

Quality in Apprenticeship in the European Union



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CHAPTER ① ABOUT THE GUIDE

MARC BEUTNER, ASTRID FISCHER, RAINER OETTING

This guide is the result of the UEAPME project “Quality of Apprenticeship in the European Union”, supported by the European Commission. Its aim is to structure the European systems of initial vocational training, but it does not claim to be a directory of all the different training systems existing in the Member States of the European Union.

This guide should serve as a European overview for the different systems of apprenticeship. It is principally oriented towards the UEAPME criteria for quality apprenticeship training. These criteria serve as a kind of framework, as the most important purpose of this study is to make possible the comparison of different countries’ systems. Therefore, the guide was designed with special regard to comparability. From the UEAPME criteria, a number of items were derived in order to supply a more differentiated type of overview. These items, used in the first part of the comparison, allow a detailed description of the actual status of each national system. The second part of the guide consists of a rating made by the national experts of each participating country stating the current situation of apprenticeship in their respective country. Subsequently, the developments and the status of apprenticeship in each country are quoted. As this part is strictly and directly adopted from the UEAPME criteria, it also enables clear and transparent comparisons to be made.

The focus on comparative data results in a table design. One might argue that this design is a simplification that could exclude many important aspects. Apart from the fact that comparisons mostly require a certain rate of simplification, in general, in this study this is done in order to show and highlight the general tendency, the main framework, problems, and future development with special regard to the UEAPME criteria. It allows the reader to recognise the main similarities, differences in positions and developments, but also points out critical and positive aspects. These components could be helpful in building a basis for setting targets in the membership countries.

The aim of this report is of course to supply basic facts towards a better understanding and exchange in the field of apprenticeship, to facilitate professional mobility and mutual recognition of certifications / qualifications. For this purpose, the involved experts were asked to submit the most important apprenticeship models in the crafts, trades and SMEs. The wide variety of different and partially similar parallel systems would otherwise make a comparison impossible.

This study supplies an overview and a description of what has happened and what will happen in each of the EU Member States. The participants generally accept the benchmarking criteria of UEAPME. Therefore, this guide could initiate national apprenticeship systems that will increase the mobility and exchange of apprentices within the European Union.

This guide will be presented to the European Commission, European Parliament and Member States, as well as to members of UEAPME. It will also prove to be a useful source of reference for training establishments, academic institutions and research institutes.

The following table shows the list of experts of the European Union Member States, who are involved in this study:

COUNTRY	NAME	ORGANISATION
1) A	Dr. Georg Piskaty	WKÖ
2) B Fl	Véronique Willems	UNIZO
3) B Fr	Paul Balancier, Benoit Leonard	Formation PME
4) DK	Anne Holm Sjøberg	DMK
5) FIN	Kari Viinisalo	Helsinki City, Education Department
6) F	Chantal Lisbonis	APCM
7) D	Marc Beutner	Forschungsinstitut für Berufsbildung im Handwerk, Cologne
8) UK	Graham Atwell	PONTYDYSGU
9) GR	Paraskevas Lintzeris	Confederation of SMEs of Greece
10) IRL	Eamon French	FAS Training and Employment Authority
11) I	Michela Stasio	CONFAPI
12) L	Marc Ant	Etudes & Formation
13) NL	Will Seignette	Infra Opleidingscentrum SBW Harderwijk
14) P	Clarisse Tomé	IEFP Instituto do Emprego e Formacao Profissional
15) S	Karin Tormeclint	Företagamas Riksorganisation
16) E	Luis M. Naya Garmendia	University of the Basque Country

CHAPTER 2 THE BENCHMARKING CRITERIA OF UEAPME

LAURA BERNERI

Practice-oriented training is becoming increasingly important in Europe. The link between practical and theoretic courses in an enterprise and in a training centre - the so-called work-linked training - is essential to increase the employability of people. In the different vocational training systems in Europe, work-linked training implies a whole range of training from school seminars with traineeship periods, to apprenticeship training where the training in the enterprise has a key role.

