



# European Alliance for Apprenticeships

Fourth Regional Seminar for Candidate Countries

**25 – 26 September 2019**

**Double Tree by Hilton - Skopje**

*Interpretation: Albanian, Macedonian, Montenegrin, Serbian, Turkish and English*

*Employment,  
Social Affairs  
and Inclusion*



# Agenda - Day One: 25 September 2019

09:00 – 09:30	Arrival and registration of participants (welcome coffee)
09:30 – 10:15	<b>Welcome and opening remarks</b> <ul style="list-style-type: none"> <li>Arber Ademi, Minister, Ministry of Education and Science of the Republic of North Macedonia</li> <li>Virve Vimpari, Head of Operations 2, European Union Delegation to North Macedonia</li> <li>Branko Azeski, President, Economic Chamber of North Macedonia</li> </ul>
10:15 – 10:30	<b>Perspectives from the Finnish Presidency of the Council of the European Union</b> <ul style="list-style-type: none"> <li>Sari Turunen-Zwinger, Acting Head of Unit, Internationalisation Services for VET, Finnish National Agency for Education (EDUFI)</li> </ul>
10:30 – 10:45	<b>The European Alliance for Apprenticeships: updates</b> <ul style="list-style-type: none"> <li>Norbert Schöbel, Team Leader, Directorate-General for Employment, Social Affairs and Inclusion, European Commission</li> </ul>
10:45 – 11:00	<b>The European Apprentices Network:</b> message from the Learners
11:00 – 11:30	<i>Coffee Break</i>
11:30 – 12:30	<b>Panel : Engagement of SMEs in WBL: expectations from stakeholders</b> <ul style="list-style-type: none"> <li>Matilda Naco, Executive Director, Albanian Tourism Association, Albania</li> <li>Siniša Kojić, Director, Secondary vocational school Kragujevac, Serbia</li> <li>Zoran Jovcevski, Advisor, Vocational and education Center "Goce Delcev", North Macedonia</li> <li>Ayfer Aydoğdu, Quality and Technical Training Specialist, Turktraktor, Turkey</li> <li>Ksenija Djukanović, Senior Advisor, Chamber of Economy, Montenegro</li> </ul> <i>Q/A session – Feedback from EAfA members</i>
12:30 – 12:50	<b>WBL in Republic of North Macedonia</b> <ul style="list-style-type: none"> <li>Nazihtere Sulejmani, State Advisor, Ministry of Education and Science</li> <li>Lepa Trpchevska, Head of Department, VET Centre</li> </ul>
12:50 – 12:55	<b>Being “young” in North Macedonia</b> Presentation by young apprentices

12:55 – 13:00	<b>Introduction to Site visits</b>
13:00 – 14:00	<i>Lunch</i>
<b>Afternoon Session</b>	
14:00 – 14:30	<b>Transfer to different sites</b>
14:30 – 16:30	<b>Site visits</b> Group A: Auto transporting VET School - Boro Petrushevski Group B: EVN & Electro technical VET School - Mihajlo Pupinà Group C: Catering and hospitality VET school - Lazar Tanev, Hotel Marriott
16:30 – 17:00	<b>Transfer to the hotel</b>
18:00 – 19:30	<b>City Tour</b>
19:30 – 21:30	<b>Dinner</b> <i>Restaurant La Terazza, City Square Macedonia, Skopje 1000</i>

# Welcome and opening remarks

- **Arber Ademi**, Ministry of Education and Science of the Republic of North Macedonia
- **Virve Vimpari**, Head of Operations 2, European Union Delegation to North Macedonia
- **Branko Azeski**, President, Economic Chamber of North Macedonia



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# Perspectives from the Finnish Presidency of the Council of the European Union

Sari Turunen - Zwinger

Acting Head of Unit, Internationalisation Services for VET  
Finnish National Agency for Education (EDUFI)



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# ***Perspectives from the Finnish Presidency of the Council of the EU***

Sari Turunen-Zwinger

Dep. Head of Unit

Vocational Education and Training Internationalisation Services

[sari.turunen-zwinger@oph.fi](mailto:sari.turunen-zwinger@oph.fi)







EU2019.FI

Finland's Presidency  
of the Council  
of the European Union

EDUCATION, YOUTH, CULTURE AND SPORTS COUNCIL

# FINNISH PRESIDENCY - KEY PRINCIPLES

Sustainable meeting arrangements

Transparency and active  
communications

Respect for principles of  
better regulation

Use and further development of  
digital tools in the Council Work

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# FINNISH PRESIDENCY IN EDUCATION AND TRAINING SECTOR

- Advancing Erasmus+ negotiations
- Fostering continuous learning
- Promoting future-oriented education
- Promoting investment in human capital
- Strengthening equity, equality and effectiveness
- Enhancing cooperation between education and research

