

Addressing the current and Future skill needs for sustainability, digitalization and the bio-Economy in agriculture: European skills agenda and Strategy

D3.3: Apprenticeship scheme report	
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Table of Contents

1. Introduction - Work Package 3	3
2. Task 3.3: Apprenticeship scheme	4
2.1 Task Description	4
2.2 Approach of Task	4
2.3 Deliverable adjusted	5
Approach	5
3. COM (2018/C 153/01)	6
3.1 Objectives and criteria	6
3.2 Criteria for learning and working conditions	6
3.3 Criteria for preconditions	7
4. CEDEFOP: “Apprenticeship schemes in European countries”	9
4.1 Apprenticeship as an education and training system – group A	9
4.2 Apprenticeship as a type of VET delivery – group B	10
4.3 Apprenticeship as a hybrid system – group C	11
5. European apprenticeship - Conclusion	12
5.1 Apprenticeship schemes according to Cedefop functional groups	12
5.2 Group B versus Group A – insight	13
5.3 Experiences on Apprenticeship schemes – lessons learned	14
5.3.1 Finland - ProAgria	14
5.3.2 Spain - UCLM	15
5.3.3 Greece - CERTH	16
5.3.4 Portugal – CONFAGRI	16
5.3.5 Ireland - ICOS	17
5.3.6 The Netherlands	17
5.4 Concluding remarks	18
Annex 1 – Request for input to Task 3.3	19
Annex 2 – Input on Apprenticeship	20
Finland	20
France	22
Spain	23
Greece	26
Portugal	29
Netherlands	32
Ireland	34

Slovenia	36
Annex 3 – Presentation in Partner meeting May 2023	48

1. Introduction - Work Package 3

This Work Package led by UNITO aims at creating relevant educational contents and curricula to answer the skill gap identified in WP1 and WP2. The Work Package aims to:

- Perform an analysis of the methodologies used during the training
- Provide the outline of the curricula that will be later implemented at country level
- Develop the apprenticeship scheme, for the work-based period that involves agriculture, agri-food and forestry
- Develop the training content for online session
- Develop the training content for trainers and in-class activities

The material will be carefully designed to provide EQF level 4 training in the domains of sustainability, bio-economy and digital skills, to enhance innovation uptake in agriculture, forestry and bio-economy. The training materials will have a common part related to soft skills, and a regional part to match the skills needed by different countries that will carry the training in Europe. To achieve this, five tasks with corresponding Deliverables were formulated:

- Task 3.1: Methodology definition
 - D3.1: Training methodologies
- Task 3.2: Curricula design
 - D3.2: Curricula
- Task 3.3: Apprenticeship scheme
 - D3.3: Apprenticeship scheme report
- Task 3.4: Training content creation and new tools
 - D3.4: Online training materials
- Task 3.5: Train the trainer materials and tools
 - D3.5: User guide for trainers and train the trainers' session material

2. Task 3.3: Apprenticeship scheme

2.1 Task Description¹

Task 3.3 describes the design of an apprenticeship scheme considering the CEDEFOP study “Apprenticeship in European countries, A cross-nation overview” and the council's recommendations as stated in the criteria of COM (2018/C 153/01) on a European Framework for quality and effectiveness of apprenticeship schemes. The apprenticeship will be designed following these criteria and will have a sufficient number of days compared to the in-class and online activities, to guarantee the balance between the different training modalities. Both farmer and forester associations and agri-food company and bio-based industry associations, VET providers (INFOR, AERES, EfVET, LVA, AC3A, PA, UCLM) are engaged in developing these apprenticeship schemes with the stakeholders (CONFAGRI, PA, FIAB, ACTIA, ANIA, SCOOP, ICOS, LVA, CONFAGRI PT, AP), that will include some days of work-based period at the farm, and some days/visits at the food and bio-based products industry. As to finalise a sustainable apprenticeship scheme. The developed scheme will be used for the countries where the pilot implementation will take place. Training on the job scheme will be considered as well, for the employed people that are interested in the training.

Partners responsible:

- Lead partner: AERES
- Contributing: UNITO, CONFAGRI, FENACORE, LLL-P, LVA, SEVT, FIAB, AP, EFB, CONFAGRI PT, ACTIA, GAIA, ICOS, SCOOP, UCLM, GZS, ANIA, INFOR, AC3A, UHOH, PA, EfVET, CEPI

2.2 Approach of Task

As described in the project document, the objective of this Task is: To design an apprenticeship scheme that -will be used in the countries where the pilot implementation takes place. On top of that Task 3.3 also would provide for the development of a European database in which companies could offer apprenticeships.

In the project meeting in July 2022 in Madrid, it was discussed that designing a common apprenticeship scheme to be used in several European countries turned out to be a bridge too far for the project. The existing apprenticeship schemes in the countries as well as the legislation and understanding of the term ‘apprenticeship’ are very different between countries².

As the piloting will take place in existing training schemes, with different target groups from VET students to professional farmer advisers, a common apprenticeship scheme is not realistic.

Also, to provide for a database turned out to be not realistic. Countries have different systems in use, for example:

¹ Summary of Task description in Project document Fields (page 176)

² Ref: Apprenticeship schemes in European countries, a cross-nation overview (2018), Cedefop.
<https://www.cedefop.europa.eu/en/publications/4166> (p 23, table 2)

- In the Netherlands an online database is already in place, coordinated by SBB³ (www.stagemarkt.nl) this is nationwide and open to all VET learners from all sectors. Companies can register and after approval are open to all VET students.
- In Ireland companies have personalised agreements with certain educators for collaboration on apprenticeships. These agreements are not open for reasons of competition.

2.3 Deliverable adjusted

In the Madrid meeting (July 2022) a realistic deliverable is agreed upon:

Task 3.3 will make an inventory on the apprenticeship schemes in the countries involved in the pilot schemes (T 4.2) and categorise these based on the CEDEFOP⁴ function groups and the COM (2018/C 153/01) criteria.

As a conclusion, schemes will be compared, characteristics shared, so countries can learn from each other.

Approach

In order to meet this Deliverable, all countries taking part in the piloting have been sent a mail with a request to explain their Apprenticeship scheme and to answer a couple of questions on their experience of their system. This mail is included in Annex 1.

³ SBB coordinates collaboration between companies and VET institutions)

⁴ Cedefop supports the promotion, development and implementation of the Union policy in the field of vocational education and training (VET) as well as skills and qualifications policies by working together with the Commission, Member States and social partners. To this end, it enhances and disseminates knowledge, provides evidence and services for policy-making, including research-based conclusions, and facilitates knowledge sharing among and between EU and national actors

3. COM (2018/C 153/01)

The COM (2018/C 153/01) is a proposal for a Council Recommendation on a European Framework for Quality and Effective Apprenticeships⁵. The following two paragraphs will set out the criteria which, according to COM (2018/C 153/01) lead to high-quality apprenticeships. These criteria are divided between criteria for working and learning conditions on the one hand and criteria for preconditions on the other. These criteria have been taken into consideration in the proposed apprenticeship scheme which will be used in the training material to be developed.

3.1 Objectives and criteria

The general objective of COM (2018/C 153/01) is to improve the employability and personal development of apprentices and contribute to the development of a highly qualified workforce whose skills and qualifications match the needs of the labour market.

The specific objective is to provide a coherent framework for apprenticeships based on a consensus on what exactly determines quality and effectiveness, taking into account the diversity of vocational education and training in Member States.

This apprenticeship scheme recommendation covers both the seven criteria for learning and working conditions and the seven criteria for support of the setup and functioning of quality and effective apprenticeships.

3.2 Criteria for learning and working conditions

Good and meaningful apprenticeship should meet several criteria. These are criteria that ensure the apprentice and the workplace are safe and that the apprentice can achieve learning. There are also criteria that ensure that an acceptable level of quality and effectiveness in apprenticeship is achieved in a country.

Written agreement

Before the start of the apprenticeship a written agreement should be concluded to define the rights and obligations of the apprentice, the employer, and where appropriate the vocational education and training institution, related to learning and working conditions.

Learning outcomes

The delivery of a set of comprehensive learning outcomes defined in accordance with national legislation should be agreed by the employers and vocational education and training institutions and, where appropriate, trade unions. This should ensure a balance between job-specific skills, knowledge and key competences for lifelong learning supporting both the personal development and lifelong career opportunities of the apprentices with a view to adapt to changing career patterns.

Pedagogical support

In-company trainers should be designated and tasked to cooperate closely with vocational education and training institutions and teachers to provide guidance to apprentices and to ensure mutual and

⁵ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>

regular feed-back. Teachers, trainers and mentors, especially in micro-, small and medium-sized companies, should be supported to update their skills, knowledge and competences in order to train apprentices according to the latest teaching and training methods and labour market needs.

Workplace component

A substantial part of the apprenticeship, meaning at least half of it, should be carried out in the workplace with, where possible, the opportunity to undertake a part of the workplace experience abroad. Taking into account the diversity of national schemes, the aim is to progress gradually towards that share of the apprenticeship being workplace learning.

Pay and/or compensation

Apprentices should be paid or otherwise compensated, in line with national or sectoral requirements or collective agreements where they exist, and taking into account arrangements on cost-sharing between employers and public authorities.

Social protection

Apprentices should be entitled to social protection, including necessary insurance in line with national legislation.

Work, health and safety conditions

The host workplace should comply with relevant rules and regulations on working conditions, in particular health and safety legislation.

3.3 Criteria for preconditions

Regulatory framework

A clear and consistent regulatory framework should be in place based on a fair and equitable partnership approach, including a structured and transparent dialogue among all relevant stakeholders. This may include accreditation procedures for companies and workplaces that offer apprenticeships and/or other quality assurance measures.

Involvement of social partners

Social partners, including, where relevant, at sectoral level and/or intermediary bodies, should be involved in the design, governance and implementation of apprenticeship schemes, in line with national industrial relations systems and education and training practices.

Support for companies

Financial and/or non-financial support should be envisaged, particularly for micro-, small and medium-sized companies, enabling cost-effective apprenticeships for companies, taking into account, when appropriate, cost-sharing arrangements between employers and public authorities.

Flexible pathways and mobility

To facilitate access, entry requirements for apprenticeships should take into account relevant informal and non-formal learning and/or, if relevant, the accomplishment of preparatory programs. Qualifications acquired through apprenticeships should be included in nationally recognised qualification frameworks referenced to the European Qualifications Framework (7). Apprenticeships should allow access to other learning opportunities, including at higher education and training levels, career pathways and/or, where relevant, the accumulation of units of learning outcomes. Transnational mobility of apprentices, either at the

workplace or education and training institutions, should be progressively promoted as a component of apprenticeship qualifications.

Career guidance and information

Career guidance, mentoring and learner support should be provided before and during the apprenticeship to ensure successful outcomes, to prevent and reduce drop-outs as well as support those learners to re-engage into relevant education and training pathways. Apprenticeships should be promoted as an attractive learning pathway through widely targeted awareness-raising activities.

Transparency

The transparency of, and access to apprenticeship offers within and between Member States should be ensured, including with the support of public and private employment services as well as other relevant bodies, and, when appropriate, by using Union tools such as EURES as provided for in the EURES regulation.

Quality assurance and tracking of graduates

Quality assurance approaches should be in place taking into account the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) (8), including a process allowing a valid and reliable assessment of the learning outcomes. The tracking of employment and career progression of the apprentices should be pursued, in accordance with national and European legislation on data protection.

4. CEDEFOP: “Apprenticeship schemes in European countries”

The Cedefop study ‘Apprenticeship schemes in European countries’ (2018)⁶ details Cedefop’s first cross-nation study of apprenticeships in the European Union. The point of departure for the study is what countries define and offer as apprenticeship training. It then applies a purposive approach to identifying the changes that apprenticeships are undergoing in practice, based on their design characteristics (<https://www.cedefop.europa.eu/en/publications/4166>).