Within the gamut of the different work-linked training systems, apprenticeship plays an outstanding role. Based on a specific contract, apprenticeship training gives young people a better preparation to active life. Apprenticeship contributes to diminish unemployment among young people. It contributes to the development of entrepreneurship among the younger generation and ensures the continuity of craft, trades and small and medium-sized enterprises.

Starting from this conviction, UEAPME elaborated in 1998 eleven quality criteria of apprenticeship training. Their objective is to be a base for higher transparency and to improve the information flow between the European countries and the different systems of vocational training.

The UEAPME quality criteria are:

1. Training in two places: in the enterprise and at school. What matters for apprenticeship, unlike what happens in "on/off-the-job" training, is that the training takes place, for the most part, in the enterprise and is completed with the necessary theory.
2. The apprenticeship contract is the legal basis for the relationship of training in which social and working conditions are regulated.
3. Fixed standards for the content of practice and theory, mutually complementary, are recognised at national level and are applied to the enterprises. Elaboration of these standards in co-operation with social partners and any public/private organisations concerned.
4. Guidance and adaptation of training contents and methods in relation to technological and economic progress.

5. The chambers, the sectoral organisations and other competent institutions ensure a significant part in the organisation of apprenticeship training, in advising enterprises and apprentices, as well as in the training of trainers (e.g. master craftsmen).
6. Control of the training part taking place in the enterprise (and control of the standards) by the chambers or any other concerned institutions / control of the training part taking place at school by public authorities.
7. Involvement of the training enterprises in the financing of the practice part. The financing of the theoretical part is done by public financing.
8. The training is ensured by qualified staff: for the practice in enterprise by trainers (e.g. master craftsmen) who fulfil national required conditions (qualification, experience, reputation...); for the theoretical part the staff is recruited following criteria recognised at national level.
9. Validation of skills at the end of the training by an exam organised with the participation of experts from the economic sector (chambers, professional organisations etc.).
10. A range of training which is accessible for people with apprenticeship difficulties as well for very gifted people. The enterprise is solely responsible for recruiting its apprentices.
11. Integration of apprenticeship in the national systems of training. Apprenticeship training is part of a training pathway, which can open access to continuing training (e.g. training of master craftsmen), and to higher education/university.

On 10th and 11th December 1998, UEAPME organised, with the support of the European Commission, a conference on "Employability through apprenticeship: best practices in craft, trades and SMEs", which took place in Graz (Austria). On this occasion, the UEAPME quality criteria for apprenticeship were greatly welcomed by the European Commission and the participants from the different Member States. The decision was taken to analyse in detail the state of the art and the development of each criterion in the 15 Member States.

CHAPTER ③ The study of Apprenticeship in the European Union

Marc Beutner, Astrid Fischer, Rainer Oetting

The study of apprenticeship in the European Union refers to the situation and the development in the 15 Member States. Therefore, all 15 Member States are participating in this project.

Each Member State is represented by one national expert. The expert describes the national initial vocational training system, which corresponds as closely as possible to the UEAPME "Benchmarking criteria for apprenticeship in Europe". These descriptions can be found in the fourth chapter of this guide.

The expert's further task was to interview people, who work in institutions that are involved in vocational training. These interviews give an impression of the national acceptability of the criteria and the developments towards or away from them. Because of that, positions of employers' associations (craft, trades and SME organisations), employees' associations (trade unions, representatives of workers), ministries, and unions of teachers are also integrated in the fifth chapter of this guide in addition to the opinion of the national vocational training expert.

The descriptions of the national initial vocational training systems in chapter four focus on items, which were developed to supply a general view of each national apprenticeship model. The items were discussed and revised with the experts at a workshop in Brussels. Each expert was asked to write a short statement on each item. Between the different countries there exists a large variety of pronunciations / interpretations of each item which makes them quite interesting for comparison. The items are derived from the UEAPME criteria, and additional and more differentiating points were annexed in order to allow not only comparisons, but also a good impression of the actual state of apprenticeship.

The task of describing the chosen national apprenticeship model refers mainly to the actual state and less to developments or general statements. These points are taken up again in the second part of the study.

The following list of the items is accompanied by examples, which will give an impression regarding which points can be discussed beneath them.

