than 3 years and no less than 12 months. 30% of the apprenticeship is school-based. The responsibility for organising and function is shared between the company and the schools' (Article 25.4). The Ministry of Education, in consultation with employers, regulates the organisation and functioning of vocational education in the dual system, the duration and content of training programmes, and the organisation and conduct of the assessments. The dual system is based on training standards approved by the Ministry of Education or occupational standards approved by the National Qualifications Authority. Dual training may last one, two or three years.

VET in **Bulgaria** has very limited provision for apprenticeship training which corresponds to the CEDEFOP definition. The regulatory framework for vocational education and training in Bulgaria is based on the Vocational Education and Training Act (ЗАКОН ЗА ПРОФЕСИОНАЛНОТО ОБРАЗОВАНИЕ И ОБУЧЕНИЕ - 1999) which was amended in 2005 and then again in 2014, and also the Craft Act (2001) which regulates the conditions and rules for apprenticeships, including training with a master craftsman. The newly amended Articles 5 (4), 17a and 59 (9 and 10) of the VET Act open up the possibility for 'education through work'. The ensuing decree provides details about 'the specific form of vocational training for the acquisition of professional qualifications organised on the basis of partnership'. It defines the number of young people that can be trained, the duration of the training, the conditions for the training, the documentation required and the contracts to be agreed between young people and training institutions and between young people and employers. It defines the responsibilities of the employers and the training institutions. It defines requirements for in-company mentors and for assessment.

Normally the young person will spend 1 day per week in the workplace in the 1st year, 2 days in year 2 and 3 days in the final year. Whilst engaged in school-based training young people receive a 10 Lev per day attendance allowance, but when at the workplace they sign a labour contract, receive the minimum wage which from January 2016 is 420 Lev per month.

Initial VET in **Greece** includes limited provision for apprenticeship training which corresponds to the CEDEFOP definition. It provides for a variety of school-based training. The regulatory framework for apprenticeship training in Greece is based primarily on the Lifelong Learning Act (3879/2010), the Secondary Education Act (4186/2013) and the Secondary Education Reform Act (4310/2014). Currently, apprenticeship training takes place under the auspices of the Ministry of Labour through the Greek Manpower Employment Organisation (OAED in Greek) or through the Ministry of Tourism. In the Apprenticeship Schools apprentices sign a contract with an employer and the Greek Manpower Employment Organisation for the entire period of the work-based training. However they are not entitled to join a trade union. Apprentices receive a wage for the time spent in the workplace. It corresponds to 70% of the minimum wage (currently €10.95 per hour for unmarried people under 25 years of age).

COUNTRY	Apprenticeship-type schemes	Years	School vs practical training	Recent/planned changes affecting the apprenticeship scheme
Bulgaria	IVET at Upper Secondary Level (ISCED 3) - Framework Program B - Framework Program C	- 2 (lower second.) +2 - 4-6	Theoretical/practical ratio: 5/1 School/enterprise ratio: 15/1 Theoretical/practical ratio: 1.5/1 School/enterprise ratio: 13-14/1	Changes are planned in the legislative programme to modify this "craftsmanship training". Also, the challenges related to the accession to the EU require to increase greatly the funds spent on training.
Greece	VET at Upper Secondary Level (work-based) Apprenticeship System (ISCED 3C) (Mathiteia)	2	4 days/wk in the morning: enterprise work. 4 days/wk in the afternoon + 1 full day: school.	In Greece, VET Upper Secondary Level schools (EPAL and EPAS) offer exclusively school-based training (practical training is offered within the school premises). The apprenticeship programme known as Mathiteia exists as an alternative.
Romania	Apprenticeship system	6 months-3 years	Practical and theoretical training provided by employer	The Apprenticeship system has been introduced since 2005, derived from the approval of the so-called Apprenticeship Law (Law no. 279/2005).

More information

- A EUROPEAN QUALITY FRAMEWORK FOR APPRENTICESHIPS A EUROPEAN TRADE UNION PROPOSAL
[Downloads/EN%20A%20European%20Quality%20Framework%20for%20Apprenticeships%20EN.Final.Corr%20\(1\).pdf](#)



- Apprenticeship supply in the Member States of the European Union - Final report
[Final%20Report v02 Completo v02%20\(revised\).pdf](#)

Prepared by Chamber of Commerce and Industry of Serbia (CCIS) – Regional Chamber of Commerce of Moravice and Raška Administrative Districts.

LATVIA, LITHUANIA, ESTONIA

Title of the Good Practice: *Stakeholder involvement and collaboration*

Description of the good practice

*The example from **Latvia** shows how a legal framework for VET and work-based learning can stipulate the involvement of the social partners and other stakeholders in tripartite and multipartite bodies:*

In Latvia work-based learning (WBL) is a relatively recent and highly prioritised VET development. A two-year WBL piloting phase (2013-2015) with the involvement of six VET institutions has been completed. Following this, in 2015 amendments to the VET Act introducing the concept of WBL to the Latvian school-based VET system were adopted for the first time. The Act stipulates that WBL is one of the forms for the implementation of a VET programme. Furthermore, the Act also stipulates the legal status of the Sector Expert Councils (SECs) and the VET institutions' Convents. The Sector Expert Councils (SECs) are 12 tripartite SECs covering the main sectors of national economy. The VET institutions' Convents are multi-partite advisory bodies incorporating representatives from VET providers, national and local public authorities, employers and employees' organisations, and sector associations. (Source: ET2020 VET Group representative for Latvia).

