

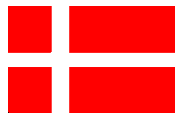


One size fits all?

Toolbox for apprenticeship development in VET in Europe

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on Vocational and Professional Education and Training
Winterthur, Switzerland
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Project partners:

- National authorities from countries with matured apprenticeship systems
- Responsible for dual vocational education and training in Denmark (lead partner), Austria, Switzerland, Germany and Luxembourg

Key objectives:

- Creating a digital resource base for approaches on dual vocational education and training
- Policy learning and support to promoting apprenticeship systems and VET policy experimentation under the European Alliance for Apprenticeship

Background:

- Response to the European Alliance for Apprenticeship
- Co-funded by the Erasmus + Programme of the European Union; KA3 – Support for Policy Reform
- October 2014 to 30 September 2016

- Policy learning among partners and major stakeholders in the countries involved (social partners, ...)
- Learning resources for interested VET authorities and stakeholders supporting apprenticeship system development
- Policy sharing, dissemination and cooperation

→ The digital toolbox

- Thematic access - Key features and topics
- Hands on materials (templates, guidelines, practices, recommendations ...) used in the five countries
- Currently in development - testing phase until July 2016



About the selection of key features

- **Key feature 1:** Governance & regulations
- **Key feature 2:** Social partners & companies
- **Key feature 3:** Financing
- **Key feature 4:** Programmes & pathways
- **Key feature 5:** Standards & matching
- **Key feature 6:** Training & teaching
- **Key feature 7:** Attractiveness & excellence

One example: Governance and stakeholders' cooperation

➤ Dual apprenticeship systems

- Corporatist models of apprenticeship
- Multi-level involvement of stakeholders
- Coordination mechanisms

➤ Between centralisation and flexibility

- 'Federal' structure
- VET law and soft law mechanisms
- Role of chambers/skills committees

➤ Pact between equals

- Specific responsibilities
- Shared agenda and hidden agenda

➤ Orientation towards labour market needs

- History matters!
- Meaning of research



Let's have a look at the toolbox

Hereafter screenshots of the toolbox
To be presented online during the conference

Apprenticeship toolbox: Navigation

FAQ

The screenshot shows the website's navigation structure. At the top, the logo 'Apprenticeship toolbox' is on the left, and a navigation bar contains 'HOME', 'FAQS', 'GLOSSARY', 'ABOUT', and 'LOG-IN'. Below the logo is the tagline 'Resource base for apprenticeship systems' and a search bar. The main navigation menu is divided into two sections: 'Toolbox' and 'Country context'. The 'Toolbox' section lists: Introduction, Governance & Regulations, Social Partners & Companies, Financing, Programmes & Pathways, Standards & Matching, Training & Teaching, Attractiveness & Excellence, and All materials. The 'Country context' section lists: Economic context, Political and social context, Education system and VET system, Apprenticeshipsystem, and Resent developments. Annotations with arrows point from external text to specific menu items: 'Key features' points to 'Introduction', 'Original materials as templates for interested parties' points to 'All materials', and 'Country context' points to 'Economic context'.

Apprenticeship toolbox

HOME • FAQS • GLOSSARY • ABOUT • LOG-IN

Resource base for apprenticeship systems

Search...

Toolbox

- Introduction
- Governance & Regulations
- Social Partners & Companies
- Financing
- Programmes & Pathways
- Standards & Matching
- Training & Teaching
- Attractiveness & Excellence
- All materials

Country context

- Economic context
- Political and social context
- Education system and VET system
- Apprenticeshipsystem
- Resent developments

Key features

Original materials as templates for interested parties

Country context

- Denmark*
- Germany*
- Austria*
- Luxembourg*
- Switzerland*

Apprenticeship toolbox: Navigation

You are here: [Governance & Regulations](#)

Governance and Regulations

Stakeholders

Apprenticeship systems are characterized by a shared responsibility for development and management of the system. The nature of cooperation and the division of roles and responsibilities at all system levels is stipulated in the legislative framework that governs an apprenticeship system. How the shared responsibility in practice occurs and is divided between different systems actors vary from country to country. The shared responsibility has the advantage of consensus building and costs sharing, which is critical to ensuring a dynamic system serving labour market needs and students.