Target groups

Refers to entry requirements, age of the apprentices, gender breakdown, specified target groups and so on.

Employer

Is there a special target group on the employers' side?; Concentration on specified sector; Sector(s), sub-sector(s) in which the model is applied; Size (larger, smaller industries, percentage)

Contract / Form

Name of the contract; Responsible people / bodies; Protected by labour law; Is everybody allowed to enter into this contract?

Principles of the model

Learning by working ("Training on the job"); Task-based approach and ability to perform (Learning oriented towards job action); Life-long learning; Separation of theoretical and practical learning

Optional opportunities

International trainee exchanges, Work placements

Objectives of the contract and the model

Basic vocational training; Key competencies; Specified vocational skills; Job prospects in the labour market; Vocational training close to the work place

Theoretical Training (Time and place)

In-company training within regular working hours; In-company training out of regular working hours or at the weekend; At an apprentice training centre inside/outside the enterprise (part-time / full-time); At a vocational school (part-time / full-time)

Practical Training (Time and place)

Productive in-company work; In-company training; Productive work outside the enterprise (e.g. teleworking); Productive work in a training workshop; Training work in a training workshop

Obligations of the employer

Instructional work; Teaching; Paying of wages / salary; Responsibility and care for learning of employee

Obligations of the learning apprentice

Learning; Attending additional training establishments if necessary, responsible to the enterprise and the employer

Qualified Staff (for the practical part and for the theory)

Role and placement of teachers / tutors / instructors / master; Continuing process of teacher's / tutor's / instructor's /master's education; Suitable qualification; Suitable experience

Duration

Flexible; Fixed period

Monitoring by training establishment

Apprentice supervisors; Tutors; Trainers; Responsible persons or organisations

Objectives of monitoring

Labour market orientation; Education; Legal obligations fulfilled

Manner of payment and financing

The enterprise responsibility for costs and charges; The State supports (subsidises) apprenticeship; Public financing of the theoretical part and / or practical part; The Employee has to cover costs and charges

Standards of educational content and their fixation

Who defines the curriculum for the school part and for in-company training?

Degree of involvement

Involvement of social partners; Involvement of private organisations; Involvement of public organisations

Vocational Guidance

Esteem; Attractiveness; Information

Opportunities of development / progression

Integration of the model of apprenticeship in the national systems of training; Horizontal / vertical / integrated

Equal opportunities

Openness for disadvantaged learners; Accessibility for very gifted people; Gender

Differentiation

Additional qualifications during apprenticeship; Aid for disadvantaged learners (e.g. pre-vocational training or additional assistance); Guidance routes, Individual pathways

Control of Standards and official Monitoring

Control of standards by official organisations (chambers, bodies or governmental organisations)

Training contents and methods

Are new approaches being developed to meet new occupational profiles?; Relation to technological progress; Relation to economic progress; Methods to update qualifications to reflect technological / social changes

Exam and validation of skills

Interim and final examinations; Unit Certification and award of partial diploma; Certified final examination; Main focuses and points of interest in examination (practical, personal or theoretical knowledge, skills and abilities; samples / practical work / written or oral test); Length, point of time and scope of examination; Participating and responsible organisations or persons

3.1 PROBLEMS OF COMPARATIVE STUDIES

The co-operation between different EU countries within the vocational training area aims at exchanging experiences and practices with the perspective of continuous improvement in spheres of education and training and of supporting the citizen's mobility on all levels. The target of such a co-operation is the development of, and also the adjustment to, economic, social and competition policy changes. Learning processes between each of the national representatives may be initiated by such mutual exchanges through getting a feeling for the partnership countries' national differences and cultures.

A comparison between the different approaches in European vocational training is therefore fundamental for such co-operation. These approaches are compared to each other and examined under certain aspects. This method results in showing up common or similar features and differences.

Respective literature describes the use of these kinds of comparison as follows:

1. Use and sense of this nature of comparison

- The comparison sharpens the view and sensitivity for structures and developments in the regarded country. It therefore facilitates a more profound understanding and possibly a changed perception of problems in the home country.
- The consideration of several different countries facilitates ideas towards different approaches to solutions for national problems. This may balance the danger of becoming too firmly established in national perspectives.
- Mutual learning from the difficulties of one country is made possible for other countries.

