



European Alliance for Apprenticeships (EAfA)

Regional Webinar for Candidate Countries
and EAfA partner countries

Virtual Event

Friday 19th November

10:00 - 12:30 CET



Georgios Zisimos, Head of Policy Advice and EU
Programming Unit, ETF

Agenda

Time	Agenda point
10:00 – 10:20	Welcome and introductory remarks
10:20 – 10:30	Perspectives from the Slovenian Presidency of the Council of the European Union
10:30 – 10:40	Objectives of the webinar
10:40 – 11:00	The European Alliance for Apprenticeships (EaFA): latest developments and partner countries
11:00 – 11:10	Coffee break
11:10 – 12:00	Highlights and latest developments on work-based learning and apprenticeships
12:00 – 12:20	Looking forward to Belgrade 2022
12:20 – 12:30	Conclusions and closing of the webinar

Welcome and introductory remarks

- **Cesare Onestini**, Director, European Training Foundation (ETF)
- **Ana Carrero**, Deputy Head of Unit, Directorate General for Employment, Social Affairs and Inclusion (DG EMPL), European Commission
- **Neil Taylor**, Head of the European Bank for Reconstruction and Development – EBRD in Kosovo*

*This designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.



Perspectives from the Slovenian Presidency of the Council of the European Union

Jasmina Policnik, Secretary at the Upper Secondary, Short-Cycle Higher Vocational and Adult Education Directorate at the Ministry of Education, Science and Sport, Presidency of the Council of the EU Team



Objectives of the webinar

Stefan Thomas, Senior Human Capital Development Expert -
Work Based Learning, ETF

EAfA: latest developments and partner countries

- **Kjerstin Torpmann-Hagen**, Policy Officer, DG EMPL, European Commission
- **Nitzan Mimrod**, Head of the Bureau of Vocational Training and Manpower Development, Ministry of Economy and Industry, Israel
- **Silviu Gîncu**, Head of Vocational Education and Training Department of the Ministry of Education and Research of the Republic of Moldova

The European Alliance for Apprenticeships (EAfA): latest developments and partner countries

Kjerstin Torpmann-Hagen, Policy Officer

EMPL E3 – VET, Apprenticeships & Adult Learning

The EAfA community

Since 2013

And

Aiming to create a total of

38

countries

366

stakeholders

1055376

apprenticeship places

...have joined the EAfA, by pledging to one or more of its four objectives

The renewed EAfAs priorities

Promoting national apprenticeships coalitions

Supporting SMEs

Mobilising local and regional authorities

Reinforcing the involvement of social partners

Increasing number of joint sectoral pledges

Supporting the representation of apprentices in the Member States

Past knowledge sharing activities



How can employers be encouraged to establish apprenticeships? Understanding the barriers to implementation in SMEs.
Live Discussion



Apprenticeships for a future-ready workforce
Making apprenticeships a first choice
for young learners; adults and underrepresented learners
Online training module



Going digital in apprenticeships
Online training module



Gender equality in apprenticeships: how can we close the gap in participation?
Live Discussion



Inter-company Training Centres and Centres of Vocational Excellence
Webinar



Apprenticeship coalitions: experiences & advantages
Webinar
Thursday 16th September
10:00-11:15 CEST



Apprenticeships for a future-ready workforce
Going Digital: simulations and gaming in apprenticeships
Webinar