Largely based on data collected in 2016, the study includes mapping of apprenticeship schemes with a stable/valid legal basis at system level, or mainstream schemes, in the EU Member States, Iceland and Norway; it identifies and analyses the different purposes and functions associated with the schemes, and investigates whether and how they differ in terms of organisation. This report indicates the fundamental differences among apprenticeships in Europe that account for the absence of a shared understanding of the concept of apprenticeship. The design of apprenticeship schemes seems to respond to two different and evolving purposes and functions of apprenticeship, the analysis of which may bring new insights into EU- and national-level policy debates. (<https://www.cedefop.europa.eu/en/publications/4166>).

The report distinguishes three different lines in which apprenticeships occur in education and training systems in European countries. These lines are further broken down by degree of occurrence, length and distribution of responsibility within the apprenticeship.

1. Apprenticeship as an education and training system (CEDEFOP function group A)
 - **The apprenticeship system is distinct from the school-based VET system**
2. Apprenticeship as a type of VET delivery within the formal VET system (CEDEFOP function group B)
 - **Learning in an educational institute and in an apprenticeship setting complement each other.**
3. Apprenticeship as a hybrid system (CEDEFOP function group C)
 - **Specific apprenticeship programs, non-formal, aiming for social inclusion and employment for youngsters who do not fit in the formal systems.**

The following paragraphs elaborate on the different groups and organisational approach.

4.1 Apprenticeship as an education and training system – group A

‘Apprenticeship as an education and training system’ aims at providing learners with full competence and capability in an apprenticeship occupation (clear and established education and training function).

In this group the apprenticeship system is distinct from the school-based VET system (with or without compulsory work placements).

Apprenticeship as an education and training system tends to be the predominant model of initial VET (VET is mostly organised as apprenticeship training) or it exists side by side with school-based VET. In the latter case, the two systems are clearly distinct in scope (apprenticeships are mainly restricted to nationally defined apprenticeship training occupations or trades), output (apprenticeship qualification), content and form of

⁶ Cedefop (2019). *Apprenticeship schemes in European countries : a cross-nation overview*. Luxembourg: Publications Office. <https://data.europa.eu/doi/10.2801/722857>

organisation (apprenticeship curricula or training standards and apprenticeship programs), as well as governance system.

Apprenticeship is linked to apprenticeship training trades or occupations formally and commonly recognized as such by authorities and public at large.

The apprenticeship qualification is unique to apprenticeship training (as in journeyman, tradesman qualifications) and is a trademark on the labour market, though it is not a statutory or mandatory requirement for employment in such a trade. The apprenticeship qualification is underpinned by apprenticeship training standards; it signals that it was achieved in a certain way guaranteed for all those studying for a certain apprenticeship qualification. The value of the qualification is given by both content and the way the training leading to it was organised and delivered.

Apprenticeship qualifications are delivered via well-structured apprenticeship programs. The volume and content of in-company training is valid and binding for all companies delivering it; there is little room for adaptation at company level. This would make apprentices employable in the wider labour market and equate apprenticeship status with qualified workers.

Apprenticeship is governed by specific and clear structures at all levels (ranging from decision-making and design to implementation).

4.2 Apprenticeship as a type of VET delivery – group B

Apprenticeship as a type of VET delivery within the formal VET system aims at providing an extra way in which to deliver VET to achieve formal VET qualifications. Apart from learning in an educational institute, learners are brought into the labour market (mixed education and employment functions).

Apprenticeship and other types of VET delivery (such as school-based with or without compulsory work placements) are equivalent means of reaching a VET qualification, and train vocationally skilled workers. The different types of VET delivery may complement each other or replace each other in delivering the qualifications; they may also address the same learners and same companies. Generally, qualifications do not specify whether they are achieved in apprenticeship or other types of VET delivery. The value of the qualification is given by its content and not by the way the training is organised and delivered.

By bringing people into the labour market, apprenticeship may share goals with active labour market policies based on training, hence it is often associated with the employment function, even though linked to formal qualifications.

In principle, apprenticeship potentially covers the whole spectrum of the available (occupational) training standards in the VET system (shared scope with other types of VET delivery).

Apprenticeship and other types of VET delivery fall under overall VET system governance; but apprenticeship-specific governance structures may exist, particularly at operational level.

Apprenticeship schemes in this group are only exceptionally delivered via apprenticeship-specific programs (B1). Most commonly, apprenticeship as a type of VET delivery is delivered as individual learning pathways, with various degrees of flexibility: as full individual pathways (organised fully as apprenticeships, B2) or as

partial individual pathways (apprenticeship is combined with other types of VET delivery, B3), based on VET programs or curricula or directly on (occupational) training standards.

The in-company training part of apprenticeship as a type of VET delivery (B) may be less or not at all regulated and vary (length-wise and content wise) from company to company, with in-company training often being firm-specific. As a result, apprenticeships may not be valued beyond the company that provided the placement, with the risk that apprentice employability is confined to internal labour markets.

4.3 Apprenticeship as a hybrid system – group C

Apprenticeship as a hybrid system is aimed at offering young people a way of reaching a qualification by bringing them into the labour market (strong link with social inclusion and employment).

Hybrid function group C combines elements of groups A and B but does not fully fall under either of the two.

Similarly to function group A, schemes belonging to group C have their own and clear identity: they are delivered by specific apprenticeship programs and lead to specific qualifications. However, programs are less structured, qualifications are identified as non-formal, and these schemes are dissociated from the formal education and training system. Similarly to function group B, apprenticeship as a hybrid system refers to the same (occupational) training standards as other training options, and the in-company training part of the apprenticeship program may be less or not at all regulated and may vary from company to company. Programs train vocationally skilled workers.

5. European apprenticeship - Conclusion

As mentioned in Section 2.3 the deliverable of Task 3.3 was adjusted in Madrid, July 2022:

Task 3.3 will produce an inventory on the apprenticeship schemes in the countries involved in the pilot schemes (T 4.2) and categorise these based on the CEDEFOP function groups and the COM (2017) 563 criteria. As a conclusion, schemes will be compared, characteristics shared, so countries can learn from each other.

As a first step the schemes of the partner countries in the Fields project are categorised according to the function groups as defined in the Cedefop study (Apprenticeship schemes in European countries – A cross-nation overview).

Second a comparison will be made and learning points presented for the partner countries who take part in Task 4.2 - Setup and running of Training pilots.

5.1 Apprenticeship schemes according to Cedefop functional groups

As indicated in Chapter 4, Cedefop distinguishes three different categories of apprenticeship schemes in Europe.

Group A: Apprenticeship as an education and training system (4.1)

Group B: Apprenticeship as a type of VET delivery (4.2)

Group C: Apprenticeship as a hybrid system (4.3)

When these Functional Groups are assigned to the participating countries, the following picture emerges:

Group A	Group B	Group C	No Group
Germany	Belgium	Belgium	Slovenia *
Ireland	Finland	Greece	
Austria	Netherlands		
	Italy		
	Spain		
	France		
	Portugal		

Most of the participating countries are classified in category B. Especially if it is also taken into account that category C partially coincides with category B, 75% of participating countries fall into category B.

The CEDEFOP report provides a few more considerations following the different categories. These considerations do not detract from the choice of category B but may provide additional insight. The considerations from the report are described below.

No apprenticeship scheme but strong in-company training as part of school-based VET at upper secondary level (Cedefop, 2018).

5.2 Group B versus Group A – insight⁷

Echoing the trend to open up the ways a qualification is achieved and to offer individualised learning pathways to those studying for a qualification, most countries opted for apprenticeship as a type of VET delivery to diversify the ways of achieving formal VET qualifications by bringing people into the labour market; in such cases apprenticeships are implemented with various degrees of flexibility.

Countries have exceptionally opted for a structured VET delivery approach (via apprenticeship-specific programs), an approach which they share with the group A scheme countries. However, the main approach to the implementation of apprenticeships as a type of VET delivery is characterised by a high level of flexibility delegated to the level of school-individual company and facilitated/supported by the definition of apprenticeships as a contract or paid employment. The highest degree of flexibility peaks with the partial apprenticeship individual pathways that combine with other types of VET delivery to support an individual to reach the learning outcomes and acquire a formal VET qualification. This high degree of flexibility excludes comparability of the individual apprenticeship learning experiences and may explain why the qualifications do not indicate if achieved in apprenticeships or other types of VET delivery. Rhetorically, apprenticeship is recognized as the highest valuable type of VET delivery; in practice, by dissociating qualifications from apprenticeships, this value is not fully acknowledged or reached, with the result that the value of apprenticeships may not be assessed transparently beyond the company that provided the placement. It is reasonable to expect, instead, that schemes leading to qualifications unique to apprenticeships have higher status and value on the market.

Using apprenticeship as a type of VET delivery to diversify the ways to achieve formal VET qualifications is costly but comparatively easy to introduce formally as a learning option at various education and training levels and for a broad spectrum of qualifications. Apprenticeship as a type of training delivery is also being used for the purpose of delivering training-related active labour market measures.

Besides issues of comparability, function (education, employment, both education and employment) and image (association with active labour market policies), this also raises issues of competition: not only with other forms of VET delivery (which increasingly use placements in companies as part of their work-based learning strategies) but also between different apprenticeship schemes. Where education and training systems have a tradition of education-driven VET organised in school-based delivery, the apprenticeship type of VET delivery often results in a second chance alternative of achieving a formal qualification. This, in turn, signals that the school-based VET type of delivery is the stronger/preferred choice (considering that both apprenticeship and school-based types of delivery lead to the same qualifications).

Competition between apprenticeships and different other types of VET delivery (particularly school-based with compulsory work placements), or between apprenticeships themselves, extends to companies that may not easily understand the differences between the different types of VET delivery or between the various apprenticeship schemes or sub-schemes. When apprenticeships are defined as a contract (particularly an ordinary employment contract) or paid employment, the decision to take an apprentice may be triggered by companies' manpower needs rather than being part of their investments in human capital formation. Such

⁷ Source: Cedefop (2018). *Apprenticeship schemes in European countries : a cross-nation overview*. Luxembourg: Publications Office. <https://data.europa.eu/doi/10.2801/722857>

an approach can account for immediate positive labour market outcomes of learners undergoing apprenticeship training (though evidence on the long-term outcomes is controversial) but is likely to impact on the level and quality of the in-company training.

Competition is less of an issue in countries with schemes belonging to function group A, where apprenticeships are distinct from the school-based VET system. While apprenticeships are also a specific type of VET delivery in group A scheme countries, here apprenticeships are organised within specific national systems and organically associated with the corresponding qualification; the type of VET delivery and qualification are together a labour market brand among learners and their parents. This is also what makes apprenticeship an education and training system, characterised by a clear identity, relevance (to labour market needs and qualification purposes), transparency (what and how) and comparability and quality of the learning experiences and of the final outputs.

Being the only system at upper secondary level or having its own apprenticeship scope eliminates the risk of competition with other systems both for learners and companies. Since the whole skill formation system, or part of it, relies exclusively, or heavily, on the apprenticeship system, the labour market depends greatly on it for qualified workforce; this creates a virtuous circle whereby companies need to train to ensure skill supply for the entire labour market or for part of it.

However, building such a system takes time, involves clear-cut policy choices and changes of mindsets. Evolutions towards this approach to apprenticeship can only happen with a gradual step-by-step approach.

5.3 Experiences on Apprenticeship schemes – lessons learned

In the pilot programme of Fields (Task 4.2) the following countries take part: Spain, France, Italy, Austria, The Netherlands, Finland, Ireland.

The inputs from partner countries are included in Annex 2.