2. Problems with such comparisons

- Each comparison is dependent on the subject, which means that it is conditional upon the person who draws up and implements it.
- Each comparison shows cultural shapes. All standards of comparison are characterised by the examiners' cultural backgrounds.

Approaches of vocational training design, therefore, are not easily transferable owing to their development within a certain cultural or political context. Therefore, it is necessary to build up a structure of communication and co-operation between the different countries' representatives and also to follow a mutual understanding for different approaches in matters of vocational training. This UEAPME project is subject to the above mentioned ideas.

The exchanges between the participation partnership countries was designed in the following way:

- A concept of design and implementation of this study was drawn up by the scientific guidance group;
- National experts from all 15 EU Member States were canvassed by UEAPME;
- The conceptual draft for the study was introduced and then discussed in a workshop in Brussels. The main subject of this workshop was the agreement on specialist terminology and definitions;
- On the basis of the workshop's results the concept was revised and then distributed to the national experts for a second verification;
- The experts were asked to collect and then summarise the demanded data material in their countries on the basis of common categories. The so-called reports result from this working step;
- Out of these national reports the scientific guidance group drew up a summary report.

The final report will be presented to the European Commission.

3.2 SYNOPSIS

The FBH's synopsis "Quality of Apprenticeship in Europe" refers to a predominant national focus with regard to the UEAPME criteria. The national experts' statements, which are quoted in the following chapters, are arranged in a kind of priority order with a particular focus on Europe. Thus, this synopsis consists of a general estimation in the view of implementation of the criteria and estimation with regard to the preparedness of the involved associations, organisations and authorities. The models were chosen with special regard to the UEAPME criteria. The French text does not refer in all parts to the given criteria and the items. Therefore, it can only be used for some parts of this synopsis. Thus, the comments may be completely different referring to their national relevance, which is expressed in the number of participants in each apprenticeship model and in the national contextual significance. Whilst the chosen Swedish models play a more or less subordinate role within the Swedish educational system, the German model takes the dominant position within the national system. Generally, many countries' experts state the low esteem of apprenticeship in their countries compared to other educational sectors. To foster a more positive esteem and in order to improve quality of apprenticeship in Europe, it is useful and appropriate to discuss benchmarks, which generally consider national peculiarities, both those which are well accepted and also acknowledged.

Training in two places

The experts generally regard the combination of theoretical and practical skills as useful. Nevertheless, the ways that lead to this combination are quite different. Divergent statements are generally due to different opinions upon dividing the apprenticeship time between the practical and the theoretical parts. Following the experts' opinions the claim for training in two places is almost fulfilled. However, the Netherlands, Spain and Portugal feel this criterion is not yet completely fulfilled. Within the next five years, improvements with a view to the complete implementation of this criterion, with respect to the division of time between the two places, are expected in those countries.

Apprenticeship contract as legal basis

Contracts are accepted as a basis for initial vocational training and they are regarded as fundamental. There are various types of apprenticeship contracts and derived labour contracts in existence. Additionally, the contracting parties vary between different countries. Whereas, in some cases, the employers are the only contractors for the apprentices, in others, the schools function as the only, intermediate or involved partners. In many cases, the apprenticeship contracts are formed by combining specific laws for apprenticeship, and also labour law. In most countries, contracts form the legal basis for apprenticeship. Only Sweden and the United Kingdom regard this point as not yet fulfilled. Within the next five years in these countries no far-reaching changes are expected.

Fixed standards with regard to contents of theoretical and practical training

The task of fixing standards with regard to contents of training in schools and enterprises is estimated as being difficult across a European citizenship which is exposed to both radical changes in economic, technological, ecological and international areas as well as to an increasing individualisation and employment of women. Nevertheless, a fixation of standards may be advantageous to a transparent apprenticeship and, therefore, to the mobility of apprentices. The standards are usually developed through the participation of different associations and authorities, such as social partners. The experts from the Flemish part of Belgium, France, Greece, Italy, the Netherlands, Sweden and Spain regard this criterion as fulfilled on a medium level. In these countries, the participation of social partners or employers should be subject to review. The general development within the next five years will, also in these countries, lead to an almost complete fulfilment of this criterion.