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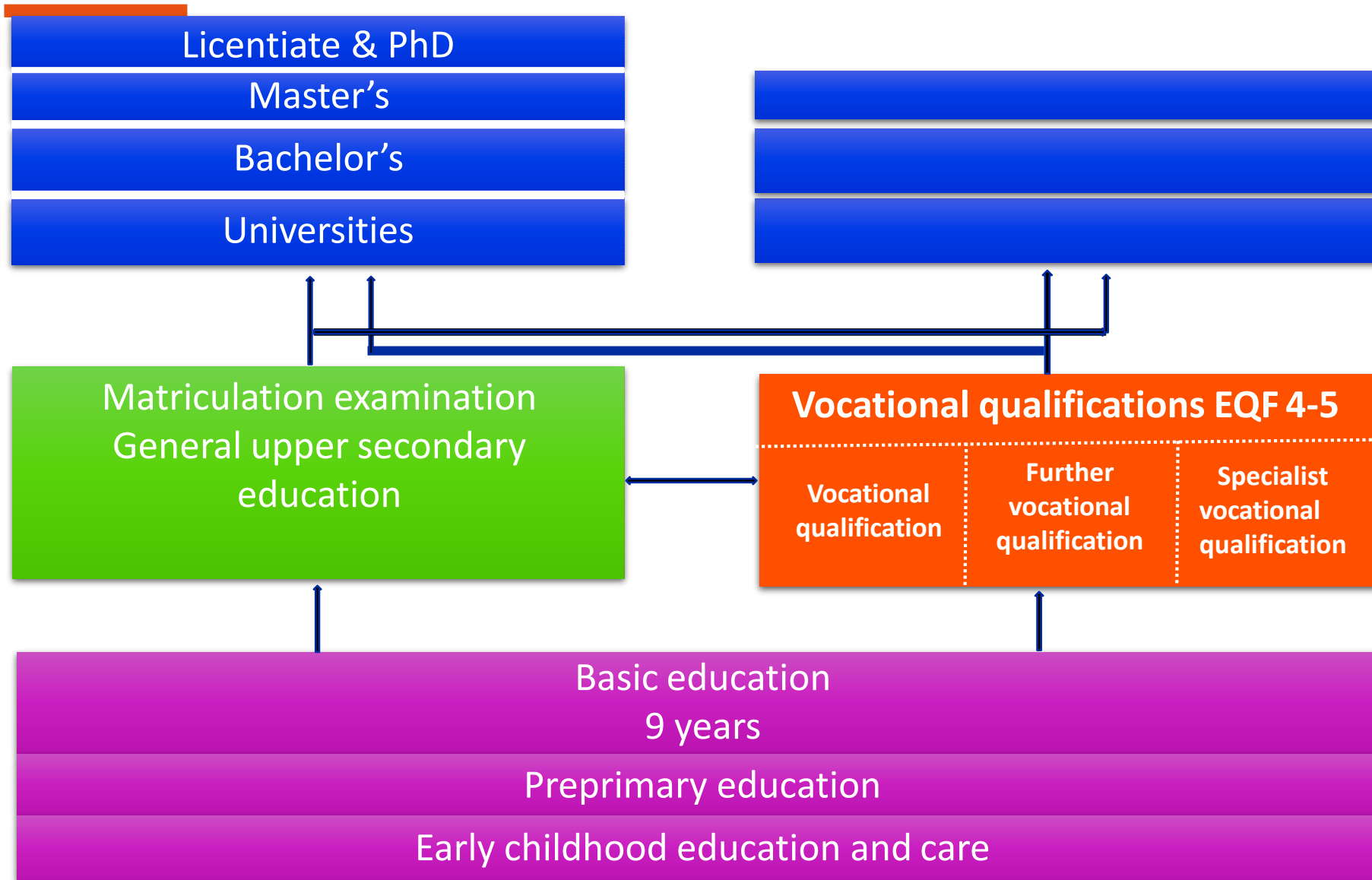
# Finland's New Approach to VET and Skills Development



# Finnish VET in the Spotlight

- VET comprises initial and further training
- VET has many target groups: young people, adults and people in working life who need upskilling or reskilling, unemployed
- VET is available in institutions (contact, distance, multiform teaching) or as apprenticeship training
- 146 VET providers
- National level evaluations with no inspectorate

# No dead-ends in the education system





VET is not the second choice

42 % of basic school leavers choose VET

## We train people to solve problems

- Skills for work and life-long learning
- Eligibility for further studies
- Qualified teachers

The infographic features a central title 'What changed with the VET Reform?' in blue. Surrounding the title are nine circles of various colors (orange, teal, blue, green) containing text about specific changes. A small orange horizontal line is located at the top left.

