



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

Working together
for life



Agenda Day Two: 26 September 2019

EUROPEAN TRAINING FOUNDATION



Feedback from site visits

3 key issues as source of inspiration

Site Visit feedback

Group A: Auto transporting VET School - Boro Petrushevski

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

Skopje, 25-26 September 2019

KEY ISSUES

- Entrepreneurial spirit;
- Systematically regulated practical work;
- Good integration between companies and school through Memorandum, Contract, practical work and possibility for improvement of the skills of teachers through training in the companies.

Site Visit feedback

Group C: Electro Technical VET School Mihajlo Pupin

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

Skopje, 25-26 September 2019

KEY ISSUES

- Increased number of enrolled students
- Created synergy between workplace and learning in the classroom
- Students better understands the future job career and competences needed in their future workplace

Site Visit feedback

Group B: Catering and hospitality VET school Lazar Tanev

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

Skopje, 25-26 September 2019

KEY ISSUES

- Apprentices are being taught soft skills besides technical skills at Marriott hotel
- VET School Lazar Tanev have established cooperation with companies not just on national but as well as on international level
- Marriott hotel has no financial benefit from the apprenticeships - their benefit is that by investing in training of young people they get prepared workers ready to enter the work process immediately, avoiding the time-period needed for adjustment at work.



Work-based learning in the economic reform agendas of the Candidate Countries

Christiane Westphal

Policy Officer

European Commission

How to improve the engagement of SMEs in WBL? – breakout groups with introductory contribution from EAfA Members:

Northern Regional College (Ireland), Albanian Skills (Albanian), Intern Europe Ltd. (UK), EPAS OAED Serres (Greece), Innovation Center for Professional Training Aragón (Spain), Metropolitan City of Rome (Italy), Ecological Foundation Green (Romania), Kolona Vlore (Albania), ESB Networks (Ireland)

Coffee Break during the working groups



Feedback from breakout groups



Apprenticeships in the Candidate Countries: Recent developments and actions for 2020

Apprenticeship in the Candidate countries Recent developments and Actions 2020

ALBANIA

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

Skopje, 25-26 September 2019

Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS ALBANIA

- I. *The revised National Strategy for Employment and skills 2022 is drafted and under process of approval. WBL and the cooperation between schools and businesses remain priority measures under this policy document*
 - II. A modernized VET Legal framework to better support work-based learning schemes that enables synergies in the cooperation between business and school, and a dedicated legal framework regarding VET and crafts; Analytically:
 1. *The national regulation on work-based learning is drafted and is under process of approval*
 2. *The DCM on the functioning, composition and remuneration of Sectorial Committees is adopted*
 3. *The DMC 729/2018 on “The composition, functions, functioning, field of activity, membership criteria and modalities of work of the National Council of Vocational Education and Training is adopted*
 4. *DCM on apprentice contract for CRAFTS is adopted*
 - III. There is an increased awareness and interest of young people to be enrolled in VET, considering it as a realistic opportunity to enter the labour market;
 - IV. Good assessment documents are drafted regarding the current situation related to work-based learning with lessons learnt contributing directly in building common understanding on the issue, i.e The survey for the internships in businesses conducted in 2018 and Business Perception Survey on Work Based Learning. Both surveys were supported by donors and served to feed up the above mentioned draft regulation on work-based learning..
 - V. Some success stories exist concerning the institutionalization of school-businesses partnership for WBL and increased understanding of VET actors on the current state of WBL regarding :
 - a. *related weaknesses and problems*
 - b. *the importance of WBL for qualified graduates;*
 - VI. Liaison Coordinators are functional and effective in some piloting schools;
 - VII. There are good models of WBL in some vocational schools supported by different donors and
 - VIII. Representatives of the Government of Albania and donors are jointly considering the prospect of public-private partnerships on vocational education and training (VET) in order to cater the private sectors and the young people of Albania
 - IX. In-company training of trainers is already piloted in the region of Lezha funded by the by Skills for Job Project of UNDP
- The approximate number of companies involved in work based learning schemes in Albania is 450

Apprenticeship in Candidate Countries

ACTIONS FOR 2020 ALBANIA

- The Work-Based Learning Regulation will be implemented in VET providers by 2020.
- One sectorial committee is going to be piloted in the tourism sector.
- The National Council of VET will be functional in the coming year.
- Existing smaller schools will be clustered around these Multi Functional Centers (MFCs), which will offer multidisciplinary training courses (i.e. both, Vocational Education and short-term Vocational Training) and operate as regional hubs, linking learners and potential employers, and reflecting the cross-cutting needs of the local community;
- The systemic approach to build capacities of liaison coordinators is going to be set up with the support of KulturKontakt. 40 LC of all VET providers will be trained to fulfill their role.
- Awareness raising of businesses to better cooperate with the VET providers and present the legal framework through events planned to be implemented in the future.