Adaptation of the contents and methods to technological and economic progress

It is sensible and essential to bring forward methods and contents within apprenticeship which are oriented towards technological and economic progress owing to the rapid changes that take place in view of the above-mentioned framework conditions in Europe. Useful preparations for professional life can be supported, especially, by a training environment that is close to further 'job

reality. Therefore, the equipment and facilities available should conform to the latest technological standards, which are also generally used in the respective trade or profession. The use of obsolete equipment may deliver support to apprenticeship only to a limited extent in the way that fundamental and constant existing skills are mediated. The experts stated very different opinions in this point according to their countries' standards. Those from the United Kingdom, Greece, Italy, the Netherlands, Portugal, Sweden, Spain, Flanders (Belgium) and France feel that a weak to medium fulfilment is achieved in their countries. Only the Danish and the Luxembourg experts speak of complete fulfilment of this criterion. In regard to its development within the next five years, most experts foresee achievement of the criterion. However, the Italian, the Dutch and the Spanish experts note that their countries cannot entirely meet this target within the next five years. The common sense result is the total acceptability of the need for orientation towards technological and economic progress.

Chambers, organisations and institutions responsible for the organisation and implementation of training the apprentices and the trainers

Whilst, in most of the countries, this criterion is widely accepted, it cannot be generalised. In some countries the organisation and implementation of any kind of training is almost totally the responsibility of one body – that of the enterprise or the designated authority.

The experts from Flanders (Belgium), Finland, France, the United Kingdom, Greece, Italy, the Netherlands, Portugal, Sweden and Spain believe that this criterion is fulfilled merely on a weak or medium level. In this context, Sweden must be emphasised as, due to the lack of national significance of their apprenticeship model, this criterion is deemed as being totally unfulfilled. Whilst further steps and efforts in the direction towards fulfilment will be undertaken within the next five years, the United Kingdom, Greece, Italy and Sweden will not reach total achievement of this point.

Surveillance of the practical part by chambers and control of schools by public authorities

As with the organisation and implementation of apprenticeship in the vast majority of countries, its control is either under the responsibility of the enterprise or the public authority. Thus, this criterion is largely not equally accepted by the countries, which results in a wide variety of opinions. Complete fulfilment of this point is only stated by the Austrian, Flemish Belgian, German, Danish and Luxembourg experts. The statements of the other experts vary between a current fulfilment on a low or medium level. However, all experts' estimations indicate a development towards fulfilment. Nine experts believe that this target will be reached within the following five years. The remaining countries' experts also indicate that there is a good chance for fulfilment. In spite of a wide variety of opinions as to the acceptability of this criterion, there is a fundamental agreement with it, and strong tendencies towards it are obvious.

The companies are responsible for financing the practical part, the theoretical part is financed by the public sector

The method of shared financing is rated equally. The experts from France, Greece, Italy, the Netherlands, Portugal, Sweden and Spain regard this method of separate competencies for financial support as fulfilled on a weak to medium level. In other countries an utmost fulfilment of separate financing is reached. In most of all countries, any fundamental changes are not expected within the next five years. If the current position in this point is subject to further changes, these changes are expected not to be significant in any way. The French expert expresses a position that does not give guidelines to any acceptability of this criterion in France.

Apprenticeship is implemented by skilled staff

There is a demand for training implemented by skilled staff in all European countries and, therefore, the acceptability of this criterion obviously is given. Merely the degrees of necessary skills, which define qualifications for trainers, are rated in a different way. Whilst the experts from Finland, Greece, Italy, the Netherlands, Portugal, Sweden and Spain mark some deficiencies in this point, their estimation turns in regard to the situation that they expect to occur over five years. Only the Italian and the Swedish experts foresee the remaining of deficiencies during this period. Most of the other experts feel that, in their countries, training is done by qualified and skilled staff.