Competent Bodies

Supporting and monitoring the actual training in the company plays an important role in dual apprenticeship system. This task is generally assigned by the government to a designated agency or a certain stakeholder of the system. The institutional settings and the scope of the responsibilities of those agencies vary among the different systems. Their tasks comprise e.g. the registration of apprenticeship contracts and the assessment of the quality of the training facility.

Legal Framework

A consistent legal and strong institutional framework is a key feature in countries with mature apprenticeship systems. The legislative framework clearly spells out the objectives of the system and defines, the division and roles and responsibilities of key actors., land it may also set rules for interaction and cooperation, and regulate the division between company- based training and school- based training.

Monitoring & Research

Apprenticeship systems are market driven and demand led. Monitoring of the system therefore plays an important role in ensuring its dynamism, which builds on matching supply and demand. The social partners play an active role in monitoring developments. A range of different actors including social partners, universities, consultancies and the government undertake research and studies, which feed into the development and management of the system.

Toolbox




- ▶ [Introduction](#)
- ▶ [Governance & Regulations](#)
 - ▶ [Stakeholder Cooperation](#)
 - ▶ [Competent Bodies](#)
 - ▶ [Legal Framework](#)
 - ▶ [Monitoring & Research](#)
- ▶ [Social Partners & Companies](#)
- ▶ [Financing](#)
- ▶ [Programmes & Pathways](#)
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- ▶ [Materials](#)

Country context

Competent Bodies




Supporting and monitoring the actual training in the company plays an important role in dual apprenticeship system. This task is generally assigned by the government to a designated agency or a certain stakeholder of the system. The institutional settings and the scope of the responsibilities of those agencies vary among the different systems. Their tasks comprise e.g. the registration of apprenticeship contracts and the assessment of the quality of the training facility.

Competent Bodies in Austria

 The Apprenticeship Offices have considerable duties as competent operating bodies. The enterprise-part and the school-based part of the training work quite separately. The Provincial Governors decide on appeals in apprenticeship training matters.  




[READ MORE: COMPETENT BODIES IN AUSTRIA](#)

Competent bodies in Denmark

 The Ministry of Education manages the VET system and it approves VET providers. The involvement of social partners as competent bodies is stipulated in the law at all system levels and the self-governing VET-providers are lead by governing boards composed of social partner representatives.  

[READ MORE: COMPETENT BODIES IN DENMARK](#)

Competent Bodies in Germany

 The chambers of commerce and trade and the chambers of skilled crafts supervise the majority of dual training conducted in Germany. They are organized in a regional structure. Their umbrella organisations are the Association of German Chambers of Commerce and Industry (DIHK) and the German Confederation of Chambers of Skilled Crafts (DHKT, part of the German Confederation of Skilled Crafts).  

[READ MORE: COMPETENT BODIES IN GERMANY](#)

Competent Bodies in Luxembourg

Toolbox

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- Governance & Regulations
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- Legal Framework
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- Materials

Country context


- Economic Context
- Political and Social Context
- Education System and VET System
- Apprenticeship System

You are here: [Governance & Regulations](#) » Stakeholder Cooperation

Stakeholder Cooperation

Apprenticeship systems are characterized by a shared responsibility for development and management of the system. The nature of cooperation and the division of roles and responsibilities at all system levels is stipulated in the legislative framework that governs an apprenticeship system. How the shared responsibility in practice occurs and is divided between different systems actors vary from country to country. The shared responsibility has the advantage of consensus building and costs sharing, which is critical to ensuring a dynamic system serving labour market needs and students.