Apprenticeship in the Candidate countries Recent developments and Actions 2020

MONTENEGRO

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

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Zora Bogicevic, Ministry of Education

Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS MONTENEGRO

Increase of number of students that enrolled into programmes from third level

- 2015/2016. 487 students enrolled in first grade
- 2017/2018 - 727 students; 2019/2020 - 1440 students

Number of students in dual education (Law on VET, 2017)

- 2017/2018 - 280 students; 2018/2019 - 577 students; 2019/2020 ~ 820 students

Growing interest from employers: 101(2017) - 230 (2019)

Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS MONTENEGRO

- Written contract between employer, the apprentice and the school
- Learning outcomes defined in consultation with employers, adopted by the Council Recent development
- Accredited in-company trainers training program, trained trainers, start of in-company trainers training (88)
- Duration of training at the workplace from first to third grade - one, two and three days
- Student's wage in dual education: first grade- minimum 10%, second grade- minimum 15% and third grade - minimum 20% of average netto salary

For first and second grade wage is provided from the Budget, for third grade an employer provides the wage

Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS MONTENEGRO

- During the practical education at employers, student does not have rights from employment
- All students in dual education are ensured by the school, funding is from school/Budget, employers provide work safety - care about health of students during the training
- The regulatory framework exists, the rights and obligations of the partners set out in Law and Regulation, agreed through dialogue between stakeholders
- Center for Vocational Education in charge of accreditation procedures for companies
- Support for employers are non-financial - student's wage for the first two grades are provided from the Budget
- Student achievement check is conducted jointly by the employer and the school

Apprenticeship in Candidate Countries

ACTIONS FOR 2020 MONTENEGRO

Key actions in 2020:

- Strengthening the role of employers' associations in the accreditation of workplaces in companies and in the assessment of student achievement
- Improvement the cooperation of practical training teachers and in-company trainers, training of in-company trainers
- Enhancement of quality assurance mechanisms of practical education at employers
- Planned establishment of the Dual Education Support Fund in cooperation with the Chamber of Commerce and other partners

Apprenticeship in Candidate Countries

ACTIONS FOR 2020 MONTENEGRO

Thank you for your attention.

Apprenticeship in the Candidate countries Recent developments and Actions 2020

NORTH MACEDONIA

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

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Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS NORTH MACEDONIA

- ❖ **Cooperation between vocational education and training and the labor market:**
 - EVN project „20-20-20“ – More practice for professionals, implemented in the companies (electrical technician – electrical installer of electrical networks).
 - Qualifications demanded by companies: (Technician for industrial mechatronics and Technician for industrial mechanical engineering).
- ❖ **Work-based learning with an employer** introduced as a special area of the curricula and syllabus, visible in III and IV year, as well as work-base learning in II; III and IV year, in the qualifications that are in demand by companies.
- ❖ **Piloting summer practice**, supported by the Project Education for employment in Macedonia (E4E@MK), funded by the Swiss Agency for cooperation and development.

Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS NORTH MACEDONIA

❖ Involving students in companies for WBL- Challenges:

- Involving students from III year from the pilot classes of the reformed technical education, in the school year 2019/2020.
- Involving students of first year from the reformed technical education in summer practice in companies, in the school year of 2019/2020.

❖ Building capacities for WBL:

- **Companies:** Training of mentors, verifying companies which will accept students for practical training and maintaining a register of concluded contracts for practical training of students with employers.
- **Vocational schools:** Introducing a teacher who will be responsible for practical training at school level – Coordinator of practical training.

❖ Increasing mobility of students – International dimension of WBL:

Increasing participation of vocational schools in the projects of Erasmus+ and mobility of students from the vocational education and training in partner countries, in order to improve the level of key competences and skills of young people.

Apprenticeship in the Candidate countries Recent developments and Actions 2020

SERBIA

**European Alliance for Apprenticeships
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Apprenticeship in Candidate Countries

RECENT DEVELOPMENTS SERBIA

Serbia adopted the Law on Dual Education (LDE) in November 2017. This Law regulates the main aspects of the dual education system and defines roles and responsibilities of the main actors. In that sense key pillars of implementing LDE was the creation and adoption of several bylaws - 3 rulebooks by MoESTD and 2 by Chamber of Commerce and Industry of Serbia.