Examination at the end of apprenticeship involving experts from the economic sector

The involvement of experts from the economic sector in exams generally is accepted. Their practical experiences, and their sense of professional reality are regarded as the major advantages. Nevertheless also on this point, divergences according to the current fulfilment appear from the experts' answers. The British, Greek, Italian, Dutch, Portuguese, Swedish and Spanish experts feel that the fulfilment of this criterion has only reached a weak or medium level. Additionally, the Swedish and the Spanish experts quote a previous complete disregard of this point in their countries. However, a development towards this criterion can be made out. Each expert therefore considers a certain level of fulfilment to be likely in the next five years except from the Italian, the Dutch, the Swedish and the Spanish experts, who predict merely a low or medium level of involvement of economic experts into exams.

Range of opportunities for apprentices with difficulties and very gifted pupils in relation to responsibility of the companies for recruiting apprentices

Usually, offering opportunities for apprentices with difficulties and very gifted pupils leads to differentiation within the educational system. The special situation of those apprentices is usually taken into account by means of additional supporting help or additional courses. The company's exclusive responsibility for recruiting apprentices leads to a practice of employment that is going to conform to requirements and efficiency. Therefore, this criterion is widely accepted by the countries' experts. Nevertheless, only some

countries show more or less obvious developments towards a fulfilment of this criterion. With regard to the current situation, the experts from Flanders (Belgium), the United Kingdom, Greece, the Netherlands, Portugal and Sweden indicate weak or medium fulfilment of the criterion. The Swedish expert even marks no fulfilment in Sweden at all. However, improvements are foreseen for Sweden and Greece within the next five years. No changes are expected for the United Kingdom, the Netherlands and Portugal.

Integration of apprenticeship within the national system of education

All countries accept a complete integration of apprenticeship into the context of national educational systems, and efforts addressing this concern have been made with a high level of progression. This is shown in eleven countries (Austria, French-speaking Belgium, Denmark, Finland, France, Germany, Ireland, Luxembourg, the Netherlands, Portugal and Spain), where the experts' statements contribute to the view of an extensive fulfilment in their countries. In some countries, such as Spain, the lack of attractiveness and esteem of the apprenticeship model are directly linked to the integration of the model into the national system. Additionally some experts detected a significant correlation between the fulfilment of this integration and many other criteria, which is again related to its attractiveness for young people. Thus, it could be said that this criterion plays a key role in the whole range of criteria. Its form and fulfilment has significant effects on the success, common acceptability and esteem and, therefore, on the level of national significance. Furthermore, the forms of other criteria, such as range of training opportunities or the forms of involvement of chambers and organisations, and even financial aspects, are determined by this criterion through its significance and through the options for educational progression and development in relation to each apprenticeship model.

Summary

The UEAPME criteria are currently accepted in most of the countries. The implementation into each country's system is specific, and there is a wide range and extent of development and implementation between the different countries. What is taking place in all of the countries is a development involving explicitly or implicitly the UEAPME criteria. As expected, not every criterion can meet the experts' agreement. The situation in five years, nevertheless, will be signified by a vastly improved fulfilment of these criteria. The following tables show a more detailed view on the experts' points of view and their estimation for the next five year's development. The stated figures always relate to each chosen national model, which generally meet the UEAPME criteria.

Regarding these tables, there is a conspicuous interrelation between most marks within each country's judgement that endorses some experts' estimation of a strong link between the criteria. The experts did not expressly point out these interrelations between different criteria and the interdependencies. However, they appeared implicitly, especially in the statements of those experts from countries with comparatively less developed apprenticeship systems. The level of given marks is mainly balanced over the whole country's assessment, which indicates, in context with the expert's detailed description, the state of development of apprenticeship in the respective country. These tables may also demonstrate and express the different demands that are made according to apprenticeship and the estimation of confidence with one country's system. This statement is possible owing to the spread accordance of the experts with the criteria in relation to their given marks. This aspect may serve as a kind of interpretation of the tables' figures. Other conclusions are only possible with additional regard to the individual experts' statements.

