



1975-2015



WBL and Apprenticeships in Europe

Examples of national approaches

Irina Jemeljanova

NetWBL conference, Vilnius, 1 October 2015

Common understanding



*‘What's in a name?
That which we call a rose
By any other name would
smell as sweet’...
(W. Shakespeare)*

Cedefop's current work on apprenticeship

1. Europe 2020 working group on VET
2. European conference on apprenticeship (May 2014)
3. Reporting on VET policies and systems (Bruges Communique)
4. Thematic Country Reviews on apprenticeship-type schemes (Cedefop's TCRs)
5. Governance and financing of apprenticeship (action research)
6. WBL and apprenticeship-type schemes ([ReferNet articles](#))

Direct support to MS

1. Thematic Reviews

- [Lithuania and Malta \(2014-15\)](#)
- Greece, Italy, Slovenia (2015-16)
- ??

2. Governance and financing of apprenticeship (action research)

- Italy, Latvia, Portugal, Spain, Sweden
- ??

Thematic country reviews



Cedefop's Thematic Country Reviews

Aim to

Support national policy-makers in their development/reform of apprenticeship

Engage on a peer basis with individual Member States in a voluntary exercise aimed at identifying strengths and challenges of apprenticeship systems and drawing policy implications

Develop, test and validate a **tool** to review national developments on apprenticeship at national level



Why is it a challenge?

- Diverse national VET systems
- Various understandings of what apprenticeship is – no one model
- Balance between minimum quality requirements and flexibility

3 pillars

An inclusive,
participatory
and
collaborative
approach and
policy learning

A common
analytical
framework

An evolving,
iterative
methodological
approach

Common analytical framework

CEDEFOP'S THEMATIC COUNTRY REVIEWS ON APPRENTICESHIPS Analytical framework

Distinguishing features:

- Systematic long-term training alternating periods at the workplace and in an education and training institution or training centre.
- An apprentice is contractually linked to the employer and receives remuneration (wage or allowance).
- An employer assumes the responsibility for the company-based part of the programme leading to a qualification.

Areas of analysis	Operational descriptors
1. Place in the ET system	1.1. Apprenticeship is defined and regulated in a legal framework (a legally regulated and recognised learning path).
	1.2. Apprenticeship leads to a formally recognised qualification, covering both learning in the education and training institution and in the company.

	3.5. Curricula define the alter venues and duration.
	3.6. (Minimum) requirements apprenticeship program.
	3.7. Final assessment is common for both learning venues and independent.
	4.1. There is cooperation, coordination and clear distribution of responsibilities between the venues as well as established feedback mechanisms.
	4.2. A school, a company and an apprentice develop

5.	companies (especially the SMEs).
	5.5. There is recognition and, even award for companies that provide quality apprenticeships.
	5.6. Employers' organisations play a key role in engaging and supporting companies.
6. Requirements and support to teachers and in-company trainers	6.1. Companies have to assign a qualified staff member (tutor) to accompany apprentices.
	6.2. There are stipulated requirements to qualification and competences of an apprentice tutor.
	6.3. An apprentice tutor in company has to have a qualification in the vocation he/she trains for.
	6.4. An apprentice tutor in company has to have some proof of pedagogical/didactic competence.
	6.5. There is a provision of training for in-company trainers to develop and update their pedagogical/didactic and transversal competences.
	6.6. There are mechanisms for cooperation and exchange between in-company trainers and VET teachers in schools.
	6.7. There is a clear indication who (teacher or trainer) has the ultimate responsibility for apprentices' learning.
7. Financing and cost-sharing mechanisms	7.1. Apprenticeship companies pay wages as defined in the contractual agreement between the company and the apprentice and/or indirect costs (materials, trainers' time, etc).
	7.2. The State is responsible for financing VET schools and/or paying grants to engage apprentices.
	7.3. The duration and organisation of apprenticeships is such that it allows companies to recuperate the investment through apprentices work.
	7.4. There are incentives (subsidies, tax deductions, etc.) to encourage companies to take on apprentices, overall; and/or in specific sectors or occupations.