## What changed with the VET Reform?

Flexible application and admission system

A single act on VET

Funding system encouraging effectiveness and outcomes

Labour policy education as part of the VET system

A single licence to provide education and award qualifications

Personal competence development plan

A single competence-based method of completing qualifications

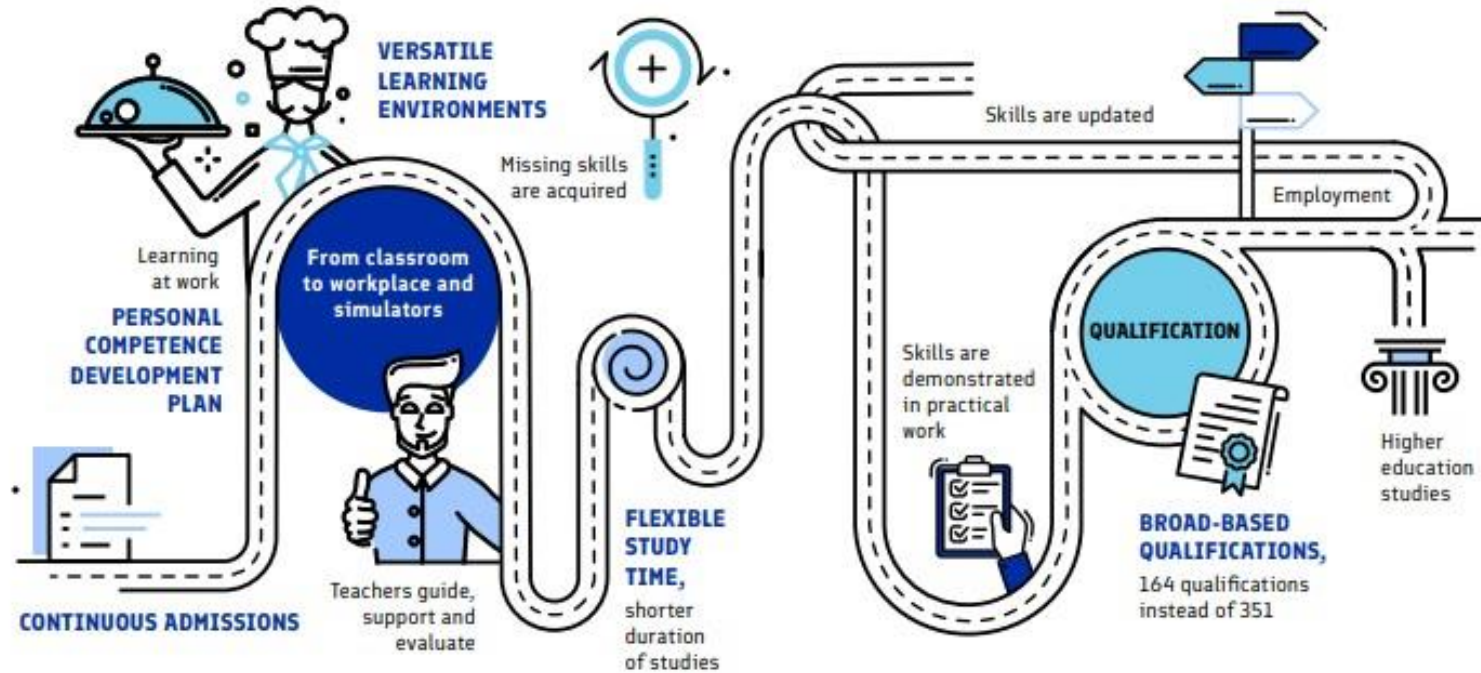
164 broad-based qualifications instead of 351

Learning at workplace with training agreement or apprenticeship



# New Vocational Education and Training

<https://www.youtube.com/watch?v=mzRklnHP5iU>



## FUNDING THAT ENCOURAGES EFFECTIVENESS

Students do not drop out, they complete their studies, obtain a vocational qualification, access employment or continue studying



## A SINGLE ACT, A SINGLE AUTHORISATION TO PROVIDE EDUCATION

No boundaries between young people and adults



## LESS BUREAUCRACY AND MORE AUTHORITY for education providers



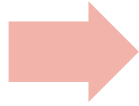
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# The European Alliance for Apprenticeships: Update

Norbert Schöbel  
Team Leader,  
European Commission

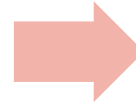
21-22 March 2019

- Joint EC-EP Conference.  
*Title: Mobility of Apprentices in Europe: A contribution to youth employment and competitiveness of businesses*



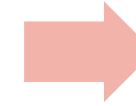
20-21 May 2019

- EAfA meeting in cooperation with the Czech Chamber of Commerce  
*Topic: From School to Work: The Role of Chambers*



25-26 September 2019

- 4<sup>th</sup> EAfA-ETF Regional Seminar  
*Topic: Supporting candidate countries*