Stakeholder Cooperation in Austria

 The Austrian governance structure for apprenticeship comprises institutions/bodies at the federal, provincial and local level. The enterprise-based part and the school-based part are organised quite separately as they are governed by two different ministries (economy and education). The lion's share of apprenticeship training lies with the enterprises; the Apprenticeship Offices – one in each province (Bundesland) – play a particularly important role. They have several responsibilities concerning apprenticeship training and they are situated in the regional economic chambers.



[READ MORE: STAKEHOLDER COOPERATION IN AUSTRIA](#)

Stakeholder Cooperation in Denmark

 The Danish VET system is based on tri-partite governance between the state, employers and employees including legal framework, national qualifications standards, quality assurance and financing. The social partners play an institutionalised role in the curriculum development, the dual organisation of VET and the monitoring of VET at the national, sectoral and the institutional level.




[READ MORE: STAKEHOLDER COOPERATION IN DENMARK](#)

Stakeholder Cooperation in Germany

 The governance of the dual apprenticeship system in Germany is a common task of the state, social partners and business.



Search... 

Toolbox

- Introduction
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- Materials

Country context

➤ [France's Context](#)

Key feature: Social partners and companies

Apprenticeship toolbox

HOME • FAQs • GLOSSARY • ABOUT • LOG-IN

You are here: Social Partners & Companies

Social partners & companies

Involvement of social partners

Apprenticeship systems are characterized by a high degree of involvement of social partners at all system levels in the management and development of the system. Social partners are typically involved in such as definition of standards, curriculum development, and quality assurance and funding. Their role is central to ensuring that the training content and learning outcomes correspond to the requirements of the labour market, and this enables a smooth transition to the labour market.

Involvement of companies

Companies constitute the core of apprenticeship systems, as the major part of an apprentice' training occurs in a company supported by apprenticeship training agreements and in-company trainers. Apprenticeship companies typically have to be approved as training and learning venue to ensure that they live up to specific standards in terms of learning as well as work and salary conditions. At times companies can be so specialised so that they cannot cover all the learning outcomes. In some systems two or more companies may in that case jointly offer an apprentice place.

Search...

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 - Involvement of Social Partners**
 - Involvement of Companies**
- Financing
- Programmes & Pathways
- Standards & Matching
- Training & Teaching
- Attractiveness & Excellence
- Materials

Country context

- Economic Context
- Political and Social Context

Introduction to the topics in a comparative way

You are here: [Social Partners & Companies](#) » [Involvement of Social Partners](#)

Single country summaries

Involvement of Social Partners

Apprenticeship systems are characterized by a high degree of involvement of social partners at all system levels in the management and development of the system. Social partners are typically involved in such as definition of standards, curriculum development, and quality assurance and funding. Their role is central to ensuring that the training content and learning outcomes correspond to the requirements of the labour market, and this enables a smooth transition to the labour market.

Social partners in Austria

The social partners (employers' and employees' representatives) are important players in the Austrian apprenticeship training system. They are involved in the whole lifecycle of a qualification – from the needs analysis to the review of the training programme. As such they are engaged in both **strategic and operative tasks**. The social partners hold main responsibility for the creation of apprenticeships in Austria.

[READ MORE: SOCIAL PARTNERS IN AUSTRIA](#)

Social partners in Denmark

The social partners play a key role in the management and development of the VET-system in Denmark. They are involved in the overall governance at national level in the The Advisory Council on the Vocational Education and Training and are organised in trade committees, which play a key role in defining the learning outcomes in the VET programmes and for the on-going op-date of VET qualifications and development of new qualifications, which are nationally recognised. The trade committees also approve the companies that wish to offer apprenticeship training.

[READ MORE: SOCIAL PARTNERS IN DENMARK](#)

Social Partners in Germany

Business and trade organisations, social partners and the State in Germany cooperate on the basis of the consensus

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Country context

- Economic Context
- Political and Social Context
- Education System and VET System

Read more & access to materials



Thank you for your attention

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