5.3.1 Finland - ProAgria

ProAgria regularly uses the possibility for apprenticeship training to further educate its personnel. In cooperation with the official education provider, apprenticeship training opens the opportunity to receive high end theoretical lessons that give the basic understanding needed in the different qualifications, but which are planned together with ProAgria training services and are thus tailored to the specific needs of the employer. By taking part in apprenticeship training the employee (student) can elevate his/ her work market value with a new qualification. The student also receives a lot of support from the different trainers, the peer-students, the appointed mentor and the apprenticeship operator. From an internal training services point of view, apprenticeship training is a great option to economically provide long term training (it takes approximately 12-18 months to complete the training alongside working) for our personnel and managers.

Despite the many good points, not many staff members participate in more than one apprenticeship training during their employment with ProAgraria. This is probably because the training needs a lot of effort alongside normal work tasks. Also, many people find the paperwork required quite tedious. From ProAgraria training services point of view, the work of organising apprenticeship training within ProAgraria makes sense in case they are able to gather a group of 15-20 students. This means that the themes of the training need to be quite generic so that it will interest enough group potential participants.

5.3.2 Spain - UCLM

The strong points of your countries' system as you experience them

The urgent need for reform of Vocational Training in Spain is facilitated by the opportunity now represented by the European Funds "Next Generation EU" to finance the new Vocational Training System.

The new Vocational Training law incorporates the transformations resulting from digitalization and the green and blue economy and sustainability in all economic sectors, as key vectors of employment, economy, and society to build the future and generate new socio-economic and, consequently, professional opportunities. All the offers will allow advancements in training itineraries leading to accreditations, certifications, and degrees with state and European recognition. On the other hand, all vocational training will be of a dual nature, as it will be carried out between the training centre and the company. In this law, there is a specific item in which international programs are regulated (Article 107. "Participación en proyectos y organismos internacionales".)

The weak points of your country's system as you experience them.

At present, many people in Spain do not have the personal, social, and professional skills and competencies that are essential to take advantage of the employment opportunities offered by economic and technological change, a change that requires adequate qualification and flexibility of human capital to adapt to the changing circumstances of the economy and technology. This circumstance, which affects practically half of the country's working population, limits the professional progress of many workers and, on many occasions, their own continuity in employment (preamble of Organic Law 3/2022, on the organisation and integration of Vocational Training). The scarce development of intermediate qualifications in the Spanish training structure requires a rapid doubling of the number of people with intermediate training to be able to respond to the needs of the productive system.

Forecasts for Spain in 2025 identified that 49% of jobs will require intermediate qualifications, and only 14% of jobs will require low qualifications.

International organisations remind us how the absence of job skills and abilities in many people, or the lack of recognition and certification in others, is a huge handicap for creativity, innovation, dynamism, productive modernization, and growth of the Spanish economy.

Compared to other countries with similar economic and activity structures, the training structure in Spain is biased upwards and downwards. On the one hand, we have a high number of people without

qualifications adequate to the needs of today's economy. On the other hand, we have many people who are overqualified in relation to the work they do. We need to strengthen the group of professionals with intermediate qualifications. This is the feature that differentiates us from other developed European economies, whose main asset is this intermediate group of professionally qualified people.

5.3.3 Greece - CERTH

The strong points of your country's system as you experience them

There is ground on which to support VET upgrades, such as the technical equipment and infrastructure and highly qualified teachers. Furthermore, a strong incentive to improve VET was the fact that it is chosen by a large percentage of students with social, economic and family problems, learning difficulties, low self-esteem or low expectations.

The wish to support those in need of help and finally the economic and social crisis that started tormenting Greece a decade ago, the Greek Ministry of Education drew up a detailed Strategic Plan for VET in 2016 with a view to upgrading secondary vocational education and training thus responding to the need for economic recovery and paving the way to reducing youth unemployment.

The weak points of your countries' system as you experience them.

In Greece VET often seemed incomplete and disorganised and as a result it was almost always a second choice. Moreover, there were significant structural weaknesses such as low attractiveness, high school drop-out rates, discontinuity and lack of focus on policy design and implementation, large percentage of disappointed and often frustrated teachers, and an unclear connection of VET with the labour market.

Notes for EQF levels 4 and 5 in Greece

In the national context, the formal education system includes the system of primary, secondary and tertiary education, and regarding VET, reserves the term 'formal vocational education' for programmes at upper secondary level (EPAL) that allow access to higher education through national exams. Non-formal education includes initial vocational training, continuous vocational training and general adult education through different providers. In practice though, non-formal education may lead to formally recognised qualifications, which are included in the National Qualifications Framework and are linked to the European Qualifications Framework.

5.3.4 Portugal – CONFAGRI

The strong points of the system

The permeability between the courses predominantly oriented to active life and the courses predominantly oriented to the continuation of studies is guaranteed.

The successful completion of secondary education confers the right to the attribution of a diploma, which certifies the acquired training and, in the cases of courses predominantly oriented towards working life, the qualification obtained for the exercise of determined professional activities.

The weak points of the system

Problems are more related with the operationalisation.

5.3.5 Ireland - ICOS

The strong points of your countries' system as you experience them

The apprenticeship model can be brilliant. It allows for on-the-job training and education and allows for the putting of theory into practice. Whilst apprenticeships are specific to sectors of industry ([see list of apprenticeships in Ireland](#)), each apprenticeship is developed allowing for a broad base of skills and competencies, which creates real opportunities for learners. Apprenticeships currently have a 95% retention and completion rate by learners and company investment into apprenticeships is high. Apprenticeships also create clear career paths for learners, with opportunities to expand their knowledge and grow. Apprenticeships span from NFQ level 6 up to NFQ Level 10 (Doctorate level) in Ireland, which is a major attraction, not only for learners but also for employers.

The weak points of your countries' system as you experience them.

The current two-tier system is not equal. Tier 1, Consortium based (industry), the apprentice is paid for by the employer, for both on-the-job training and in-education training periods, thus the cost for the employer is very high. Tier 2 on the other hand (Crafts), the apprentice gets an apprenticeship allowance from the government, whilst they are in the in-education periods of their apprenticeship. In this case the employer only has to pay for the on-the-job training periods, making it more attractive for employers to get involved in the apprenticeships scheme. A review of this is underway, however it is proposing to bring tier 2 in line with tier 1, where the employer will pay for everything. This is being met with huge resistance and may take some time to finalise.

In the Annex 2, an overview of informative documents is added.

5.3.6 The Netherlands

Strong points of the system

- Companies that are prepared to offer a- place for an apprentice are registered centrally and can be approached by all students - whatever VET-institution they are studying.

- Companies are approved for certain VET-courses, this will guarantee that there will be appropriate and sufficient quality supervision and training in the apprenticeship.
- Students - in most courses - will do apprenticeships at a few different companies, through which they get a wider experience in the labour market.
- Because the requirements for examinations are centrally defined in the Qualification Dossier, companies know the requirements and these are the same for all students of a certain course, whatever VET-institution they are studying.
- SBB is an independent organization that functions in between the VET institutions and the industry. In order to improve the collaboration and to be constantly aware of developments in the labour market, linking the requirements and needs of the industry and of VET education.

Weak points of the system

- Students in BBL trajectory (learning while working) work mostly in one and the same company during the two or three years of their VET education.

5.4 Concluding remarks

The apprenticeship schemes of most of the partner countries in Fields are categorised as Functional Group B (Cedefop, 2018). Group B contains the apprenticeship schemes as a type of VET delivery.

That means that most of the countries taking part in Task 4.2 – piloting the training material – practise this type of Apprenticeship scheme.

However, apprenticeships are shaped, they should always meet the criteria of COM (2017) 563 to ensure quality.

The content of the apprenticeship is ensured by learning objectives laid down in the curricula. The Fields project has taken care of this by planning 360 hours work-based learning in the curriculum of 690 hours in total. Assignments, which are part of the training materials, can be assigned to learners to stimulate extra content to apprenticeship.

Annex 1 – Request for input to Task 3.3

Request for input on country specific approach to apprenticeship



Daniël van Straten

Aan Manuel Andres Rodrigo Rodrigo; Javier Llanos López; AC3A Contact; Pauline GILLAR; Pierre CORDEL; Marie-Hélène BOUILLET; Concha Ávila - FIAB; Eduardo Cotillas - FIAB; Jonas Lazaro Mojica; **+26 andere personen**
 CC Marg Leijdens; Jan Gundelach



ma 16-1-2023 08:37

i Opvolgen. Begindatum: dinsdag 17 januari 2023. Einddatum: dinsdag 17 januari 2023.
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The Fields project document describes the delivery of task 3.3 to be:

- a database of apprenticeship offers
- a design of an EU approach to apprenticeship.

In a previous meeting in 2022 it was decided that it would be rather complicated to set up a database as many companies will not be ready to offer their details for sharing in a database for apprenticeship. It was also expected to be very difficult to agree on a shared approach, as even legislation and the companies' approach to apprenticeships in different countries are very different.

We decided instead to compile the different ways that apprenticeship is organized in each partner-country, as to learn from each other.'

To fulfill this task we would like to request from each partner country:

- A description of the way apprenticeship is organized, for both EQF level 4 and EQF level 5 education.
- If there are different approaches to it, please mention those.
- Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full details)
- The strong points of your countries' system as you experience them
- The weak points of your countries' system as you experience them.

Please, if there are more partners in one country could you organize among yourselves who will deliver this output? And could you inform us about that? We would like to receive the input within the next 14 days if possible.

Thank you for your coöperation.

Kind regards,

On behalf of Marg Leijdens

Aeres Project Coordinator Erasmus+ FIELDS

Annex 2 – Input on Apprenticeship

Finland

“An apprenticeship is a fixed-term employment contract, in which an employer trains its employee – a new one or a current one. An apprenticeship student works at least 25 hours a week. Of the apprenticeship training, at least 80% takes place in the workplace and the remaining 20% in an educational institution, online or remotely.”

“All those aged 15 and over can study through an apprenticeship. Through an apprenticeship, you will complete second degree vocational qualifications, which give you the same eligibility for further studies as a vocational college and an upper secondary school and the same qualifications as a vocational college. There are more than 160 qualification options.”

Source: [Apprenticeship training for the student \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

In Finland apprenticeship is an effective way to recruit or retain staff.
For the qualification, there is no cost. The employer only pays salary during the apprenticeship training.

“The employer will not accrue any other direct costs from recruiting and training an apprenticeship student except for salary costs. The only cost for the student is the one-time qualification fee of 58€.”

Source: [Apprenticeship training for the employer \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Employers are helped with apprenticeship questions by regional apprenticeship operators.
“The employer and the student (i.e. employee to be trained) are the most important parties of the apprenticeship, as 80% of the studies consists of work tasks in the workplace. The educational institution and apprenticeship operator are also included. The person most involved with the apprenticeship student is the workplace trainer, i.e. a person chosen by the employer to guide the student in the workplace.”

During the apprenticeship, the student also always completes theoretical studies, which support practical know-how. Theoretical studies account for approximately 20% of the apprenticeship. A fourth party, the apprenticeship operator, takes care of e.g. contractual matters and procures the theoretical education. In addition, the apprenticeship operator supports learning and guidance in the workplace.”

Source: [Apprenticeship training for the employer \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Training compensation

“A workplace trainer, who guides the student in the workplace alongside his or her work, is chosen for the apprenticeship student. For this reason, the apprenticeship office or centre in your region pays the employer a training compensation for the costs of the guidance. The compensation is approximately 1–250 euros/month.”

Source: [Apprenticeship training for the employer \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Hiring an unemployed jobseeker and pay subsidy

“An employer may apply for a pay subsidy for hiring an unemployed jobseeker through an apprenticeship by contacting the home municipality’s TE Office. The apprenticeship or employment relationship cannot begin before the subsidy decision is made. The TE Office decides on the amount and duration of the subsidy based on the employer’s application.”