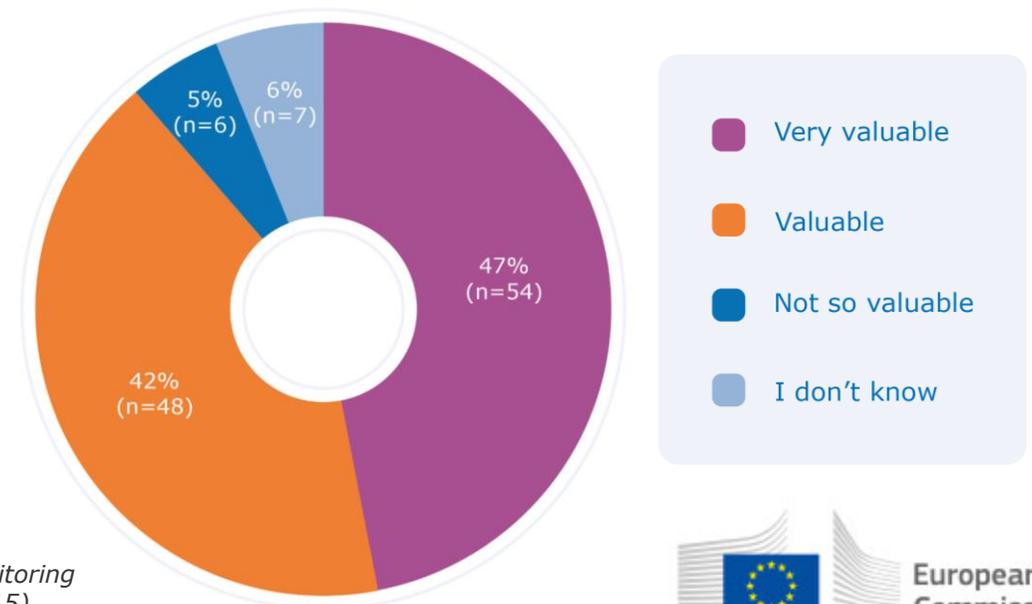
EaFA added value and main benefits

89% of respondents consider the EaFA very valuable or valuable as a platform to boost the quality, supply, image, and mobility of apprenticeships.

The main benefits of EaFA identified by the respondents were:

- **Knowledge-sharing** and **exchange of best-practices;**
- **Networking** and opportunities for **cooperation;**
- **Access to updated information** about EU policies and innovations in VET;
- **Increased visibility** of member's activities.

Figure 5. Respondents' assessment of the EaFA's value as a multi-stakeholder platform to foster apprenticeships



Source: Ecorys EaFA monitoring survey 2019-2020 (N=115)

EAfA Action Plan 2022

Events	Online networking	Info sessions	
4 in-person events	2 online networking events	2 info sessions	
Podcasts	Webinars	Online Training	Live discussions
4 podcasts	2 webinars	2 modules	3 live discussions

EAfA events 2022

- High level event: The European Alliance for Apprenticeships on track! In collaboration with the Austrian railways. (March 2022)
- High level event: Relaunch of the European Apprentices Network in the European Year of Youth in collaboration with Fundacion Bertelsmann and Generalitat de Catalunya, Barcelona, (March 2022)
- EAfA get together event, Brussels (June 2022);
- Joint EAfA-ETF Regional seminar with Candidate Countries and EAfA Partner Countries, Belgrade; (September 2022)

New types of activities in 2022

- **Podcasts:** flexible, agile, audio-only recordings. Once published can be listened by EAfA members when more convenient for them, typically on their smartphones.
- **Infosessions:** to reach out to new members, explain what the EAfA is and how to join
 - Already two piloted, about 25 potential new members participated
- **Online networking:** to allow members to meet (even one-to-one), network and potentially develop partnerships and projects

Annual EAfA member survey,
Strengthened dissemination.

Welcome, EAfA Partner Countries!



New EAfA Partner countries



- **Israel:** **Nitzan Mimrod**, Head of the Bureau of Vocational Training and Manpower Development, Ministry of Economy and Industry, Israel
- **Moldova:** **Silviu Gîncu**, Head of Vocational Education and Training Department of the Ministry of Education and Research of the Republic of Moldova



Coffee break

Highlights and latest developments on work-based learning and apprenticeships

Facilitation: **Stefan Thomas**, ETF

- **Albania:** **Koli Sinjari**, Secretary General, National Chamber of Crafts
- **North Macedonia:** **Zoran Jovchevski**, Advisor from the National VET Center
- **Montenegro:** **Marko Vukašinović**, Head of Directorate for Planning and Implementation of EU Funds, Ministry of Education, Science, Culture and Sports
- **Serbia:** **Gabrijela Grujić**, Assistant Minister, Ministry of Education, Science and Technological Development
- **Turkey:** **Süleyman Akgül**, Head of Work-based Vocational Education Department of DG VET, Ministry of National Education

Apprenticeship in Candidate Countries

ALBANIA

European Alliance for Apprenticeship
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Employment,
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Apprenticeship in Candidate Countries

Key developments in WBL in ALBANIA

- The Work-Based Learning Regulation is implemented in all VET providers by 2020.
 - ✓ A survey on the state of play of the first year of implementation of the regulation is conducted
- One sectorial committee is selected to be established in ICT within 2021 and the second one in the tourism sector.
- An optimisation plan of VET providers is already drafted and implementation to be started:
 - ✓ 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. 45 LC of all VET providers are trained to fulfill their role.