0 REPRESENTS YOUR STATEMENT: CRITERION NOT FULFILLED AT ALL • 5: CRITERION TOTALLY FULFILLED

CURRENT SITUATION

Criterion No.	BENCHMARKING CRITERIA	Rating of the experts					
		Austria	Flanders Belgium	Wallonia Belgium	Denmark	Finland	France
1	Training in two places.	4	5	5	5	4	4
2	Apprenticeship contract as a legal basis.	5	5	5	5	5	5
3	Fixed standards for content of practice and theory.	4	3	4	5	4	3
4	Guidance and adaptation of training contents and methods in relation to technological and economic progress.	4	3	4	5	4	2
5	Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers.	5	2	5	5	4	2
6	Control of training in enterprises by chambers and control of schools by public authorities.	5	2	4	5	2	3
7	Involvement of enterprises in the financing of the practice part. The theoretical part is done by public financing.	5	5	5	5	4	0
8	Training is ensured by qualified staff.	4	4	5	4	3	5
9	Validation of skills by exams organised with the participation of experts from the economic sector.	5	5	5	5	4	5
10	A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. Enterprise is responsible for recruiting apprentices.	5	3	4	5	4	4
11	Integration of apprenticeship in the national systems of training.	4	1	4	5	4	5

0 REPRESENTS YOUR STATEMENT: CRITERION NOT FULFILLED AT ALL • 5: CRITERION TOTALLY FULFILLED

CURRENT SITUATION

Criterion No.	Rating of the experts									
	Germany	United Kingdom	Greece	Ireland	Italy	Luxembourg	Netherlands	Portugal	Sweden	Spain
1	5	4	5	5	4	5	2	2	5	3
2	5	2	4	5	5	5	4	4	0	5
3	5	5	3	5	3	5	3	4	3	3
4	4	3	2	4	2	5	2	3	2	2
5	5	2	1	4	3	5	3	3	0	2
6	5	2	2	3	2	5	1	3	1	2
7	5	4	2	4	3	5	3	2	1	3
8	4	4	3	4	3	5	3	3	1	3
9	5	3	3	4	2	5	1	3	0	0
10	4	2	1	4	4	4	3	3	0	4
11	5	4	2	4	3	5	4	4	3	3

0 REPRESENTS YOUR STATEMENT: CRITERION NOT FULFILLED AT ALL • 5: CRITERION TOTALLY FULFILLED

SITUATION IN FIVE YEARS (REFLECTION OF DEVELOPMENT)

Criterion No.	BENCHMARKING CRITERIA	Rating of the experts					
		Austria	Flanders Belgium	Wallonia Belgium	Denmark	Finland	France
1	Training in two places.5	5	5	5	5	4	
2	Apprenticeship contract as a legal basis.	5	5	5	5	5	5
3	Fixed standards for content of practice and theory.	5	5	5	5	4	4
4	Guidance and adaptation of training contents and methods in relation to technological and economic progress.	5	5	5	5	4	4
5	Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers.	5	4	5	5	5	4
6	Control of training in enterprises by chambers and control of schools by public authorities.	5	4	4	5	4	4
7	Involvement of enterprises in the financing of the practice part . The theoretical part is done by public financing.	5	5	5	5	4	0
8	Training is ensured by qualified staff.	5	5	5	5	4	5
9	Validation of skills by exams organised with the participation of experts from the economic sector.	5	5	5	5	4	5
10	A range of training which is accessible for people with apprenticeship Difficulties as well as for very gifted people. Enterprise is responsible for recruiting is apprentices.	5	4	4	5	4	4
11	Integration of apprenticeship in the national systems of training.	5	5	5	5	5	5