Source: [Apprenticeship training for the employer \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Staff training

“The apprenticeship agreement can be agreed upon with an employee whose employment contract is valid until further notice or for a fixed term. An employer may also continue a pay subsidy work period that has gone well with an apprenticeship.”

Source: [Apprenticeship training for the employer \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Duration

“The apprenticeship can last from a couple of weeks to 36 months. It depends whether you study a whole degree or a part of it. Completing the upper secondary qualification takes approximately 2–3 years, completing the vocational and specialist vocational qualification approximately 1–1.5 years. The student’s goals and possible previously acquired vocational skills affect the duration of the studies.”

Source: [Apprenticeship training for the student \(oppisopimus.fi\)](https://oppisopimus.fi) 13.2.2023

Experiences from ProAgria

ProAgria regularly uses the possibility for apprenticeship training to further educate its personnel. In cooperation with the official education provider, apprenticeship training opens the opportunity to receive high end theoretical lessons that give the basic understanding needed in the different qualifications, but which are planned together with ProAgria training services and are thus tailored to the specific needs of the employer. By taking part in apprenticeship training the employee (student) can elevate his/ her work market value with a new qualification. The student also receives a lot of support from the different trainers, the peer-students, the appointed mentor and the apprenticeship operator. From an internal training services point of view, apprenticeship training is a great option to economically provide long term training (it takes approximately 12-18 months to complete the training alongside working) for our personnel and managers.

Despite the many good points, not many staff members participate in more than one apprenticeship training during their employment with ProAgria. This is probably because the training needs a lot of effort alongside normal work tasks. Also, many people find the paperwork required quite tedious. From ProAgria training services point of view, the work of organising apprenticeship training within ProAgria makes sense in case we are able to gather a group of 15-20 students. This means that the themes of the training need to be quite generic so that it will interest a big enough group of potential participants.

Krista Mikkonen, Training Manager (Association of ProAgria Centers)

France

The apprenticeship contract is a special type of employment contract by which an employer undertakes to provide a young worker with vocational training. The apprentice gets the training partly in the company and partly in a training centre.

OBJECTIVES OF THE CONTRACT

- Acquire theoretical training in dedicated centres (CFA: Centre de Formation d'Apprentis) and practical training (company)
- Obtaining a diploma and work experience

APPRENTICESHIP FOR WHOM?

- A young person who is between 16 and 25 years old
- 15 years if compulsory schooling is completed
- If the young person reaches 16 before 31.12 of the year in which the contract is signed
- There are exceptions to this rule

SIGNING THE CONTRACT

- Between 1 July and 31 December
- There is a 2-month trial period, which starts from the signature of the contract.
- The apprentice is under the responsibility of the employer, which means that there are obligations to each other.

STATUS

- The Apprenticeship Contract is an employment contract
- 5 weeks of paid holiday per year
- There are no more school holidays
- The apprentice is an employee

The course of the training

- $\frac{1}{4}$ of the time in C.F.A. (training centre)
- $\frac{3}{4}$ of the time in the company
- The C.F.A. provides the "general, practical and technological education" part
- Further training is as important as in-company training

Duration of the contract

- The duration varies between 1 and 3 years
- It may be reduced to 1 year in some cases to take account of the young person's level
- It can be extended to 4 years for a disabled worker
- The salary varies according to age and year of training.

AGE	1st year	2nd year	3rd year
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15/17 years	25 %*	37%*	53%*
18/21 years	41%*	49%*	65%*
21 years and over	53%*	61%*	78%*

*of the SMIC

Social benefits

- FAMILY ALLOWANCES: payment for parents as long as the salary does not exceed 55% of the SMIC (national minimum salary) until the age of 20.
- EQUIPMENT GRANT: 200 Euros from the Region.
- HOUSING ASSISTANCE
- TRANSPORT AID: journey CFA to home

Spain

1. The way apprenticeship is organised, for both EQF level 4 and EQF level 5 education.

According to the Spanish Ministry of Education and Vocational Training, the Spanish education and training system offers the following types of education: early childhood education, primary education, compulsory secondary education (ESO), Spanish Baccalaureate, vocational training (VT), language education, artistic education, sports education, adult education and university education.

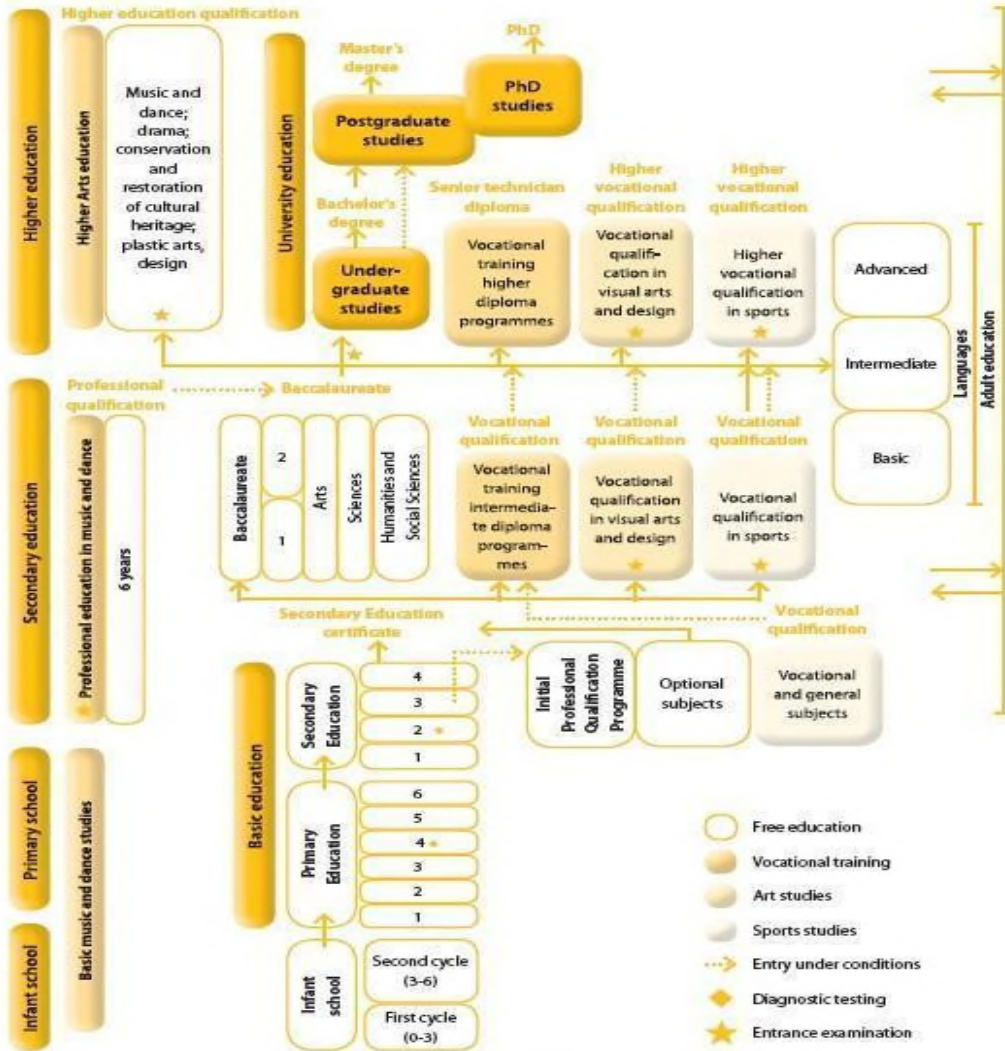
Primary education, compulsory secondary education and basic vocational training constitute basic education.

Secondary education is divided into compulsory secondary education and post-compulsory secondary education. Post-compulsory secondary education is made up of Spanish Baccalaureate, intermediate vocational training, professional artistic education in music and dance and intermediate plastic arts and design, and intermediate sports education.

University education, higher artistic education, advanced vocational training, higher professional education in plastic arts and design, and higher sports education constitute higher education.

Language education, artistic education and sports education are considered specialised education.

Organic Law 2/2006 on Education (LOE) as amended by Organic Law 3/2020 (LOMLOE) are currently the basic standards regulating the education system and defining its structure. In 2021, the structure of the Spanish education system corresponds to this [organisational chart](#):



2. Different approaches

As far as we know there are no other approaches

3. Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full details)

Regarding vocational training in Spain, it is regulated throughout the Organic law *Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional*. <https://www.boe.es/eli/es/lo/2022/03/31/3/dof/spa/pdf>.

4. The strong points of your countries' system as you experience them

The urgent need for reform of Vocational Training in Spain is facilitated by the opportunity now represented by the European Funds "Next Generation EU" to finance the new Vocational Training System.

The new Vocational Training law incorporates the transformations resulting from digitalization and the green and blue economy and sustainability in all economic sectors, as key vectors of employment, economy, and society to build the future and generate new socio-economic and, consequently, professional opportunities. All the offers will allow advancements in training itineraries leading to accreditations, certifications, and degrees with state and European recognition. On the other hand, all vocational training will be of a dual nature, as it will be carried out between the training centre and the company. In this law there is a specific item in which international programs are regulated (Article 107. "Participación en proyectos y organismos internacionales".)

5. The weak points of your countries' system as you experience them.

At present, many people in Spain do not have the personal, social, and professional skills and competencies that are essential to take advantage of the employment opportunities offered by economic and technological change, a change that requires adequate qualification and flexibility of human capital to adapt to the changing circumstances of the economy and technology. This circumstance, which affects practically half of the country's working population, limits the professional progress of many workers and, on many occasions, their own continuity in employment (preamble of Organic Law 3/2022, on the organisation and integration of Vocational Training). The scarce development of intermediate qualifications in the Spanish training structure requires a rapid doubling of the number of people with intermediate training to be able to respond to the needs of the productive system.

Forecasts for Spain in 2025 identify that 49% of jobs will require intermediate qualifications, and only 14% of jobs will require low qualifications.

International organisations remind us how the absence of job skills and abilities in many people, or the lack of recognition and certification in others, is a huge handicap for creativity, innovation, dynamism, productive modernization, and growth of the Spanish economy.

Compared to other countries with similar economic and activity structures, the training structure in Spain is biased upwards and downwards. On the one hand, we have a high number of people without qualifications adequate to the needs of today's economy. On the other hand, we have many people who are overqualified in relation to the work they do. We need to strengthen the group of professionals with intermediate qualifications. This is the feature that differentiates us from other developed European economies, whose main asset is this intermediate group of professionally qualified people.

Greece

A. Description of the way apprenticeship is organised, for both EQF level 4 and EQF level 5 education (If there are different approaches to it, please mention those).

According to Article 1 of the Joint Ministerial Decision 26385/16-2-2017 “Quality Framework for Apprenticeship” (Gazette 491/ B/20.02.2017), “Apprenticeship” is defined as the educational system in which learning alternates between workplace and educational institution.

The Apprentice signs an Apprenticeship Contract with the employer, receives remuneration or allowance under applicable law, and has insurance coverage. Apprenticeship is implemented based on a specific curriculum, designed by the relevant Authorities (e.g. Institute of Educational Policy). The employer is responsible for providing learning based on a specific programme (minimum indicative learning activities), which, in conjunction with the learning programme offered by the educational institution, leads to a professional specialisation.

Workplace Learning Program defines all learning activities and includes knowledge, skills and/or completed professional activities/tasks and other projects described in a relevant learning agreement and is an annex to the Apprenticeship contract.