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- **Consolidated institutional arrangements:**
 - 2 national Agencies reorganized in order to implement modernized legal framework and better support WBL
 - **Private sector a crucial role in designing qualifications in line with AQF levels**
 - **Quality assurance (VET providers self-assessment and accreditation) include "Relationships and cooperation with businesses) as 1 out of 5 quality dimensions**
 - **During the pandemic NAVETQ supported with guidelines and tools VET Providers in virtual Teaching and learning and student assessment process for practical part as well.**
 - **Several additional measures are introduced for:**
 - ✓ **Capacity building of VET teachers for digital skills, Revision of Basics of didactics teacher training program by introducing as well a dedicated module on making use digital solutions in teaching, learning and students assessment processes- as an initial training package for new VET teachers, quality assurance manual for practical learning, Introduction of blended learning modalities in Short term courses- electrician, etc.).**
 - **The Chamber of Crafts has organized the workshop "Digitalization" to provide all the information and explanations about the processes in a company and how they can be optimized with the tools of modern digital technology. Also in charge to support WBL organized in craft entities that meet the criteria for providing WBL in the respective craft. Good practices are introduced.**
- **Challenges and Further steps:**
 - **Consolidation of tripartite mechanisms (Sectorial committees, National VET council, etc.)**
 - **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.**
 - **Professional development of in company instructors from a methodological point of view;**
 - **Improve culture of cooperation of the VET providers with private sector**

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Key policy developments in WBL

NORTH MACEDONIA

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Key policy developments in WBL in North Macedonia since 2015

- Continues realization of reformed three-year vocational education for occupations - at least 1/3 of the practical training in companies.
- Continues realization of reformed four-year (technical) vocational education-WBL in the third and fourth year of education
 - full implementation in VET from 2019;
 - the first generation enrolled in the VET according the reformed qualifications this year started with the realization of WBL;
 - the total number of students seeking employers for the realization of WBL is 9045 from 75 schools; 7347 jobs place provided with 1233 employers included.

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Key policy developments in WBL in North Macedonia

Recent developments to enhance WBL:

- prepared and entered into the procedure of adopting a new Law of vocational education which has novelties for dual education, practical education (WBL) and Regional VET Centers;
- the model of developed qualifications requested by specific companies where WBL is realized in the second, third and fourth year is used to upgrade the qualifications that have been developed and reformed with the World Bank, and they are required by certain companies. Realization start in 2021/22 school year;
- continues the training of mentors from companies in the past period. So far, 750 mentors from 430 companies have been trained;
- prepared training program for trainers and performed training of 17 mentor trainers from companies to strengthen capacities in this segment;

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Key policy developments in WBL in North Macedonia

Recent developments to enhance WBL:

- conducted training of WBL coordinators from each vocational school (77 in total);
- all relevant stakeholders from vocational education, from labor market and donors have accepted and understood the importance of WBL;
- on the recommendation of the employers where WBL was piloted, a general program for Safety and Health at Work was prepared and adopted - training of students before going to the company. Digitization of materials for teacher training and their certification is in progress for realization of this program;
- for the three regional centers standards for space and equipment have been prepared, research has been conducted for the needs of training of the teaching staff and the management of the centers and a Plan for professional development of the teachers has been prepared;

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Key policy developments in WBL in North Macedonia

- We are in the phase of regulating the completion (state matura and final exam) for the first generation that realized qualifications directly requested by companies-WBL in the second, third and fourth year of education.
- Continues the realization of the ferial practice which has been introduced in all the reformed qualifications as a practical training of the students in the company.
- Prepared and supported documents for the realization of teaching and practical training in companies in conditions of Pandemic by Covid 19.

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Key policy developments in WBL in North Macedonia

Future developments to enhance WBL:

- Adoption of the new Law on Vocational Education and preparation of bylaws that would operationalize the realization of dual education and WBL;
- continuing with the trainings of mentors from companies and strengthening the capacities of the coordinators from the schools;
- monitoring the effects of the implementation of the reformed qualifications and taking measures and activities if some weaknesses occur. A big challenge is building a system for monitoring and evaluation of WBL;
- complete digitalization of the training and certification of teachers for realization of the program for safety and health at work;
- further development of the regional centers.