DISTINGUISHING FEATURES

Systematic long-term training alternating periods at the workplace and in an education and training institution or training centre.

An apprentice is contractually linked to the employer and receives remuneration (wage or allowance).

An employer assumes the responsibility for the company-based part of the programme leading to a qualification.

The framework is:

- frame of reference
- set of features met in different extent in existing systems
- basis for analysis
- starting point
- to be refined and amended

The framework is not:

- model
- a set of necessary conditions
- assessment tool
- ready-made solution



Apprentices:
learning and
working

Implementation level (regulation, autonomy, support)

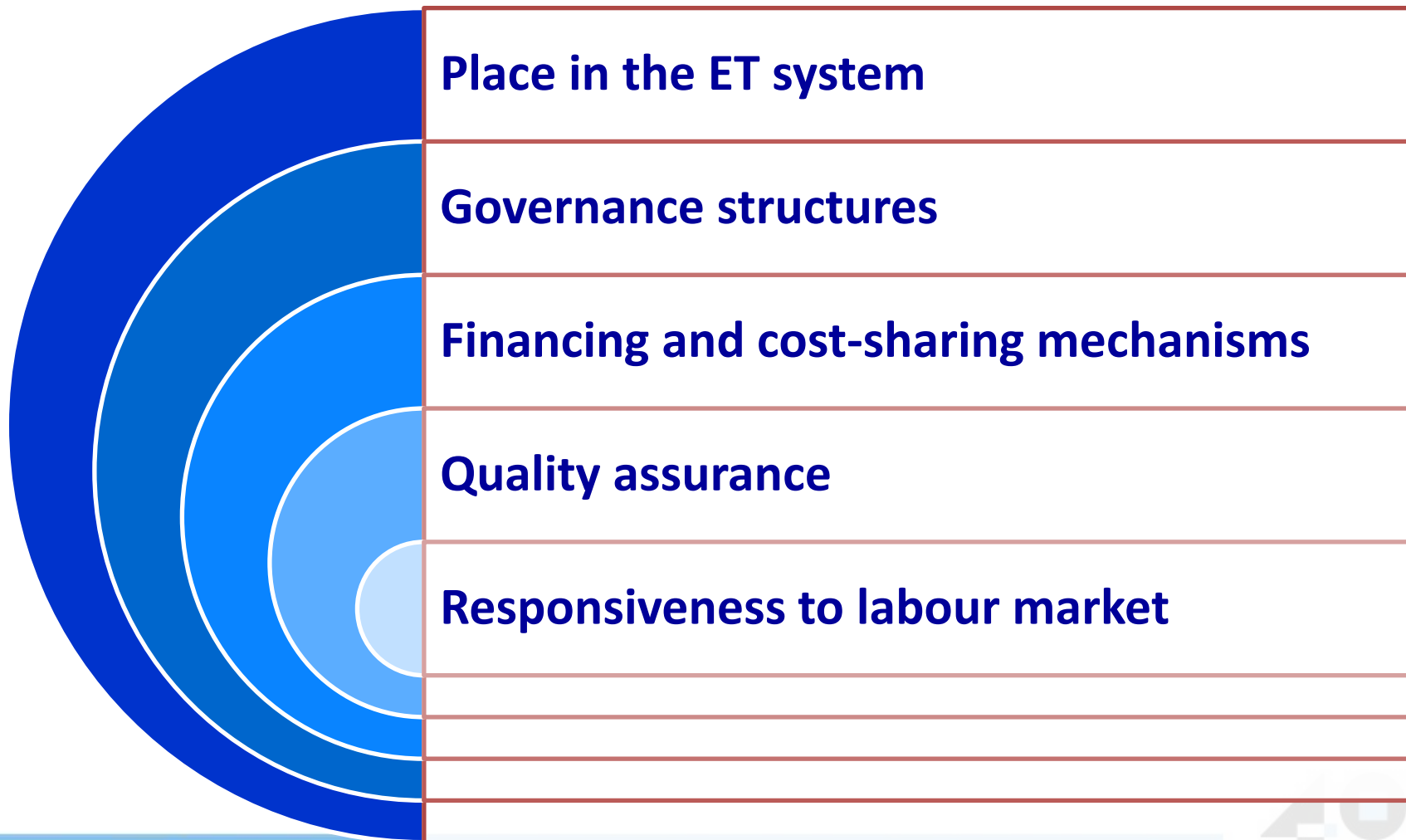
Training content and learning outcomes

Cooperation of the learning venues

Participation of and support to companies

Teachers and in-company trainers

System level (policies)



Priority areas for review

?

- ...

?

- ...

?

- ...

Review priority areas in Lithuania

Governance structures

- Roles and responsibilities

Participation of and support to companies

- Selection
- Support needed

Cooperation of the learning venues

- Distribution of content
- Sectoral training centres
- Teachers and trainers

Quality assurance

Priority areas for review in Malta

Place in ET system

Cost sharing

Governance structures

Responsiveness to the labour market

Training content and learning outcomes

Quality assurance

Participation

- **Support to companies**