More information

'Implementing Work Based Learning in Latvia, Lithuania and Estonia':

<http://en.iddk.lv/projekts/implementing-work-based-learning-in-latvia-lithuania-and-estonia/>

*Similarly, the example from **Lithuania** shows how developing collaboration agreements with trade associations and involving them in planning, implementation and review of VET have enhanced work-based learning:*

In 2014-2015, the Ministry of Education and Science in Lithuania signed eight collaboration agreements with employers' associations to involve them in planning, implementation and review of VET. The agreements were made with employers' associations such as the Lithuanian Hotel and Restaurant Association, the Association of Lithuanian Aviation Companies, the Lithuanian Electricity Association, the Lithuanian Apparel and Textile Industry Association and the Engineering Industries Association. The Ministry of Education and Science plans to sign further collaboration contracts in the future. As part of the deal, the associations agreed to work closely on solving issues linked to VET's legal framework, VET provision, work-based learning including apprenticeship, and to provide the ministry with information on demand for specialists and employment possibilities for VET graduates (Source: ET2020 VET Group representative for Lithuania).

*The example from **Estonia** shows how a state-funded apprenticeship system can be combined with other arrangements:*

In Estonia, the state mainly funds apprenticeships. However, there can also be other arrangements to fund an apprenticeship programme depending on the agreement between the vocational education institution and the enterprise. If the training of the students is in the interest of the employer, the company may take on the entire financial burden related to the company-based training, whereas if the apprentice is sent to the company by the school, the school pays the salary for the supervisor in the enterprise (Cedefop, 2009).

One of the best practices encountered during the case study of Estonia concerns the SMEs and their ability to conduct workplace-based training. In western Estonia, a group of small woodwork companies were interested in providing company-based training for apprentices to raise the qualification of local workforce and therefore increase the pool of labour in the field from which to draw new employees. The requirements in the curriculum of a joiner were quite strict and a broad range of subjects had to be covered during the company-based training period. As the choice of different machinery in the companies was limited, it would have been complicated for an individual company to cover all subjects in the curriculum. To overcome this issue, local enterprises decided to collaborate in providing workplace-based training. If a company did not have the needed machinery, the apprentice was sent to another, where those technical solutions were available and skills could be obtained.

This is a good example of overcoming difficulties resulting from the size of the enterprise. Joint action of competitors resulted in a mutual benefit in terms of better educated workforce. Understandably, this kind of cooperation is hard to achieve and needs centralized coordination from employers associations or similar organisations.

Another important contribution of apprenticeship studies to the Estonian VET system is the increased communication between employers and the vocational education institutions. The necessity to develop individual curricula brought schools and enterprises together and enhanced mutual understanding, after which enterprises have a better overview of what schools can provide, and VET institutions are more aware of the expectations companies have towards the students.

Why this practice was chosen and what can be learnt from it

In Latvia, in the Council's Recommendations on Latvia's 2014 National Reform Programme, the need to improve the quality of apprenticeships was emphasised. Though apprenticeships as a method of learning had been used in the crafts sector, it was not regulated by the Professional education law, and VET in Latvia was largely school based.

In 2013, a number of pilot projects of WBL had been started with the goal to test current VET legal framework to accommodate WBL forms and to identify the needs for further legal framework development, however experience gained in these projects still has not been compiled and analysed. Stakeholders generally agreed that current Professional Education Law is not up-to date and needs revision. **At the same time, qualitative analysis of the**

needs for improvements, scenarios for WBL implementation or analysis of the roles and responsibilities of all stakeholders hasn't been carried out yet, but was needed in order to move forward with practical WBL implementation.

In Lithuania, the goal of WBL development has been set in the National Education Strategy 2013-2022. Better implementation, effectiveness and quality of apprenticeship schemes have been recommended to LT by the European Commission in the country specific recommendation in 2012-2014. In 2013, LT started a 2 year pilot apprenticeship project for 900 learners. Since May 2014 LT participates in Cedefop's review that will result in recommending the model for apprenticeship development. Though apprenticeships have been legitimated as of 2007, only rare cases of formal VET provision through apprenticeship-scheme exist. LT doesn't have firm traditions of apprenticeship, there are some legal discrepancies, companies lack motivation and commitment to actively participate in implementation of apprenticeships. There was also a lack of general consensus among national authorities on concept, governance and funding of apprenticeships. WBL has been traditionally a part of formal VET programmes and for improving relevance of practical training in school-based system, a network of modern and well-equipped sectorial practical training centres is being established, nevertheless there is a need for identifying and exchanging successful experience in WBL (including apprenticeships). **Therefore identification of solutions and preparing of action plan to improve legal basis, governance of apprenticeship and motivation schemes for employers to take active part in WBL was needed.**

In Estonia, popularisation of apprenticeship training among employers is an important activity set in Estonian Lifelong Learning Strategy for 2020. At that moment, Estonian vocational institutions provided apprenticeship training for only up to 2% of all VET students. Foundation Innove was supposed to implement a European Social Fund (ESF) programme on apprenticeship training from 1 January 2015. This new programme is focusing on popularisation of apprenticeship training in Estonia, but does not focus on international experience exchange. **Currently there are different reasons why apprenticeship training is not widely used; some of them are due to the legal uncertainty, some because of lack of information of this possibility among employers.**

More information

- Erasmus+ project 'Implementing Work Based Learning in Latvia, Lithuania and Estonia' (WBL-Balt, No.557236-EPP-1-LV-EPKA3-APPREN):
<http://en.1ddk.lv/projekts/implementing-work-based-learning-in-latvia-lithuania-and-estonia/>
- Publications Office of the European Union, Luxembourg. *Apprenticeship supply in the Member States of the European Union*, final report. 2012.
- ET 2020 WG on VET. *High-performance apprenticeships and work-based learning: 20 guiding principles*. 2015.

Prepared by Croatian Chamber of Trades and Crafts (HOK).