For further information

- www.csoo.edu.mk (zoran_jovcevski@yahoo.com)
- www.mon.gov.mk (nadica.kostoska@mon.gov.mk)

Apprenticeship in Candidate Countries

MONTENEGRO

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EAfA WEBINAR

Highlights from Montenegro

17th November 2021

Mr. Marko VUKAŠINOVIĆ

Ministry of Education, Science, Culture and Sports



Relevant Regulations on Dual Education

- Law on Vocational Education 2017 - (changes were made in 2002, 2007, 2013)
- Realisation of practical education is a responsibility of employer - dual form of education
- Realisation of practical education is a responsibility of school - school form of practical education
- Rights and responsibilities in dual education between students and employers is regulated by individual contract on practical education
- Contract is signed between employer, students' parents and school
- Conditions that an employer must fulfil are checked by VET Center

Student's rights in dual education

- Student's wage in dual education:
 - 1st Grade - minimum 10% of average net salary
 - 2nd Grade - minimum 15% of average net salary
 - 3rd Grade - minimum 20% of average net salary
- For 1st and 2nd grade wage is provided from the National Budget
- For 3rd grade an employer provides funds for it
- During the course of practical education at employers, student does not have rights from employment
- Duration of training at the workplace
 - 1st grade 1 day/week, 2nd grade 2 days/week,
 - 3rd grade – 3 days/week

Some Data on Dual Education

School Year → Grade ↓	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
1 st	192 students	324 students	308 students	216 students	177 students
2 nd	79 students	193 students	387 students	302 students	230 students
3 rd	6 students	53 students	139 students	237 students	163 students
Number of involved schools	18	26	27	29	25
Number of involved employers	101	190	270	300	231 out of which 66 new

Future activities

- Research on the results of dual education for the school year 2020/2021 is underway, the preparation of reports and recommendations is forthcoming
- Preparation of a methodological framework for student tracking through administrative databases and questionnaires (ILO)
- In 2022, piloting the methodology for student tracking - dual and school form (3 year programs)
- Improving cooperation between schools and employers in the implementation of dual education, training in-company trainers
- Training of teachers of practical teaching - pedagogical and digital competencies
- Improving the mechanisms for ensuring the quality of practical education at the employer

Thank you for your attention

Mr. Marko VUKAŠINOVIĆ
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Apprenticeship in Candidate Countries

Current Developments in Vocational and Technical Education "Apprenticeship"

TURKEY

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Content

- Within apprenticeship training;
 - Restructuring
 - VTC Program
 - Certification
 - Relationship between education and employment
- The pandemic and digitalisation steps in apprenticeship training.

In 2016, apprenticeship training was included in the scope of compulsory education and “Vocational Education Centers” were structured as Vocational and Technical Secondary Education Institutions



9th Grade

10th
Grade

11th
Grade

12th
Grade

**TRAINING
DURATION IS
4 YEARS**

Those who are successful in the Skills Exam held at the end of the 11th grade are awarded
Journeyman's Certificate

Those who are successful in the Skills Exam held at the end of the 12th grade are awarded
Mastership Certificate and Diploma

- The difference courses to be taken by the students studying at the Vocational Education Centers who want to graduate from vocational high schools have been determined, and the DIPLOMA PROGRAM has been started to be implemented as of 2019-2020 academic year.
- As of August 2020, the **COMPENSATION PROGRAM** has been started so that those who have obtained a journeyman's and mastership certificate in the previous years from the vocational training centers can complete the difference courses and receive a Vocational High School diploma.



In VOCATIONAL EDUCATION CENTERS

Diplomas are given with a Journeyman/Mastership Certificate in 33 fields and 181 occupational branches and the employment rate after graduation is approximately 90%.

The Pandemic and Digitalisation

- Digital school reports are awarded.
- Administrative Trainings were given via distance learning .
- By means of distance learning using the Education Information Network (EBA) Platform;
 - Journeyman/master compensatory trainings,
 - Lessons of apprentice students and,
 - Business pedagogy (master trainer) course trainings were facilitated.



Thank you!

Süleyman AKGÜL

Ministry of National Education-TURKEY

Head of Work-Based Vocational Education Department

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19 November 2021

Looking forward to Belgrade 2022

- **Emmanuelle Roure**, Team Leader for Neighbourhood, International Affairs Unit, DG EMPL, European Commission
- **Lida Kita**, Senior Human Capital Development Expert - Social Inclusion - Country Liaison for Israel, Serbia and Turkey, ETF
- **Alessandro Brolpito**, Senior Human Capital Development Expert - Digital Skills and Learning, ETF
- **Cristina Mereuta**, Senior Human Capital Development Expert – Coordinator for Active Labour Market Policies, ETF



Conclusion and closing of the webinar

- **Norbert Schöbel**, Team Leader, DG EMPL, European Commission
- **Georgios Zisimos**, Head of Policy Advice and EU Programming Unit, ETF

THANK YOU!