Evolving and iterative methodology

First round: Practitioners

(ca. 50 exploratory interviews)

VET providers

Other representatives of the
E&T sector

Young people

Companies

Second round: Institutional level stakeholders

(ca. 25 exploratory interviews
or group discussions)

National authorities in charge
of VET policies

Trade Unions

Business (Sector)
Associations

Employer Organisations

Students', Parents' and
Teachers' organisations

Third round: Mixed stakeholder groups

(round tables)

Round tables with policy
makers (ministries'
representatives)

Round tables with social
partners

Round tables with
employers' and sector
organisations

...

What can take us there?

Lithuania

- 1) clarifying vision
- 2) building up on enablers
- 3) raising awareness and explaining
- 4) fine-tuning and coordinating regulation

What can take us there?

Malta

- 1) Strategic design and regulation
- 2) Putting strategy design into practice
- 3) Bringing learning venues closer together
- 4) Motivating and supporting companies
- 5) Motivating and supporting learners

Governance and financing of apprenticeship: action research (forthcoming)

Aims to

identify 'favourable' governance structures and financing arrangements that would support the establishment or expansion of apprenticeship in selected European countries through

- developing a normative model of favourable conditions
- reviewing of the realisation of the governance and financing model in different country settings
- developing visions and strategies for advancing the governance and financing model