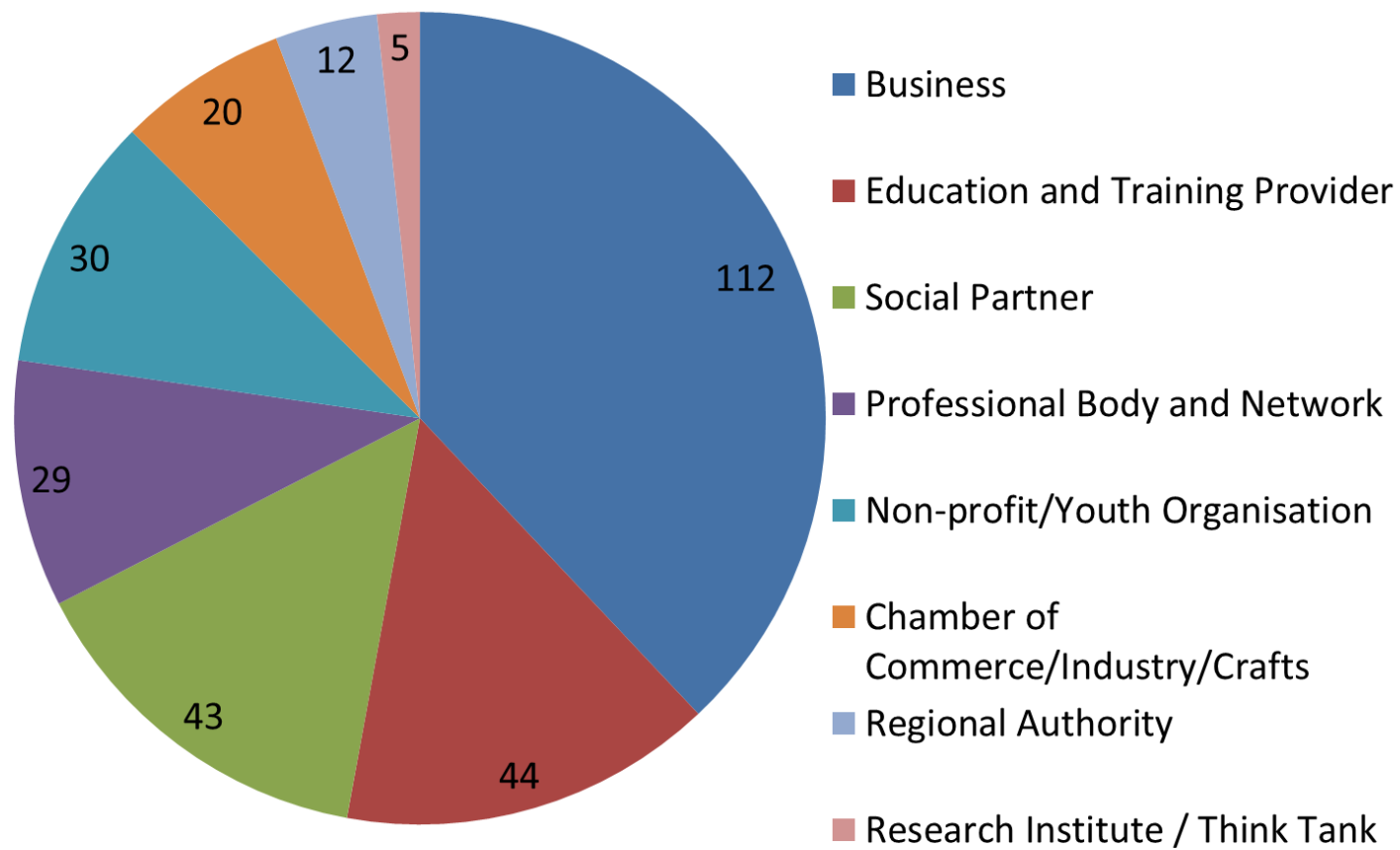
15 October 2019

- 4<sup>th</sup> European Vocational Skills Week: EAfA meeting.  
*Topic: Apprenticeships for Adults*
- Youth Forum /European Apprentices Network.