There are three main schemes in Greece for apprentice at upper secondary level and at post-secondary level (non tertiary):

1. The **EPAS** apprenticeship scheme at upper secondary level (qualifications at NQF/**EQF level 4**), offered mostly under the supervision of the Manpower Employment Organization (OAED) of the Ministry of Labor (also referred to as OAED apprenticeship). This strand is planned to be continued up until the school year 2020/21, at which point the schools’ operation will be evaluated. OAED has successfully implemented the system of Apprenticeship in Greece since 1952.
2. The post-secondary **EPAL** apprenticeship scheme (qualifications at NQF/**EQF level 5**), offered by EPAL schools under the supervision of the Ministry of Education (fully titled as ‘Post-secondary year-Apprenticeship class’. The new EPAL apprenticeship scheme combines theoretical and laboratory/workshop sessions at school with practical training in companies and organisations. This scheme lasts for about 9 months and is an option for upper secondary EPAL graduates. This educational pathway was implemented in 2016. Apprentices have the possibility after completing the scheme to receive an NQF level 5 certificate after successful participation in national exams organised by the National Organization for the Certification of Qualifications & Vocational Guidance.
3. **IEK** Apprenticeship is an option (in the post-secondary initial vocational training programmes (one semester, alternative to internships that are most frequently used), offered by Institutes for Vocational Training (IEK). Learners, after completion of their programme (3-5 semesters in total) have the possibility to receive an **NQF level 5** certificate after successful participation in national exams organised by the National Organization for the Certification of Qualifications & Vocational Guidance.

There are other types of workplace-based learning arrangements that do not fit under the scheme-specific sections that should be taken into consideration:

- Post-secondary vocational training institutes (public or private IEK) provide an option of six-month internships (as an alternative to apprenticeships, due to the lack of apprenticeship places and administrative issues).
- Secondary and post-secondary schools supervised by ministries of tourism and agriculture offer programs with strong workplace training elements that are not formally regarded as apprenticeships or their schemes enrol a very small number of students and are not further explored.
- Higher education studies may include internships.
- Notable aspects of the variations in apprenticeship-type schemes in Greece:
- Institutes for Vocational Training in the Tourism sector are subject to the responsibility of the Ministry of Tourism.
- Institutes for Vocational Training in Health sector are subject to the responsibility of the Ministry of Health
- EPAS apprenticeships In Agriculture sector are supervised exclusively by the Ministry of Rural Development and Food.
- Apprenticeships in Vocational Training Schools (SEK) were foreseen to replace the EPAS scheme but due to low interest, inter alia, they were permanently abolished on 31/8/2019.

B. Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full details)

In Greece there is a stable legal basis for apprenticeships. There are several laws to establish apprenticeship units and schemes in Greece.

For instance, Law 1566/1985 placed OAED's (the Greek Public Employment Services) apprenticeship schools in secondary education and the degrees granted were equivalent to those of the Technical Vocational Schools (TES). Also, law 2640/1998 fully integrated Apprenticeship Schools into the institutional framework of Secondary Education.

According to the Strategic Plan for VET and Apprenticeship of 2016 for the needs of the application of apprenticeship on a large scale, but also under Law 4386/2016 (Gazette 83/A/11.05.2016), EPAS apprenticeship will continue to be provided by OAED (Greek Manpower Employment Organization) apprenticeships schools (level 4 degree of the National Qualifications Framework), with their existing institutional framework, until school year 2020-2021.

C. The weak points of your countries' system as you experience them.

In Greece VET often seemed incomplete and disorganised and as a result it was almost always a second choice. Moreover, there were significant structural weaknesses such as low attractiveness, high school drop-out rates, discontinuity and lack of focus on policy design and implementation, large percentage of disappointed and often frustrated teachers, and unclear connection of VET with the labour market.

D. The strong points of your countries' system as you experience them

There is ground on which to support VET upgrade, such as the technical equipment and infrastructure and highly qualified teachers. Furthermore, a strong incentive to improve VET was the fact that it is chosen by a large percentage of students with social, economic and family problems, with learning difficulties, low self-esteem or low expectations.

The wish to support those in need of help and finally the economic and social crisis that started tormenting Greece a decade ago, the Greek Ministry of Education drew up a detailed Strategic Plan for VET in 2016 with a view to upgrading secondary vocational education and training thus responding to the need for economic recovery and paving the way to reducing youth unemployment.

Source: CEDEFOP (<https://www.cedefop.europa.eu/en/tools/apprenticeship-schemes/country-fiches/greece>)

Notes for EQF levels 4 and 5 in Greece

In the national context, the formal education system includes the system of primary, secondary and tertiary education, and regarding VET, reserves the term ‘formal vocational education’ for programmes at upper secondary level (EPAL) that allow access to higher education through national exams. Non-formal education includes initial vocational training, continuous vocational training and general adult education through different providers. In practice though, non-formal education may lead to formally recognised qualifications, which are included in the National Qualifications Framework and are linked to the European Qualifications Framework.

According to the Greece EQF Referencing Report (EOPPEP, 2016):

EQF level 4 is assigned to the level of **General Upper Secondary School** (Geniko Lykeio-GEL) General Education of 3-year attendance offered in General Upper Secondary Schools (GEL). The aim of General Upper Secondary School is, among others, to provide quality general education that will contribute to balanced cognitive, emotional, intellectual and physical development of all students. At the end of this 3-year process, a qualification is awarded, the General Upper Secondary School Certificate (“Apolytirio Lykeiou”), which, on one hand, certifies the completion of the post-compulsory cycle of studies and, on the other hand, ensures eligibility of the graduate to participate in the national exams for admission to institutions of Tertiary Education. The qualification is at Level 4.

EQF level 5 is assigned to the level of **Institute of Vocational Training** (IEK), which provides initial vocational training to graduates of non-compulsory Secondary Education – General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), or higher education (Universities/Technological Educational Institutions (TEI) as well as graduates of Specialties of Schools of Vocational Training (SEK) .

IEK programmes last five semesters. During the four semesters learners undertake theoretical and laboratory training, lasting 1200 hours, and during the fifth semester internship or apprenticeship takes place, lasting 960 hours. Students who successfully complete all the prescribed semesters can participate in the certification exam for graduates of initial vocational training institutes. This certificate entitles them to take

part in the (practical and theoretical) vocational training certification examinations conducted under the jurisdiction of EOPPEP. Upon successful completion of the certification exam, graduates of Institutes of Vocational Training (IEK), are awarded Initial Vocational Training Diplomas at HQF and EQF level 5.

Portugal

1. Specific model for apprenticeship in Portugal

Secondary Education - Those who successfully complete basic education may have access to any secondary education course. Secondary education courses have a duration of three years.

Secondary education is organised according to differentiated forms, contemplating the existence of courses predominantly oriented to active life or to the pursuit of studies, all of them containing technical, technological and vocational training components and Portuguese language and culture components appropriate to the nature of the various courses.

The permeability between the courses predominantly oriented to active life and the courses predominantly oriented to the continuation of studies is guaranteed.

The successful completion of secondary education confers the right to the attribution of a diploma, which certifies the acquired training and, in the cases of courses predominantly oriented towards working life, the qualification obtained for the exercise of determined professional activities.

In secondary education each teacher shall be responsible, in principle, for one single subject.

Specialised establishments may be created for the teaching and practice of courses of a technical and technological nature or of an artistic nature.

2. Special Educational Modalities

The special modalities of school education are

- 1) special education
- 2) Professional training;
- 3) Recurrent adult education;
- 4) Distance Learning;
- 5) Portuguese teaching abroad.

Each of these modalities is an integral part of school education but is governed by special provisions.

2.1 **Special education** aims at the socio-educational recovery and integration of individuals with specific educational needs due to physical and mental disabilities.

2.2 **Vocational training**, as well as complementing the preparation for working life begun in primary education, aims at dynamic integration into the world of work through the acquisition of professional knowledge and skills in order to respond to national development needs and technological developments.

The following shall have access to vocational training

- a) Those who have completed compulsory education;
- b) Those who have not completed compulsory education up to the age limit of compulsory education;
- c) Workers who wish to improve their professional skills or retrain.

Vocational training shall be structured according to an institutional and pedagogical model that is sufficiently flexible to enable the integration of students with differentiated training levels and characteristics.

Vocational training is structured in order to develop actions of:

- a) Professional initiation
- b) Professional qualification
- c) Professional improvement;
- d) Professional reconversion.

The organisation of vocational training courses shall be adapted to national and regional employment needs and may include modules of variable duration that may be combined with each other, with a view to obtaining successively higher professional levels. The functioning of the courses and modules may be carried out according to diversified institutional forms, namely:

- a) Use of primary and secondary schools;
- b) Protocols with companies and municipalities;
- c) Support to state and non-state institutions and initiatives;
- d) Stimulating community actions and services to the community;
- e) Creating specific institutions.

Successful completion of a vocational training module or course shall confer the right to the award of the corresponding certification.

Processes are established to favour the recurrence and progression in the school education system of those who complete vocational training courses.

2.3 Adult education

Recurrent education is organised for those who are no longer of normal school age. This education is also aimed at those who did not have the opportunity to enter the school education system at the normal age of training, with particular attention being paid to eliminating illiteracy.

2.4 Distance learning

Through the use of multimedia and new information technologies, it is not only a complementary form of regular education but can also be an alternative form of school education. Distance learning will have particular incidence in recurrent education and continuing teacher training.

2.5 Portuguese teaching abroad

The State promotes the dissemination and study of Portuguese language and culture abroad through diverse actions and means, namely through its inclusion in the curricula of other countries and the creation and maintenance of Portuguese lectureships, under the supervision of Portuguese professors, in foreign universities. The establishment of Portuguese schools in Portuguese-speaking countries and in Portuguese emigrant communities is encouraged. The teaching of Portuguese language and culture to emigrant workers and their children will be ensured through courses and activities promoted in the immigration countries as an integration scheme or as a complement to the respective educational systems. The State will encourage and support the initiatives of Portuguese associations

The way apprenticeship is organised for Level 4 and 5 in Portugal:

Descriptors of the levels of the National Qualifications Framework for level 4 and 5

Level 4 : Factual and theoretical knowledge in broad contexts in a field of study or work. A range of cognitive and practical skills necessary practical skills needed to develop solutions to solutions to specific problem in an area of study or work. To manage one's own activity within the framework of established guidelines in a work or study which are generally predictable but susceptible to changeable. Supervising the routine activities of others, assuming certain responsibilities for evaluating and improving the activities in study or work contexts.

Level 5: Comprehensive, specialised knowledge of factual and theoretical knowledge in a particular field of study or work and an awareness of that knowledge. A comprehensive range of cognitive and practical skills and practical skills needed to devise creative solutions to abstract problems. To manage and supervise in contexts of study or work contexts subject to unpredictable changes. Review and develop your performance and that of others.

Matching education and training levels and training levels and qualification levels 4 and 5

For level 4:

Secondary education obtained through dual certification pathways or secondary education for further studies higher education plus vocational training – minimum of six months. Secondary education and level 3 training.

For level 5.

Post-secondary level qualification level qualification with credits for post-secondary level qualification with credits for higher education.

Strong points of the system:

The permeability between the courses predominantly oriented to active life and the courses predominantly oriented to the continuation of studies is guaranteed.

The successful completion of secondary education confers the right to the attribution of a diploma, which certifies the acquired training and, in the cases of courses predominantly oriented towards working life, the qualification obtained for the exercise of determined professional activities.

Weak points:

Problems are more related with the operationalisation.

Netherlands

VET education in the Netherlands is regulated by a nation-wide ‘Qualification structure’. This Qualification structure contains the regulations, requirements and the learning objectives, both for knowledge as for skills. Source: <https://www.s-bb.nl/onderwijs/kwalificatieregister/> and <https://kwalificatiestructuur-mijn.s-bb.nl/>

This nation-wide Qualification Structure guarantees the quality of the education and of the apprenticeship/work-based learning. There should be no difference for learners at which VET institution the education is received or at which company the apprenticeship is completed.