In 2019, we implement 35 dual education profiles for around 4500 students (in ongoing school year enrolled 2790 students) – in cooperation of around 800 companies and 72 schools for VET. SMEs are more involved than large companies.

Key implementation processes emerging from the Law on Dual Education:

- Dual education curricula - development of entirely new curricula or adaptation of existing
- Enrolment plan – connecting companies with schools.
- Accreditation of companies for the provision of dual education (including instructors training).
- Concluding contract between company and school (dual education contract).
- Students' enrolment to schools and students' placement in companies.

Apprenticeship in Candidate Countries

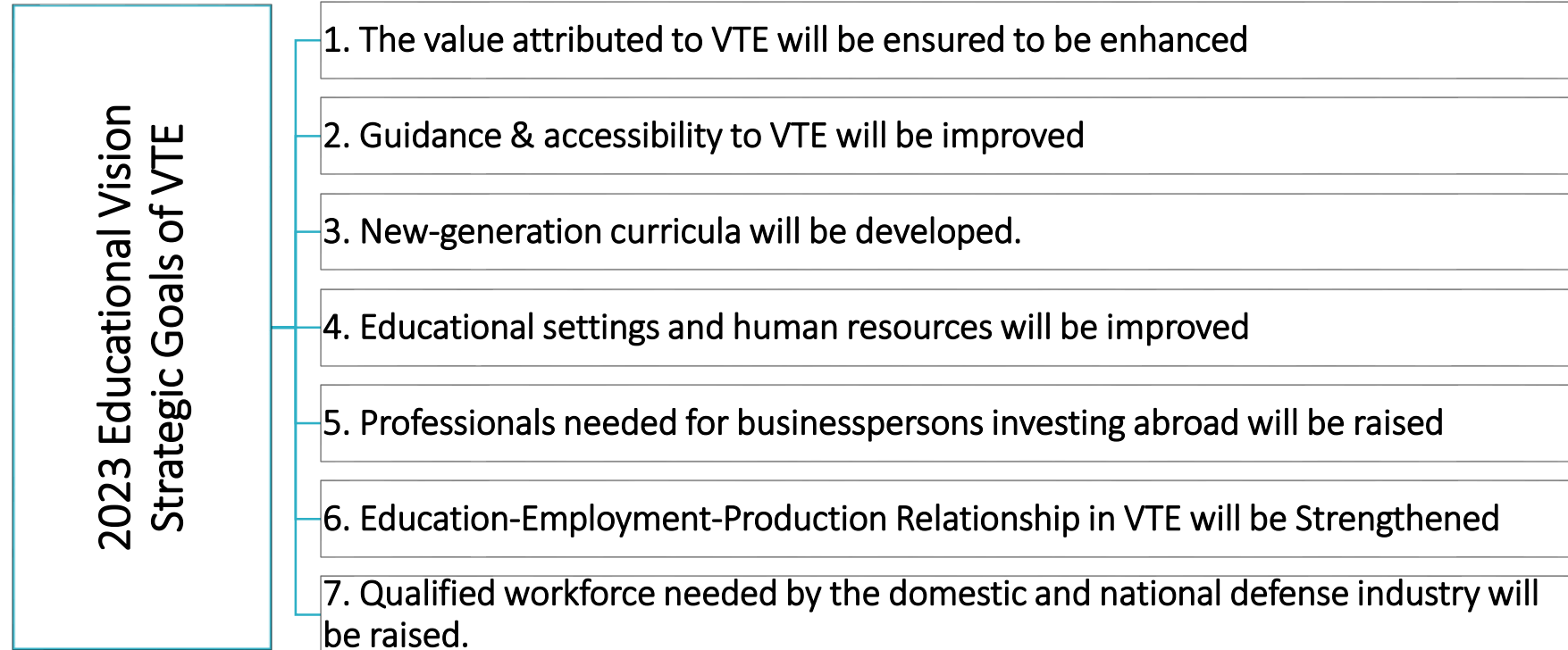
ACTIONS FOR 2020 SERBIA

- Further promotion of dual education
- Development of new curricula
- Financing dual education – cost/benefit analysis for companies
- The necessity of forming a consortia of companies in some cases
- Career guidance and counselling of students
- Quality assurance, accreditation and monitoring
- Monitoring and evaluation