Governance and financing: normative model

consistent legal
framework

balanced allocation of
strategic and operational
functions

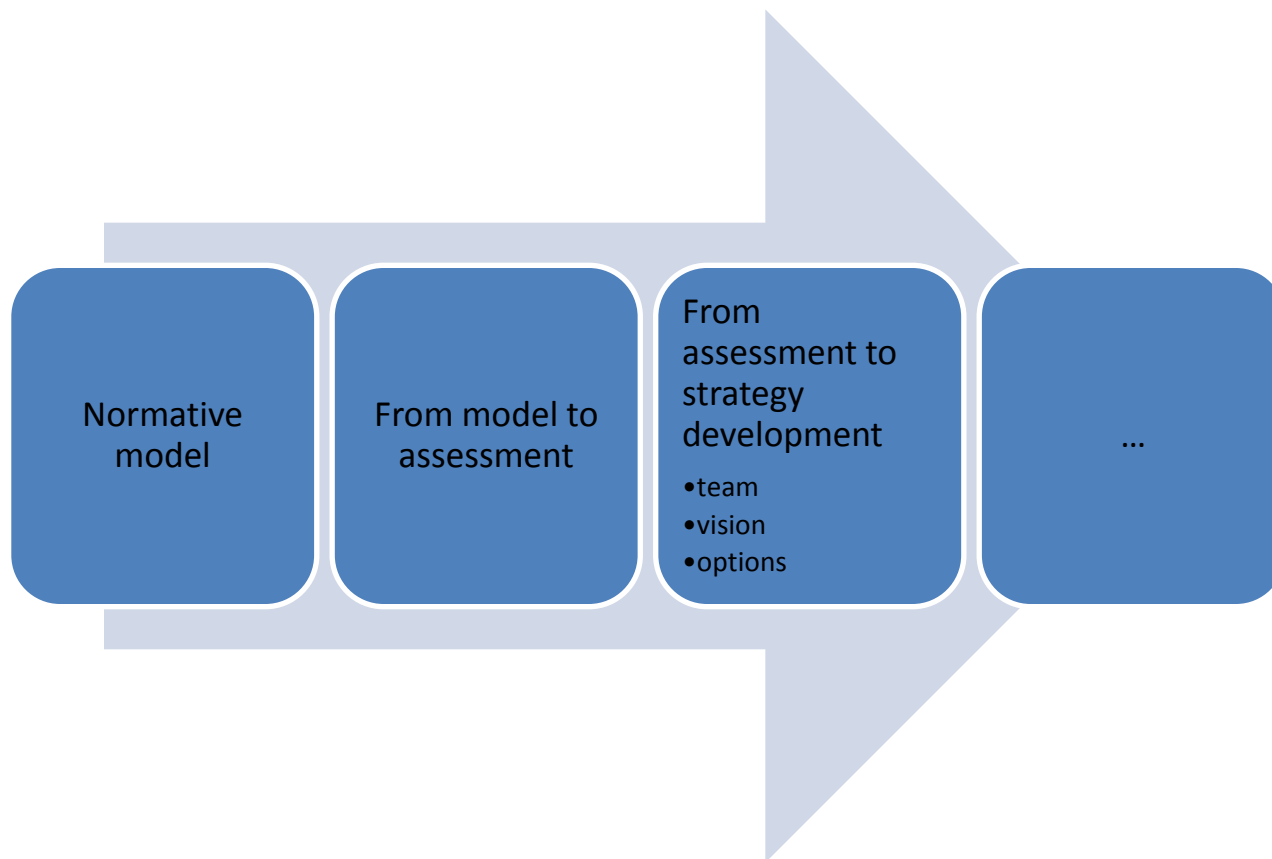
involvement/integration
of the various bodies