Companies have to be registered at SBB, and approved by SBB in order to receive learners for apprenticeship. This is a system to make sure companies have sufficient learning environments and capacity to train learners.

In VET, learners can follow either:

- Full-time education (BOL), including a period of apprenticeship each year. 20 % work-based learning and 80% School learning.
- Learning while working (BBL) education, in which the learner has a proper contract with a company recognized in the professional field. The learners join VET education, one day a week. 80% work-based-learning and 20% School-learning

A description of the way apprenticeship is organized, for both EQF level 4 and EQF level 5 education.

In the Netherlands, apprenticeship for VET is organized through a dual education system that combines classroom learning with one or more periods of apprenticeship per year (work-based learning). VET programs typically involve a structured collaboration between educational institutions and businesses. Apprentices spend a significant portion of their time working at a company relevant to their field of study.

The apprenticeship process includes a formal agreement between the student, the educational institution, and the employer, outlining the terms and conditions of the apprenticeship. Employers play a crucial role in providing mentorship and supervision to apprentices. In order to guarantee that an employer is able to provide professional supervision, the employers have to be approved by SBB in order to receive apprentices in the company. All approved companies are listed in a website, where students can look for suitable companies for their studies. (EQF4: www.stagemarkt.nl/, EQF5: www.hbo-stagemarkt.nl/)

The Dutch government actively supports and regulates apprenticeships to maintain high standards and ensure the alignment of education with industry needs.

Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full details)

In the Netherlands, legislation and regulations governing apprenticeships are primarily outlined in the "Wet Educatie en Beroepsonderwijs" (WEB) (<https://wetten.overheid.nl/BWBR0007625/2021-01-01/>), or the Law on Education and Vocational Education. The WEB provides a legal framework for vocational education, including apprenticeships, and stipulates the rights and obligations of educational institutions, students, and employers involved in apprenticeship programs.

The law requires the establishment of formal agreements, often referred to as "praktijkovereenkomst" (workplace learning agreement), among the apprentice, the educational institution, and the employer. These agreements detail the conditions, objectives, and duration of the apprenticeship. Additionally, there are specific regulations set by the SBB (Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven), the organization responsible for fostering cooperation between education and the business sector.

The Dutch government regularly updates these regulations to ensure the quality of apprenticeships, promote collaboration between educational institutions and companies, and align vocational education with the evolving needs of the job market.

Strong points of the system

- Companies that are prepared to offer a- place for an apprentice are registered centrally and can be approached by all students - whatever VET-institution they are studying.
- Companies are approved for certain VET-courses, this will guarantee that there will be appropriate and sufficient quality supervision and training in the apprenticeship.
- Students - in most courses - will do apprenticeships at a few different companies, through which they get a wider experience in the labour market.
- Because the requirements for examinations are centrally defined in the Qualification Dossier, companies know the requirements and these are the same for all students of a certain course, whatever VET-institution they are studying.
- SBB is an independent organization that functions in between the VET institutions and the industry. In order to improve the collaboration and to be constantly aware of developments in the labour market, linking the requirements and needs of the industry and of VET education.

Weak points of the system

- Students in BBL trajectory (learning while working) work mostly in one and the same company during the two or three years of their VET education.

- Companies will receive students from different VET institutions and have to handle different requirements for administration.

Ireland

A description of the way apprenticeship is organized, for both EQF level 4 and EQF level 5 education.

Apprenticeships are legislated through the [National Apprenticeship Office](#) (NAO), which [came into force in January 2022](#). The NAO is made up of government agencies such as the [Higher Education Authority](#), [SOLAS](#) and the [Enterprise Training Boards](#). They are mandated by the [Department of Further and Higher Education, Research, Innovation and Science](#) .

Apprenticeships in Ireland start at Level 6 on our national Framework of Qualifications which is equivalent to at EQF Level 5. More information on the EQF vs NFQ levels can be found here: <https://www.qqi.ie/sites/default/files/media/file-uploads/The%20%20European%20Qualifications%20Framework%20EQF%2010%20Years.pdf>

Currently the minimum timeframe for an apprenticeship is 2-years (at technician level) and 4-years for a Craft (both of which are at level 6 in Ireland (EQF level 5).

Currently there is a two tiered system for apprenticeships in Ireland.

Tier 1: Consortia Based Apprenticeships (Industry)

Tier 2: Crafts

In both cases you have to have a coordinating partner who applies through SOLAS to develop an apprenticeship and SOLAS then puts it forward for approval through the Apprenticeship Alliance (formerly the apprenticeship council) which is part of the NAO.

[QQI](#) The state agency for Quality and Qualifications in Ireland has specific quality assurance guidelines that MUST be met, when developing an apprenticeship, in order for it to be recognized. These can be found at: [DOWNLOAD the PDF](#).

- **Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full details)**
The apprenticeships currently operate on a Mandatory (legislative) [Code of Practice](#), under the auspices of SOLAS. The overarching legislation in Ireland pertaining to apprenticeships, falls under the [Action Plan for Apprenticeships 2021 – 2025](#). A summary of this action plan can be seen here: [ACTION PLAN VIDEO](#) .
- **The strong points of your countries' system as you experience them**

The apprenticeship model can be brilliant. It allows for on-the-job training and education and allows for the putting of theory into practice. Whilst apprenticeships are specific to sectors of industry ([see list of apprenticeships in Ireland](#)), each apprenticeship is developed allowing for a broad base of skills and competencies, which creates real opportunities for learners.

Apprenticeships currently have a 95% retention and completion rate by learners and company investment into apprenticeships is high. Apprenticeships also create clear career paths for learners, with opportunities to expand their knowledge and grow. Apprenticeships span from NFQ level 6 up to NFQ Level 10 (Doctorate level) in Ireland, which is a major attraction, not only for learners but also for employers.

- **The weak points of your countries' system as you experience them.**

The current two-tier system is not equal. Tier 1, Consortium based (industry), the apprentice is paid for by the employer, for both on-the-job training and in-education training periods, thus the cost for the employer is very high. Tier 2 on the other hand (Crafts), the apprentice get an apprenticeship allowance from the government, whilst they are in the in-education periods of their apprenticeship. In this case the employer only has to pay for the on-the-job training periods, making it more attractive for employers to get involved in the apprenticeships scheme. A review of this is underway, however it is proposing to bring tier 2 in line with tier 1, where the employer will pay for everything. This is being met with huge resistance and may take some time to finalise.

Below some titles of documents containing information on apprenticeships in Ireland:

- Developing a national apprenticeship (Apprenticeship handbook)
- Submitting an initial proposal – guidance document
- Making a proposal form
- Schedule of apprenticeships in Ireland
- Apprenticeship Code of Practice (Solas)
- QQI Guidelines for Apprenticeship Programmes

Slovenia

LEVEL:

Apprenticeships in Slovenia are only 4 EQF. At 5 EQF, there is no apprenticeship (yet), only a school route, which otherwise also has a certain share of practical training with work (PUD) in the company as part of the program. The main difference between PUD and apprenticeship is therefore the weeks that young people spend in the company. School-based students stay in companies for up to 24 weeks, while apprentices stay for 56 weeks (which is exactly half of the education) in 3 school years, or even more weeks. In Slovenia, apprentices are not employed, they have the status of a student/learner - they learn by doing in the company.

offer/base of apprenticeship places and places for PUD:

WHAT COMPANIES CAN ACCEPT APPRENTICES FOR AN APPRENTICESHIP:

Every company that wants to accept apprentices for practical training with work must be verified. This means that he must demonstrate that he has adequate material and personnel conditions. The verification is carried out by the competent chamber (GZS or OZS) and is free for the company. Chamber membership is not a requirement for verification.

Material conditions: adequacy of equipment and working conditions and a suitable environment where the apprentice will be able to learn and achieve the goals of the educational program.

Personnel conditions: a qualified mentor with appropriate education, work experience and pedagogical-andragogical qualifications - PAUM.

Conditions for a mentor:

(1) The mentor must have:

- at least a secondary professional education, pedagogical-andragogical qualification and at least three years of work experience or

– a master's, foreman or management title in the field for which the apprentice is being trained.

(2) Exceptionally, a mentor can also be a person with a secondary vocational education and at least five years of work experience in the field of activity (industry) or profession for which the apprentice is being trained, and pedagogical-andragogical qualifications.

(3) A mentor cannot be a person who is prohibited from entering into an employment relationship or from performing work in the field of education and training according to the law governing the organization and financing of education and training.

PROCEDURE OF VERIFICATION OF APPRENTICE POSITIONS FOR THE COMPANY:

The process of verification of training places begins with the Application for verification of the conditions for the implementation of practical training with work. The application must be submitted with appropriate evidence to prove the appropriate education of the mentor, work experience in the profession for mentors, a certificate of completed pedagogic-andragogic training for mentors (3-day training), a photo of the premises and a copy of the decision on entry into the court register.

ANNOUNCEMENT OF APPRENTICE TRAINING POSITIONS:

Every year, we invite all companies to announce teaching positions for the coming school year. It is actually a prediction of how many apprentices the company would be willing to take on in the coming school year. We are currently collecting announcements for the 2023/2024 school year. The announcements are published on the website: <http://vajenistvoiskalnik.gzs.si/iskalniknajav.aspx>

Students choose a company from the announcements and call the company/send a presentation with a request for cooperation/visit the company... and agree on the possibilities of cooperation.

LEGISLATION:

APPRENTICESHIP - umbrella law:

<https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2017-01-1324?sop=2017-01-1324>

Additionally, the Vocational and Professional Education Act:

<http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4325>

WEAK POINTS OF THE APPRENTICESHIP:

- only certain programs and schools are included in Slovenia, not all schools and all programs
- still too little interest in apprenticeship programs among young people

STRENGTHS:

for apprentices:

- apprentices have better success compared to students
- apprentices are more motivated for a certain profession than students
- apprentices get an apprentice reward
- apprentices are trained according to the apprenticeship implementation plan prepared by the school and the company together

Advantages for apprentices: In addition to learning at school, as much as 50% of the training program will be in the company, where I will get to know the company and get used to the working environment. I will see what someone doing in the same profession that I have chosen is doing. I will try how the work is done in the company, I will receive a monetary reward for the work, and I will have a mentor by my side who will take care of me and guide me. In the company, I will get the knowledge and competencies that employers need. I will start shaping my career path very early. In addition to support from the company, the school will also adapt the way of education. In the event of a restriction on enrollment, I will have priority at the time of enrolling in the school itself.