APPRENTICESHIP IN TURKEY
Skopje, North Macedonia
September 2019

The recent innovation studies covering the whole areas of VTE in Turkey are carried out mainly in the direction of **“2023 Educational Vision”**



In line with this document, **recent and planned studies, especially in the field of apprenticeship, are as follows:**

Recent Developments of Apprenticeship in Turkey



1. **Fields and branch programs** in VET is **restructured** to be in compatible with national vocational standards.
2. **New fields and branch curriculums are developed** in particular fields (Laser Technologies, micromechanics, etc.) in VET.
3. **Journeyman and mastership examinations are restructured** as they can be applied in each 2 months and theoretical examinations can be applied in electronic examination centers. Pilot study has been completed.

Currently, examinations are applied two times in a year and as paper-pencil based.

4. **Graduates of Vocational Education Centers (VEC)** can now have diplomas via completing the particular courses.

Necessary regulations have been completed. Currently, graduates have their certificates after completing programs. Now they can complete particular courses with face-to-face education in VECs.

5. Project related with establishment of 20 **Excellency Centers** in Turkey is planned to be implemented. Excellency Centers will be supported with infrastructure and teacher trainings by private sector.
6. As a result of the several awareness studies, **perception towards apprenticeship** has started to change in a positive way.



7. **“My Vocation-My Life” web portal** is structured and now in use. It is one of the top rankings in views as an education platform. <https://meslegimhayatim.meb.gov.tr/>

- Reached 1.5 million views in High School Entrance Examination period.
- Includes Detailed information about VET in Turkey.

8. **Collaboration opportunities** has been **increased** through the protocols with all stakeholders.

9. A **“Quality Improvement Plan for WBL/Traineeship”** has been developed with the collaboration of ETF.

10. **Renovating of Laboratories and Ateliers:** inventory lists of all laboratories and ateliers in VET institutions are prepared in December 2018, and needed/requested renovations are in progress.

11. **“Socioeconomic Adaptation via VET”** project has implemented. Students with low socioeconomic levels and Syrian students are motivated to select VET via scholarships and supports.

12. **On-the-job trainings of field trainers and teachers in VET increased nearly eightfold** in comparison with last years.

- **Program development and restructuring** studies will be continued.
- **Journeyman and mastership examinations will be applied** in each 2 months and theoretical examinations can be applied in electronic examination centers.
- **Graduates of Vocational Education Centers (VEC)** will have diplomas via completing the particular courses.
- Number and field distribution of Excellency Centers will be extended .
- Awareness studies on the **perception towards apprenticeship** will be continued.
- **“My Vocation-My Life” web portal** will be improved continuously.
- Quality studies in apprenticeship will be continued. A **“cost-benefit analysis system for WBL”** will be adapted to Turkey with the collaboration of ETF.
- **Renovating of Laboratories and Ateliers including skills training centers** will be continued.
- **Regulation** which allows to establishment of **Vocational Education Centers (VEC) by private sector** will be put into practice.



APPRENTICESHIP IN TURKEY



Welcoming New Members in the EAfA

Norbert Schöbel
Team Leader
European Commission



SG AKADEMİ TRAINING

Pledge to join the European Alliance for Apprenticeships

- Help companies to develop apprenticeship schemes on the basis of the principles established by the European Framework for Quality and Effective Apprenticeships;
- Ensure that these apprenticeship schemes are designed to provide students with the skills and competences required by the labour market;
- Contribute to the dissemination of good practices among the members of the EAfA;
- Improve the image of the apprenticeships by publishing success stories and good practices on the SG Academy's web site and social media channels.

Sabahattin Gucin, Founder and General Manager
26/09/2019, Skopje





Economic Chamber of Macedonia, Republic of North Macedonia

Pledge to join the European Alliance for Apprenticeships

- Contribute to improving the legal framework on Vocational Education and Training to foster work based learning;
- Enhance the flexibility of the national education system and better answer the industry needs of specialised skills and competence;
- Support and facilitate companies' involvement in work-based learning;
- Ensure that students acquire skills and competences in line with the labour market needs, facilitating the transition from school to work.

Natasha Janevska, Independent Advisor
26/09/2019, Skopje



Conclusions and closing of the seminar

- **Elizabeta Naumovska**, Deputy Minister, Ministry of Education and Science
- **Didier Gelibert**, Specialist of Private Sector Engagement in VET, ETF
- **Norbert Schöbel**, Team Leader, Directorate-General for Employment, Social Affairs and Inclusion, European Commission



Lunch