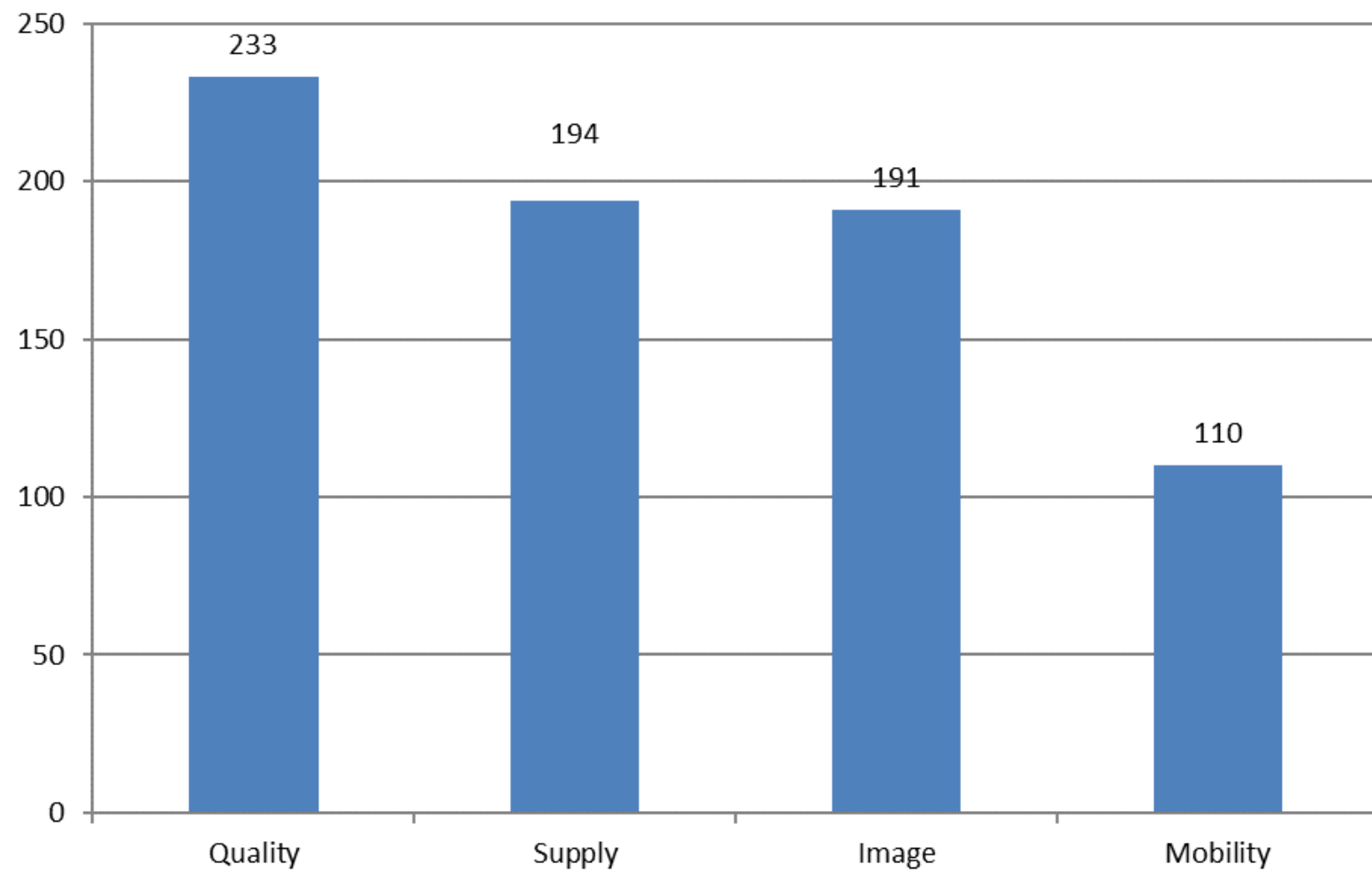
36  
countries

294  
pledges

>907,000  
offers







# Apprenticeship Support Services

## Knowledge-sharing

Library of resources  
Online training modules  
Inspiring examples

## Networking

Online networking  
Events: high-level,  
stakeholder meetings,  
learning seminars

## Benchlearning

Targeted support and  
capacity building  
Excellency model  
Self-assessments and mutual  
learning  
Progress reviews



## Done so far – General support to EAfA

- Web presence
- EAfA Survey (2017-18)
- Newsletters (3 in 2019)



September 2019

### European Alliance for Apprenticeships

Dear Alliance Members and Supporters,


We're very pleased to share with you the September edition of the EAfA Newsletter. Here you will find the latest news, alongside relevant events aimed at members and supporters of the European Alliance for Apprenticeships (EAfA).


### News


## Done so far – Knowledge sharing


- Online library of tools and resources (80 resources)
- Webinars
  - Critical success factors for apprenticeships
  - Apprenticeships systems in Europe
- Concept notes and time planning for webinars and online training


### Publications catalogue & documents database


 **Advanced search**

**Policy Area**  
 


**Subcategory**  
 

**Country**  
 

**Year**  
 

 [Subscribe to our e-mail alerts for new publications](#)

#### Recent Publications



22/08/2019

[Recent Trends in Child and Family Policy in the EU - European Platform for Investing in Children: Annual thematic report](#)

## Webinar feedbacks

### Apprenticeships systems in Europe

- 84 registered
- 76 questions from the audience
- 43 % very satisfied, 52 % satisfied
- 97 % will use the content in their work

Bertelsmann Foundation Spain: Guillem Salvans:

*"I just wanted to congratulate all of you for the quality of your webinars within the Apprenticeship Support Services. I have just followed the second one and I have found it very interesting. All the Alianza team will attend the webinars."*



## Done so far – Networking

- EAfA meetings including meeting reports
  - Mobility, European Parliament, March
  - Role of Chambers, Prague, May
- LinkedIn group (1936 members, +144, more lively)



## Next deliverables:

- Online pledge management system and online pledge template
- Support to EAN (survey)
- New EAfA brochure
- New EAfA video
- EAfA meetings: Skopje and Helsinki
- Webinars and online training modules

# Benchlearning concept

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## **Targeted support to MS combining benchmarking and mutual learning**

...to improve apprenticeship systems/schemes

## **Modelled on PES benchlearning...**

...but voluntary and demand driven

## **Innovative concept...**

...but can build on Cedefop cross-country review and TCRs

## **Addressed to national governments...**

...but could lead to building up national alliances with a range of stakeholders

**February:**

EAfA stakeholder meeting:  
agenda set by EAfA members  
*Brussels*

**May:**

Learners perspective  
*Barcelona (tbc)*

**September (tbc):**

EAfA ETF Regional Seminar for  
candidate countries incl.  
association with neighbouring  
countries  
*Serbia*

**October (tbc):**

Role of the regions  
*Committee of the Regions,*  
*Brussels, supported by*  
*German Presidency*

**November:**

Circular economy and  
sustainability  
*Berlin, European Vocational*  
*Sills Week*

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# SELFIE: supporting schools with digital age learning