Advantages for companies: Through apprenticeships, young people really acquire the competencies that employers need. The apprenticeship form of education brings to Slovenia the possibility for employers to choose their future colleagues themselves, with whom they sign a special apprenticeship contract. The apprentice has the status of a student, which means that the apprentice is not employed by the company. Companies first get to know the apprentices well, which makes it easier for them to decide on further employment. The employer actively participates in the training and education of the apprentice and thus ensures suitably qualified future employees.

general:

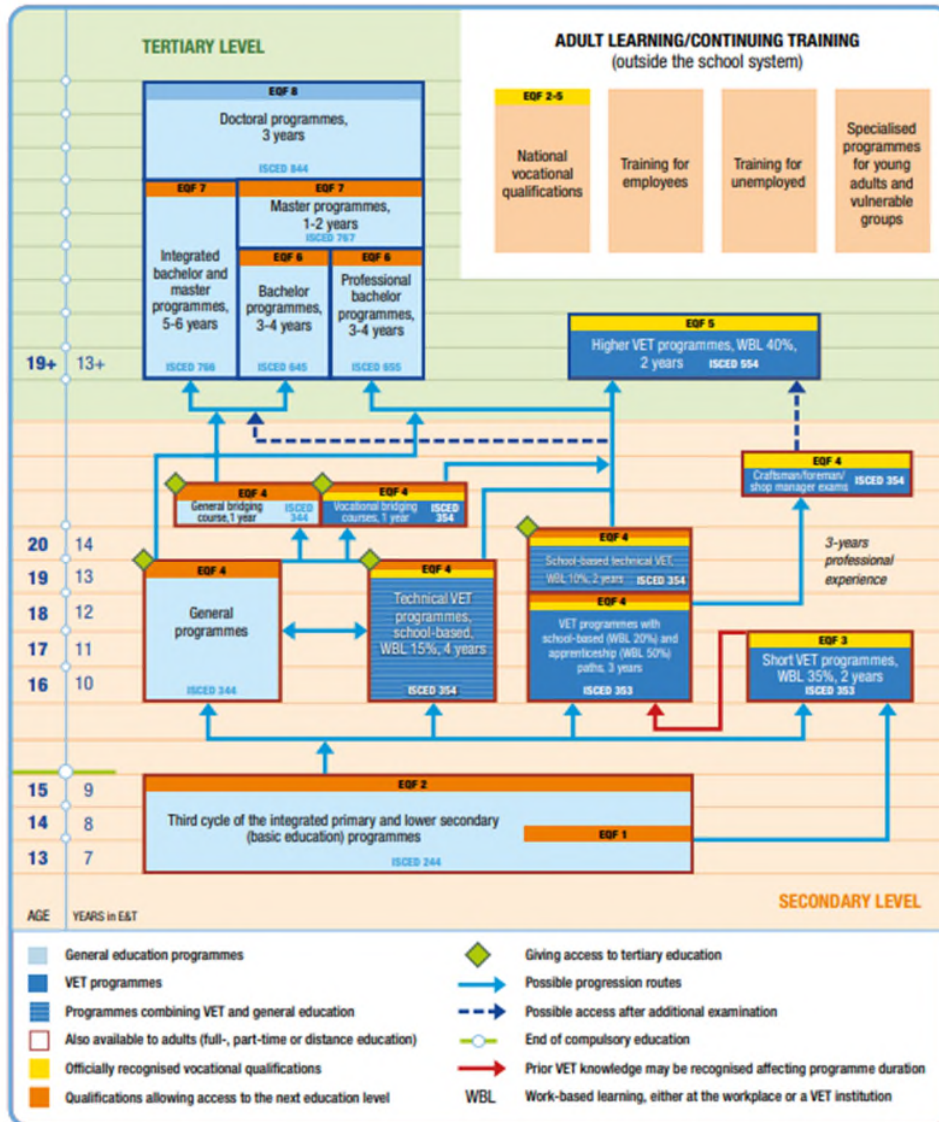
- an apprenticeship in Slovenia with internationally comparable education ensures the transfer of knowledge, skills and professional abilities, which are necessary for performing a profession and for further education,
- promotes qualification for a profession as soon as possible,
- promotes the integration of the economy into the education system,
- connects education at school and practical training at an apprenticeship training place,
- provides the economy with suitably qualified personnel and promotes the employment of young people.

After receiving the application, representatives of the Chamber of Commerce of Slovenia will call you and arrange a verification visit to your company. After a successful verification visit, we will enter your company in the register of learning centers.

CEDEFOP publication from 2021: https://www.cedefop.europa.eu/files/2021-10/4204_en.pdf

CEDEFOP: <https://www.cedefop.europa.eu/en/tools/apprenticeship-schemes/country-fiches/slovenia#group-2019-legal-basis>

Figure 8. VET in the Slovenian education and training system in 2020/21



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Slovenia, 2021.

**EXPERT STUDY
ON COMPARISON OF PERFORMANCE
SLOVENIAN AND HUNGARIAN
DUAL EDUCATION
AS PART OF THE PROJECT
DUAL TRANSFER**

Prepared by:

**ZALA DISTRICT CHAMBER OF COMMERCE AND INDUSTRY
CHAMBER OF COMMERCE AND INDUSTRY OF SLOVENIA**

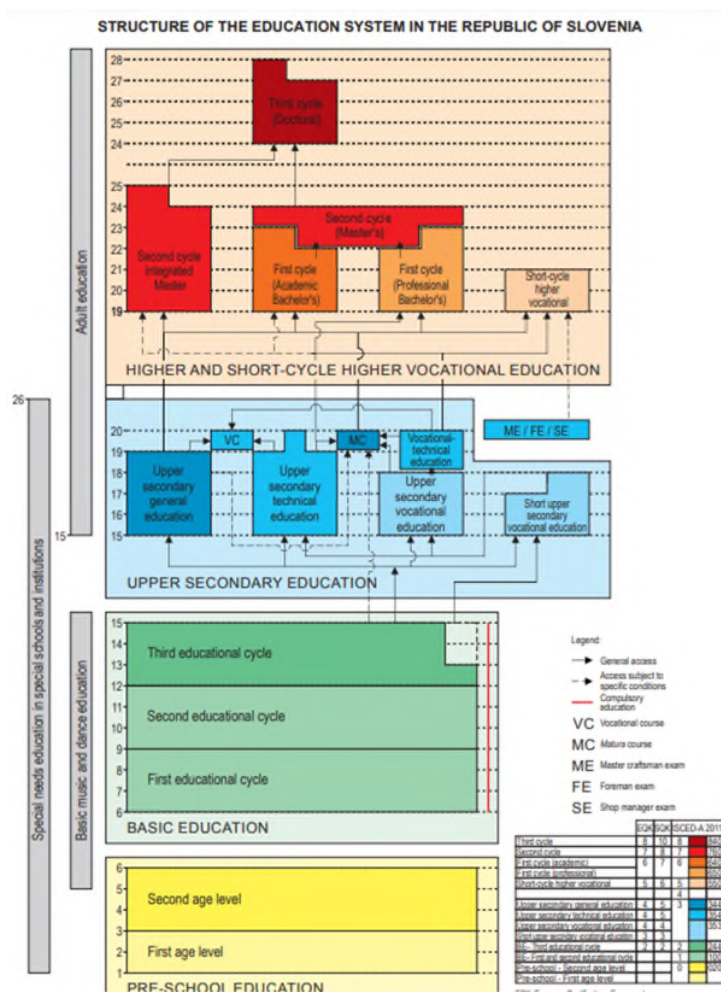
July 2022

SLOVENIA

INTRODUCTION

Through vocational and professional education, students and apprentices acquire a profession to enter the labour market. Vocational and technical secondary education in Slovenia is divided into lower vocational education, secondary vocational education, secondary vocational and technical education and vocational courses.

Those who have successfully completed primary school are enrolled in vocational and professional education programmes. Special enrolment conditions may also be laid down by the educational programme.



LOWER VOCATIONAL EDUCATION

Lower vocational education may also include those who have completed at least the seventh grade of primary school in nine years of primary education, as well as those who have completed primary education according to an adapted educational programme with a lower educational standard. The course lasts two years and ends with the final exam.

SECONDARY VOCATIONAL EDUCATION

Secondary vocational education lasts three years. In secondary vocational education, practical education is provided in school (practical lessons) and at the employer (practical work-based training). The employer shall receive at least 24 weeks of practical work-based training in secondary vocational education.

Fourteen secondary vocational training programmes can also be provided in apprenticeship form. Apprenticeships are one of the forms of secondary vocational education where the student acquires the skills necessary to pursue the profession and to continue education. The apprentice is educated at school for at least 40 % of the time and at least 50 % (56 weeks) of the time is in practical work-by-work (PUD) training with the employer. Various institutions – schools, businesses and chambers – are involved in apprenticeships, with companies and chambers in particular taking on an increasingly important role.

School and apprenticeship forms of education are equivalent. Secondary vocational education ends with a final exam. Successful completion of the secondary vocational education programme enables enrolment in relevant vocational and technical education programmes and, after a certain number of years of work experience, an approach to passing an appropriate master's or foreman's or management examination.

SECONDARY TECHNICAL AND VOCATIONAL TRAINING

The duration of education in secondary vocational education programmes is 4 years, and in vocational-technical education programmes, which is intended for students who have completed secondary vocational education, two years.

Education ends with a vocational graduation. Students can continue their education in higher and higher vocational education programmes.

Professional course

The professional course is primarily in the function of retraining to acquire a profession. The one-year professional courses are thus intended for those who wish to obtain a professional education and have completed:

- fourth year of high school,
- or the final year of the educational programme for obtaining a secondary professional education.

Education ends with a vocational graduation.

Legislation

Statutory education for the acquisition of lower and secondary vocational and secondary professional education is regulated by the Vocational and Professional Education Act (ZPSI-1). The apprenticeship is even more detailed in the Apprenticeship Act (ZVaj).

GENERAL INFORMATION

WHICH COMPANY CAN ACCEPT STUDENTS FOR PRACTICAL WORK-BASED TRAINING AND APPRENTICES FOR APPRENTICESHIPS

Any company wishing to receive practical work-based training **must be verified**. The verification of learning places is the process of checking the adequacy of minimum conditions. Verifications shall be carried out:

Material conditions:

the adequacy of equipment and working conditions and an appropriate environment where the apprentice will be able to learn and achieve the objectives of the educational programme.

Staff conditions:

qualified mentor with appropriate education, work experience and pedagogical-andragogic skills – PAUM.

Conditions for the mentor:

(1) The mentor must have:

- at least secondary professional education, pedagogical and aragogical qualifications and at least three years' professional experience; or
- master's, foreman's or managerial title in the field for which the apprentice is trained.

PROCESS OF VERIFICATION OF APPRENTICESHIP PLACES FOR A COMPANY AND THE ROLE OF CHAMBERS IN VERIFICATIONS:

In order to verify an apprenticeship post, the employer must meet the conditions laid down and verified by the competent chambers.

The process of verification of learning places begins with the Application for the verification of the conditions for carrying out practical work-based training. The application must be accompanied by appropriate supporting documents. Upon receipt of the application, the company calls a representative of the competent chamber and arranges a verification visit with the company. After a successful verification visit, the Chamber enters the company in the Register of Learning Places.

KEY ACTORS IN APPRENTICESHIPS

EMPLOYERS

An employer may enter into an apprenticeship agreement if:

- has appropriate working conditions and equipment and is enrolled in the register of apprenticeship learning places,
- his business consists of the activity of the profession for which the apprentice is educated,

- may provide a mentor to the apprentice for the duration of practical work-based training;
- during the last year prior to the conclusion of the apprenticeship contract, no final conviction for breach of labour law has been issued against him;
- is not subject to winding-up or compulsory settlement proceedings;
- pays salaries and social security contributions to employees during the last year preceding the conclusion of the apprenticeship contract.

SCHOOL

The school provides an educational programme for apprentices who have a registered apprenticeship contract. The apprentice is enrolled in a school that carries out an educational programme for apprentices in accordance with the provisions of the law governing vocational education. When providing secondary vocational education on the basis of an apprenticeship contract, employers and schools shall cooperate in order to ensure the quality implementation of the educational programme.

Apprenticeship contract

The apprenticeship contract shall be concluded in writing for the period when the apprentice is enrolled in the school providing the apprentices' educational programme. The apprenticeship agreement shall be concluded between the apprentice and the employer before enrolling in school. In the contractual relationship, the employer and the apprentice are obliged to comply with the provisions of the Apprenticeship Act and other laws, collective agreements and general acts of the employer.