quality assurance and
development/innovation
strategies

balanced outcome and
input orientation

adequate financing
arrangements

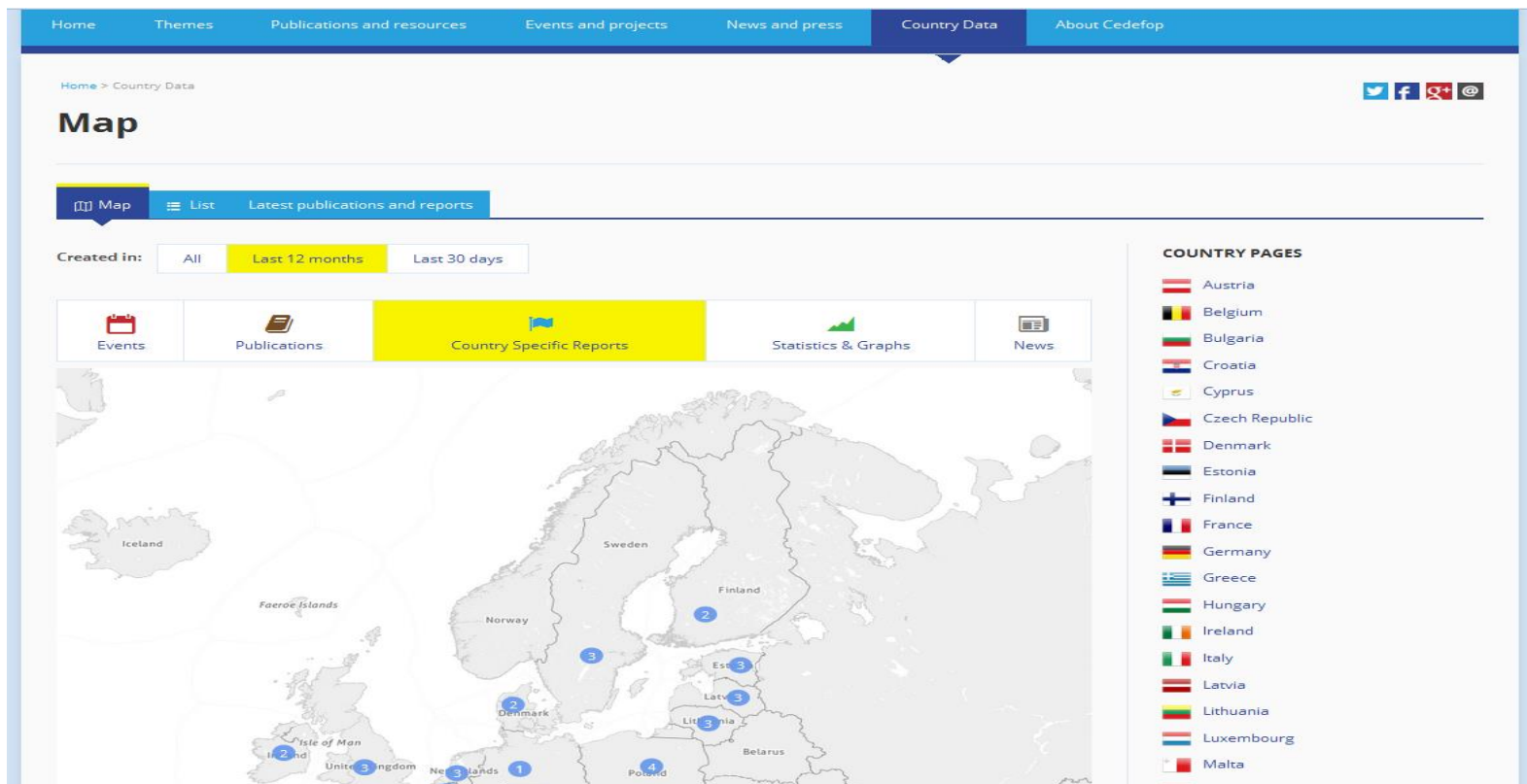
Governance and financing



Supporting national stakeholders in the future

1. European conference on engaging SMEs in apprenticeship (November 2015)
2. Reporting on VET policies and systems (Bruges Communique)
3. Thematic Country Reviews on apprenticeship-type schemes (Cedefop's TCRs)
4. Policy learning forum (2016)

Thank you for attention and learn more on national contexts!



The screenshot shows the CEDEFOP Country Data website interface. The top navigation bar includes links for Home, Themes, Publications and resources, Events and projects, News and press, Country Data (selected), and About Cedefop. Below the navigation bar, the breadcrumb trail reads "Home > Country Data". The main heading is "Map". Under the heading, there are tabs for "Map" (selected), "List", and "Latest publications and reports". Below the tabs, there are filters for "Created in:" with options "All", "Last 12 months" (selected), and "Last 30 days". A horizontal menu below the filters includes "Events", "Publications", "Country Specific Reports" (selected), "Statistics & Graphs", and "News". The main content area displays a map of Europe with numbered blue circles (1-5) indicating specific countries or regions. To the right of the map, there is a "COUNTRY PAGES" section listing various European countries with their respective flags: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, and Malta.

<http://www.cedefop.europa.eu/en/country-data>