# Schools using SELFIE



Number of  
countries

38



Number  
of users

410.4k

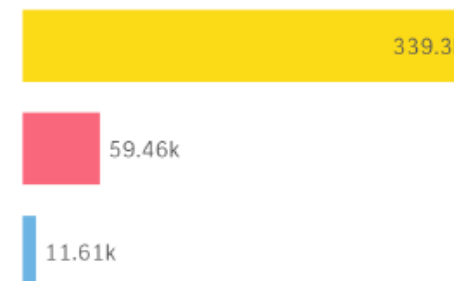
Number of  
schools



4.23k

## Participation by user profile

Number of users

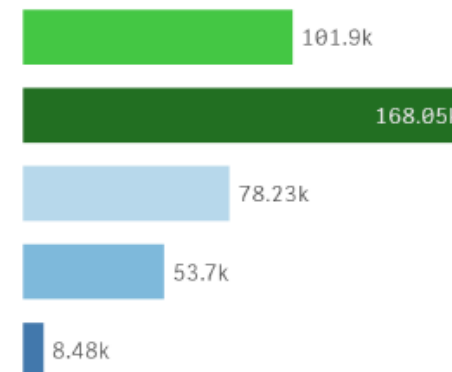


Student

Teacher

## Participation by education level

Number of users



ISCED 2 - LSGE

ISCED 1 -  
PE

ISCED 3 -  
USGE

ISCED 3 -  
US - VET

# VET schools using SELFIE



Number of  
countries

25



Number  
of users

53.7k



Number of  
schools

454

## Participation by user profile

Number of users



44.48k

7.78k

1.45k

Student

Teacher

School Leader

Student

Teacher

# SELFIE for work-based learning?

**Feasibility study** in spring 2019 by Ockham IPS (JRC and EMPL, CEDEFOP & ETF)

- ✓ Semi-structured interviews and an online survey for VET schools and companies
- ✓ To be published by the end of 2019
- ✓ **The study shows that SELFIE could also be developed for work-based learning (WBL) contexts:**
  - (Dual) apprenticeships
  - Traineeships, internships
  - Training-on-the-job

SELFIE for WBL will be developed **starting January 2020**

(DG EMPL)

# Other SELFIE VET and Western Balkans activities

## Past activities:

- ✓ ET 2020 Working Group on VET
- ✓ Expert group "Platform of European Associations of VET providers"
- ✓ UNESCO-UNEVOC TVET Leadership programme
- ✓ Serbia: one of SELFIE pilot countries and high participation since launch
- ✓ Kick-offs in North-Macedonia, Kosovo and Montenegro

## Upcoming:

- ✓ Skillman International Forum Florence, 10-11 October 2019
- ✓ EU Vocational Skills Week, Helsinki, 14-18 October 2019
- ✓ Kick-offs in Albania and Bosnia-Herzegovina, November 2019 (tbc)

## European Alliance for Apprenticeships

<http://ec.europa.eu/apprenticeships-alliance>

## European Framework for Quality and Effective Apprenticeships

<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2873>

## Erasmus+

<https://ec.europa.eu/programmes/erasmus-plus/>

## European Vocational Skills Week

<http://ec.europa.eu/social/VocationalSkillsWeek>

**Contact:** [norbert.schoebel@ec.europa.eu](mailto:norbert.schoebel@ec.europa.eu)



**DISCOVER  
YOUR TALENT!**

European Vocational Skills Week

14 to 18 October 2019

Helsinki, Finland



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# The European Apprentices Network

Message from the Learners



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# Coffee Break



## Panel: Engagement of SMEs in WBL: expectations from stakeholders

- **Matilda Naco**, Executive Director, Albanian Tourism Association, Albania.
- **Siniša Kojić**, Director, Secondary vocational school Kragujevac, Serbia
- **Zoran Jovcevski**, Advisor, Vocational and education Center “Goce Delcev”, North Macedonia
- **Ayfer Aydoğdu**, Quality and Technical Training Specialist, Turktraktor, Turkey
- **Ksenija Djukanović**, Senior Advisor, Chamber of Economy, Montenegro

# WBL in Republic of North Macedonia

- **Nazihtere Sulejmani**, State Advisor, Ministry of Education and Science
- **Lepa Trpchevska**, Head of Department, VET Centre

# **WORK-BASED LEARNING in the secondary education in RNM**

- **European Alliance for Apprenticeships**
- **4th Regional Seminar for Candidate Countries**
- **Skopje, 25-26 September 2019**

**Nazihtere Sulejmani**  
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**Lepa Trpčeska**  
*lepacsoo@yahoo.com*

## VOCATIONAL EDUCATION IN THE REPUBLIC OF NORTH MACEDONIA

- *EDUCATION DEVELOPMENT STRATEGY 2018-2025 WITH ACTION PLAN*
- *MACEDONIAN QUALIFICATIONS FRAMEWORK*
- *VOCATIONAL EDUCATION AND TRAINING STRATEGY 2013-2020 WITH ACTION PLAN IN THE CONTEXT OF LIFE-LONG LEARNING*

## LEVELS OF VOCATIONAL EDUCATION ACCORDING TO NQF

- ☐ *Vocational qualification II level*
- ☐ *Vocational education for occupation III level*
- ☐ *Technical education IV level*
- ☐ *Post-secondary education VB level*