EMPLOYER'S OBLIGATIONS IN PRACTICAL TRAINING AND APPRENTICESHIPS

At the time when the apprentice is practically trained by work, the employer must:

- provide the apprentice with quality work-based practical training in accordance with the educational programme
- enable the apprentice to fulfil the obligations under the educational programme in the school,
- in accordance with the collective agreement or by the 15th of the month for the previous month, the apprentice shall pay the apprenticeship reward provided for in this Act into the transaction account of the apprentice. The monthly amount of the apprenticeship reward may not be less than EUR 250 for the first year; EUR 300 for the second year and EUR 400 for the third year. The amounts of apprenticeship rewards shall be coordinated.
- provide the apprentice with safe and healthy work in accordance with the regulations
- to upload to the apprentice only the work specified in the educational programme

OBLIGATIONS OF THE APPRENTICE

The duties of the apprentice in the course of practical work-based training are:

- to carry out practical training by working according to the instructions and under the supervision of the employer,

- to keep an apprenticeship journal on a regular basis,
- to meet the requirements of the educational programme on a regular basis and to meet the required standards of education,

APPRENTICE'S RIGHTS

The apprentice is entitled to an apprenticeship reward for the duration of the practical work-based training.

The employer must also provide the apprentice with the reimbursement of food and transport costs during practical work-based training.

Right to a Scholarship

During the apprenticeship, an apprentice/student is entitled to receive a scholarship, subject to compliance with the conditions laid down in the law governing scholarships. In Slovenia, we have several types of scholarships such as state, Zois, staff scholarships, scholarships for deficit professions.

LOAD OF APPRENTICE/STUDENT

The duration of practical training with an employer and education of an apprentice in school may not exceed a total of eight hours per day and 36 hours per week (38 hours for pupils). If the duration of school lessons is five hours or more per day, there must be no practical training with the employer on the same day.

FINANCIAL INCENTIVES FOR COMPANIES:

The Ministry responsible for education and the Ministry responsible for the economy finance to employers part of their costs related to the practical training of apprentices. Through the Ministry of Education, Science and Sport – MIZŠ (the Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia is authorised for this part), companies receive approximately EUR 2,400 for three school years. Through the Ministry of Economic Development and Technology (MGRT), companies receive financial incentives – a lump sum for costs incurred by companies covering the transport and nutrition of apprentices) amounting to approximately EUR 600-750 per year.

ROOM FOR IMPROVEMENT

Given that in Slovenia we have been conducting apprenticeships since the school year 2017/18, we see quite a few opportunities for improvement.

Improve the promotion of apprenticeships

These activities are for once actively carried out only by the GZS and individual schools, but unfortunately there is no regulation of promotion of apprenticeship professions at national level.

Increase the integration of all stakeholders in apprenticeships

We note that in many cases there is no interest from some stakeholders in connecting and addressing the challenges of apprenticeships.

Information of counsellors at the Elementary School

We note that primary school counsellors prefer general gymnasium programmes and secondary vocational schools. Secondary schools, of which the apprenticeship is not. There is a need for training and the importance of vocational education.

Regional and Programme Extension of Apprenticeships

In Slovenia, only certain regions, individual programmes and schools providing apprenticeships are selected for apprenticeships. Many young people who would opt for an apprenticeship do not do so because of the distance to the first school that provides an apprenticeship.

Enable adequate health insurance for foreign apprentices or apprentices where parents work abroad

In Slovenia, we also have some problems with adequate health insurance for foreign apprentices or apprentices where parents are employed abroad.

Reduce administrative barriers to financial incentives (e.g. number of supporting documents in reporting to competent authorities)

Companies receiving apprentices are entitled to certain financial resources, which some do not even draw on, as there is a lot of evidence to be drawn up for this purpose, and due to the large amount of administration they do not even choose to do so.

EXAMPLES OF GOOD PRACTICE – SLOVENIA

Despite the open challenges in the field of vocational training/apprenticeship, there are many more good and exemplary practices of vocational training/apprenticeship in Slovenia. The CCIS is constantly involved in the creation of successful apprenticeship stories in a number of different ways:

1. Information, counselling and support to employers (live and virtual)

At the Chamber of Commerce, we are aware of the importance of informing and advising employers. We are taking care of companies already at a time when they are already taking up apprenticeships, and throughout the course of apprenticeships. In the initial phase, they need the most support in the design of learning places for apprentices, are interested in whether they have adequate material (i.e. whether they have the appropriate equipment and environment for learning young people) and human resources (i.e. whether their mentor is suitable and adequately trained for practical training of apprentices). Later, the questions relate to the apprenticeship contract and the apprenticeship plan. The issues addressed to us also concern the area of regulation of financial obligations and insurance. We also advise them on conducting intermediate tests and final exams. Counseling takes place in different ways. All current information is published on the website: <https://www.gzs.si/vajenistvo>.

2. Information, counselling for young people/parents, apprentices, adults (live and virtual)

As for companies, we also prepare information for (future) apprentices and their parents, which we regularly post on the website. We also prepare various printed materials for apprentices.

Apprenticeships are presented at various career fairs and fairs covering the field of education. Every year we attend the career fair INFORMATIVA. In addition to Information, we also participate in other

career fairs, professional markets and parent meetings. Every year, we also attend information days that take place in schools. We also organise a large presentation in cooperation with primary schools, where we show young people our films on apprenticeships and show them what an apprenticeship looks like in practice. Every year, in cooperation with schools, or in our own direction, we also organise a meeting for students who are still deciding whether to choose a school education path or an apprenticeship.

3. Cooperation with secondary schools providing apprenticeships (live and virtual)

Throughout the apprenticeship, we work with all schools involved in the apprenticeship. We provide advice for them in person or by phone, mail, video meetings.

4. Apprenticeship Festival

GZS also organises the Apprenticeship Festival in its own direction, where apprentices, their mentors from companies and schools involved in apprenticeships are invited to join together. The festival is very well attended and covered by media. In this way, we want to emphasise the importance of apprenticeships and vocational training in Slovenia. Apprentices already taking part in an apprenticeship at the Festival present their products that almost always exceed the level of knowledge that is otherwise expected at secondary vocational school level. The Apprenticeship Festival is also pleased to be visited by mentors, where they emphasise the importance of practical training by working directly in companies.

SOURCES:

MIZŠ: <https://www.gov.si/teme/poklicno-in-strokovno-izobrazevanje/#e440>

CPI: <https://cpi.si/poklicno-izobrazevanje/vajenistvo/>

RIC: <https://www.ric.si/zakljucni-izpiti/splosne-informacije/>

JŠRIP: <https://www.srips-rs.si/>

GZS: <https://www.gzs.si/vajenistvo>

The Apprenticeship Act

Vocational and Professional Education Act

Analysis of the situation assessment and reasons for the adoption of the Apprenticeship Act, 2017

CEDEFOP: https://www.cedefop.europa.eu/files/2021-10/4204_en.pdf

Annex 3 – Presentation in Partner meeting May 2023

TASK 3.3 APPRENTICESHIP SCHEME

Jan Gundelach – Aeres
Marg Leijdens – Aeres

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

1

Objectives of Task 3.3:

Project document

1. Design an apprenticeship scheme – Based upon the criteria of the COM (2017) 563
2. Design of an EU approach of apprenticeship to facilitate mobility of apprenticeship in the EU – based upon study of Cedelap on apprenticeship schemes in Europe.
3. Create a database of apprenticeship offers.

In the Field meeting in Madrid partners agreed:

1. A database would not be appropriate.
2. Apprenticeship schemes in countries are very different and strongly intertwined with professional education policy.

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

2

Adjusted objectives:

Design advisory document for an apprenticeship scheme:

- Based upon the criteria of the COM (2017)
- Presenting an overview of apprenticeship schemes applied in fields partner countries
- Analyzing the common grounds
- Presenting the learning points for field partners.

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

3

Questions for the FIELD partners:

- a database of apprenticeship offers
- a design of an EU approach to apprenticeship.

We decided instead to compile the different ways that apprenticeship is organized in each partner-country, as to learn from each other"

To fulfill this task we would like to request from each partner country:

- A description of the way apprenticeship is organized, for both EQF level 4 and EQF level 5 education.
- If there are different approaches to it, please mention those.
- Legislation or regulations relating to apprenticeship (e.g. a summary and a source for full detail)
- The strong points of your countries' system as you experience them.
- The weak points of your countries' system as you experience them.

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

4

APPRENTICESHIP APPROACH

How is the VET Apprenticeship organized in your country?

Spain: The urgent need for reform of Vocational Training in Spain is facilitated by the opportunity now represented by the European Funds "Next Generation EU" to finance the new Vocational Training System. Forecasts for Spain in 2025 identify that 49% of jobs will require intermediate qualifications, and only 14% of jobs will require low qualifications.

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

5

DEFINITION: APPRENTICESHIP IS DEFINED AS THE EDUCATIONAL SYSTEM IN WHICH LEARNING ALTERNATES BETWEEN WORKPLACE AND EDUCATIONAL INSTITUTION. THE APPRENTICE SIGNS AN APPRENTICESHIP CONTRACT WITH THE EMPLOYER, RECEIVES REMUNERATION OR ALLOWANCE UNDER APPLICABLE LAW AND HAS INSURANCE COVERAGE. APPRENTICESHIP IS IMPLEMENTED BASED ON SPECIFIC CURRICULUM, DESIGNED BY THE RELEVANT AUTHORITIES. THERE ARE THREE SYSTEMS: EMS (4), EMS (5) AND BV (VOCATIONAL).

ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B

6

WORK-BASED PERIOD – THE NETHERLANDS

WAYS TO PLAN & INTEGRATE WORK BASED LEARNING, ADVANTAGES AND DISADVANTAGES

FULL COURSE (ALL UNITS):

- For each unit to spend approx. 1 week in an apprenticeship (assignment)
- 8 weeks in one company in a specialization by choice (all in one go, or 2 days every week, or 1 week every month)
- Or compromise between the 2 above

SEPARATE UNIT(S) (MICRO-CREDENTIALS)

- 1 or more week(s) apprenticeship in company
- Special assignment in own company
- Other (individual) tracks.

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7

WHAT ARE IMPORTANT CRITERIA FOR SUCCESSFUL APPRENTICESHIPS?

- Written agreement
- Pedagogical support
- Reward and/or compensation
- Working conditions and occupational health and safety
- Learning outcomes
- Workplace component
- Social protection

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8

WE BROADLY ESTABLISH THREE DIFFERENT CATEGORIES OF APPRENTICESHIPS IN LEVEL 4

CATEGORY A:
Apprenticeship as an education and training system

CATEGORY B:
Apprenticeship as a type of VET delivery

CATEGORY C:
Apprenticeship as a hybrid system

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9

APPRENTICESHIP SCHEME FOR THE FIELDS PROJECT

Two schemes will be covered:

LEVEL 4 MAKES TWO DIFFERENT APPRENTICESHIPS:

1. For students: through an industry project Work-based learning (WBL) supervised by HEU/VET and an industrial mentor

2. For workers: through their own company project: WBL in CVET, mentored by an industrial/private sector employee and/or a VET provider.

FULL TIME STUDENTS (60% THEORY AND 40% PRACTICE)

PART TIME STUDENTS (20% THEORY AND 80% PRACTICE, THEY MUST HAVE A MINIMUM OF 24 HOURS CONTRACT PER WEEK WITH A COMPANY).

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10

APPRENTICESHIP THE DESIGN FOLLOWS COM17

1. The WBL scheme will be designed following the COM(2017) 563 Recommendation on a European Framework for quality and effective apprenticeships.
2. WBL is a unique approach to learning because it integrates different generations and culturally diverse people around something to 'do'.
3. The project is based on tackling realistic problems with real world application. Where the mentor has vast experience in the project dimensions and context, the student is the idea generator, the responsible party, and the driver of the activity and its execution.

May 1, 2024

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11

<https://www.fields.eu/areas/work-based-learning/lang-en/index.htm>

THANKS

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12