## WORK-BASED LEARNING

- *A special National Body for Systemic Implementation of Work-based Learning (Development of the WBL concept supported by ETF) was formed*
- *Systemic introduction of work-based learning in the vocational education*
- *Standard for professional and other staff for implementing practical training with the employers has been developed*
- *Standard for performing practical training of students with the employers has been developed*
- *Registry for verification of employers for performing practical training kept by the Economic Chamber has been established*

# WORK-BASED LEARNING

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- *429 mentors have been trained in companies where pupils attend practical classes, of which 400 are certified mentors*
- *Instruments and criteria have been developed for: Recording and grading the preparedness of the students for WBL realization; Monitoring, grading and recording the WBL realization; Monitoring, grading and recording the WBL process;*
- *Instruments and criteria have been developed for checking the practical competence of the candidates in the non-formal learning*
- *Guidelines on Summer Internship (with support from the Education for Employment Project) have been developed*
- *Schools meet companies (regional project supported by CulturContact)*



- **THE 20-20-20 PROJECT – COOPERATION OF EVN AND THE SECONDARY SCHOOLS SSCS “MIHAJLO PUPIN” SKOPJE AND MSTs “GOSTIVAR” GOSTIVAR**
- *(The qualification Electrician-electrical fitter of electro-energetic networks has been developed in cooperation with EVN)*
- **THE PROJECT OF THE DELEGATION OF GERMAN INDUSTRY AND COMMERCE IN MACEDONIA**
- *(New qualifications have been developed Technician for industrial mechatronics, Technician for machine production in cooperation with Dräxlmaier, Kostal, ODW-Elektrik and LTH Learnica, KROMBERG/SCHUBERT, GENTERM, BRAKO, VITAMINKA, Macard, Brako, VIK)*

# THE AREA OF PRACTICAL TRAINING/PRACTICAL EDUCATION IN THE CURRICULLA



- ☐ Practical classes
- ☐ Summer internship
- ☐ Professional internship
- ☐ Work-based learning with an employer (WBL)

**Work-based learning refers to learning occurring while people do real work in the company.**

## THE SITUATION IN VOCATIONAL QUALIFICATION AND VOCATIONAL EDUCATION FOR OCCUPATION

- **CURICULLA WITH PRESENCE OF PRACTICAL TRAINING: 40% in three-year education and 50% in two-year vocational qualification;**
- **OBLIGATORY PRACTICAL TRAINING WITH AN EMPLOYER: at least 1/3 of the total number of classes for the practical classes in the three years has to be obligatorily performed in real working processes in appropriate companies.**
- **OPENESS OF PROGRAMS: for 10% to 20% of the contents are left to the instructor to program himself/herself according to the needs of the surrounding.**
- **DEFINED RESULTS FROM LEARNING and GRADING CRITERIA IN CURICULLA**

# PRACTICAL CLASSES IN THREE-YEAR VOCATIONAL EDUCATION

(from 7-15 classes)

Practical classes	I year	II year	III year	total
No. classes PC weekly (an example of curriculum)	8	14	14	36
No. classes PC annually	288	504	462	1,254
No. classes PC (6 classes per day)	48	84	77	209
1/3 WBL in days/annually	16	28	25.6/26	69.6
1/3 WBL in classes/ annually	96	168	153.6/154	417.6/418
1/3 WBL in classes/ weekly	2.6	4.6	4.6	11.8/12
Summer internship in days	10-20	10-20	/	20-40



# DATA ON WBL FOR THE 2018/19 school year, for vocational education for occupation, three-year

- ❑ **2,922 students enrolled (Source: State Statistical Office)**
- ❑ **Practical classes with an employer (WBL), 67.78% realized in 429 companies**
- ❑ **Practical classes in school (workshops or real companies), realized by 32.22%**
- ❑ **Summer internship, all students in I and II year (10-20 days annually)**
- ❑ **A small part of the qualifications foresee professional internship**

# SITUATION IN THE FOUR-YEAR VOCATIONAL EDUCATION - UNREFORMED

Practical training in curricula



Practical classes (weekly)	II year	III year	IV year
	3-5 classes	4-8 classes	4-8 classes
Summer internship	Present in only 9 profiles/sectors, up to 20 days In some qualifications it is included in I, II and III year In other qualifications it is included in II and III year		
Professional internship	Present only in the Agricultural-veterinary profile, with 10 days in I, II and III year each		

## SITUATION IN THE FOUR-YEAR VOCATIONAL EDUCATION - UNREFORMED

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- In technical four-year education, 27,820 students attend practical classes, of which 9,324 (33.53%) attend practical classes with an employer, under guidance of a mentor



# PRACTICAL EDUCATION IN THE FOUR-YEAR VOCATIONAL EDUCATION - REFORMED

Year of studying	Practical classes/WBL (weekly)	Practical classes/WBL (annually)	Summer internship in I, II and III year
I	/ integrated PC with theory and exercises in all learning programs from the area of vocational education	/ integrated vocational theory with PC + exercises in all programs from the area of vocational education	From 5-20 days
II	// integrated PC with theory and exercises in all learning programs from the area of vocational education	/ integrated vocational theory with PC + exercises in all programs from the area of vocational education	From 5-20 days
III	WBL - 4 classes weekly	144 classes annually	From 5-20 days
IV	WBL - 6 classes weekly	198 classes annually	/

# THANK YOU FOR YOUR ATTENTION

Nazihtere Sulejmani  
*nazihtere.sulejmani@mon.gov.mk*

Lepa Trpčeska  
*lepacsoo@yahoo.com*



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# Being “young” in North Macedonia

Presentation by young apprentices

# Apprenticeship in the Candidate Countries Recent Developments and Actions 2020

## REPUBLIC OF NORTH MACEDONIA

**European Alliance for Apprenticeships**  
**4th Regional Seminar for Candidate Countries**

The one thing I wanted to learn at school, but I couldn't is:

Something applicable/practical/  
vocational

Foreign languages

Nothing

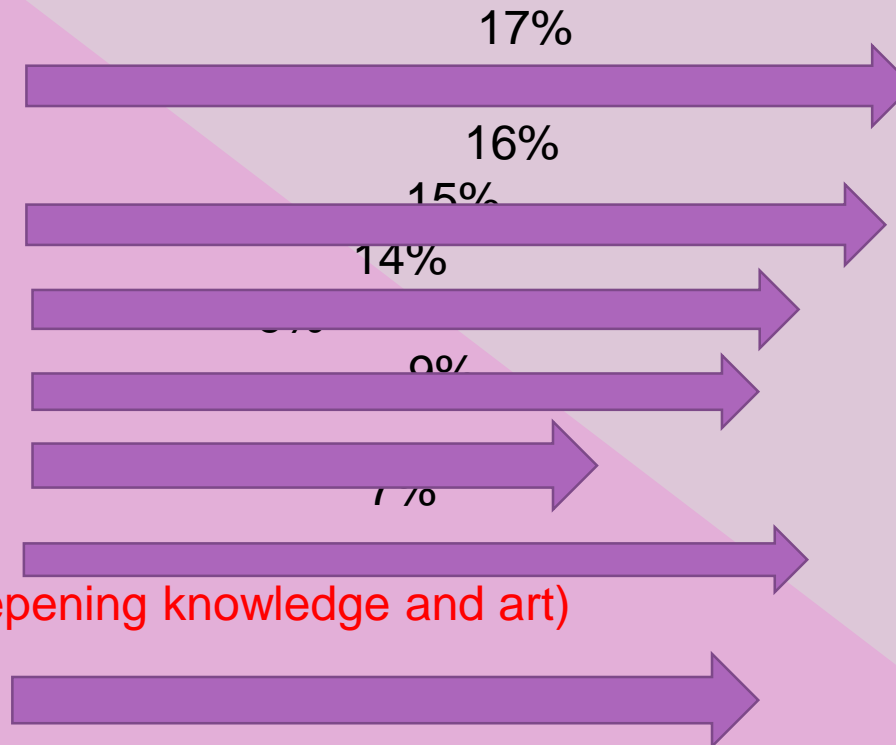
I have no answer

I don't know

In general about life and  
work skills

Computer skills

Other (vocational skills, sport, science, deepening knowledge and art)



(n=800)

## Key findings in the area of education:

- The high levels of enrollment not matched to the attendance and the attainments of students.
- Underinvestment in education contributes to aging infrastructure, outdated materials, inadequate teacher training, supervision, and salaries.
- Political appointment of school management, frequent turnover.
- Perception that grades and university entrance can be bought.
- Pedagogy and curricula mismatched with 21st century life and jobs.
- Social norms and education system elevate academics over vocational training.
- Work-based learning is desired, but is poorly managed.

**Cross-Sectoral Youth Assessment in Macedonia, USAID 2019**

## Recommendations 1:

- Classroom-based life skills programming, delivered by youth volunteers.
- Regular mentoring and support program for academically struggling students.
- Improving school based mental health services.
- Possibility for students to try out their ideas.
- Greater and more active inclusion of students in teaching activities.



## Recommendations 2:

- Building equal relationships between teachers, students and the school's management team.
- Providing conditions for the curricula to be taught in laboratories and in real-life working conditions, no matter if it's a vocational or high-school degree
- Regular mentoring and support programs for students who want to focus on specific areas and professions, and to be implemented by students or practitioners.
- Providing conditions for inclusion of students with special educational needs in high-school and vocational education. There should be no elite schools. Equal educational conditions for all students.

**Please assess how many of the recommendations are from the Cross-Sectoral Youth Assessment, USAID 2019 and how many are our own?**

**Our peer Greta Thunberg who's promoting the School Strike for Climate is internationally known today.**

**“How dare you. You have stolen my dreams and my childhood!” she said speaking in front of the world leaders in the United Nations.**

**Do you want to hear about our peers in Macedonia?**

**The 16 years-old high-school student Sašo Jandreski from Prilep, attending the second year at the Prilep High School “Mirče Acev”, invented a syringe that offers 100 % protection from diseases to medical personnel.**

**DO YOU KNOW SUCH EXAMPLES FROM YOUR SURROUNDING.**

**Conclusion: We want to talk to adults and to peers and innovate .  
This means that we need each other in order to make changes.**

**Thank you for your attention**  
**Leona, Nina, Sara, Dafina,**  
**Leila, Metin**



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# Introduction to Site visits



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# Lunch