0 REPRESENTS YOUR STATEMENT: CRITERION NOT FULFILLED AT ALL • 5: CRITERION TOTALLY FULFILLED

SITUATION IN FIVE YEARS

Criterion No.	Rating of the experts									
	Germany	United Kingdom	Greece	Ireland	Italy	Luxembourg	Netherlands	Portugal	Sweden	Spain
1	5	4	5	5	5	5	3	4	5	4
2	5	2	5	5	5	5	4	4	0	5
3	5	5	4	5	5	5	4	5	4	5
4	5	4	4	5	3	5	3	4	4	3
5	5	3	3	4	3	5	4	4	2	4
6	5	3	3	3	3	5	3	4	2	4
7	5	4	4	4	3	5	4	2	1	3
8	5	4	4	4	3	5	4	4	2	4
9	5	4	4	5	2	5	2	4	2	3
10	5	2	3	5	4	5	3	3	2	4
11	5	4	3	5	3	5	5	5	3	5

CHAPTER 4 DESCRIPTIONS OF APPRENTICESHIP IN THE EUROPEAN MEMBER STATES

4.1 DESCRIPTION OF THE AUSTRIAN APPRENTICESHIP TRAINING SYSTEM

DR. GEORG PISKATY

4.1.1 Introduction

About 40% of the young Austrians aged between 15 and 18 years are trained within the apprenticeship training system which plays, in this respect, a major role within initial training and education. There are no formal entry restrictions, so every youngster who has completed compulsory schooling – whatever the results are – can theoretically enter into apprenticeship training. The apprenticeship training ends when the duration of the training – based on legal regulations, which are stated within the apprenticeship contract – has been fulfilled. The apprenticeship exit examination is not obligatory, but is undertaken by more than 90% of apprenticeship training leavers and gives, through some collective bargaining agreements, the right to better payment. A successfully passed apprenticeship training exam entitles the recipient also to undergo the newly created "Berufsreifepfung" which is a special examination for university access. By these means apprenticeship training is linked to formal higher education. On the other hand there are links between vocational schools and apprenticeship training. Drop outs or leavers from vocational training schools can sign shorter apprenticeship contracts, successfully completed vocational schools substitute apprenticeship training, and give the same rights as an apprenticeship training examination (e.g. towards creating an own enterprise). Special schools for foremen (Werkmeister), evening classes at higher vocational schools are other links either towards continuous formal education or towards higher careers within vocational life.

4.1.2 Detailed Description

Target Groups

Targets are young people aged from 15 to 19 years old. They must have completed compulsory education (that is, normally 9 years of school until the age of 15).

Formally, there are no upper age limits for apprenticeship training, but older people normally use the possibility to undergo external apprenticeship examinations without having done a formal apprenticeship training, but having acquired the necessary knowledge by other means (e.g. through practical work).

Employer

Employers from all sectors, including public administration and any kind of enterprise, appear in apprenticeship schemes.

There is no differentiation between SMEs and larger companies or between companies and other employers. Apprenticeship training is also possible for associations if the training of apprentices is not the target of this association and also for special institutions (apprenticeship workshops), if they have a special permission from the state to carry out apprenticeship training.

Contract/Form

The apprenticeship contract is the legal basis for the relationship of training: It is concluded between the training company and the apprentice and has to correspond to the regulations in the 'Vocational Training Act'. It is a special labour contract, which regulates social and working conditions (e.g. the apprenticeship trade to be learned, duration of apprenticeship, apprentices' remuneration, obligation to attend part-time college etc.).

Principles of the Model

In principle, training within the Austrian Apprenticeship System takes place within the enterprise and at school. The role of the enterprise is predominant. Approximately 4/5 of the training time is spent in the enterprise. The company-based vocational training takes place under real working life conditions: it is real learning by doing – learning on productive work. In addition to the part played by the company, there is the role of the 'part-time vocational school', which takes place approximately one day per week, in most occupations in the first apprentice year, two days per week. The schools supplement the vocational training and education obtained in the company and it is an obligatory part of the training. More than _ of the instructions are occupation-related subjects. About _ consists of general education (mother tongue, English, civic education).

Optional Opportunities

The contents of apprenticeship training regulated by law and by ordinances are minimum obligations. Enterprises are free to offer additional skills and knowledge. The schools can also do so in theory. However, they are, in reality, limited to two hours per week of voluntary subjects chosen by the pupils (e.g. sport or religion) because of time limits foreseen by school regulations.

Objectives of the Contract and the Model

- To prepare young people for work through practical training within training companies. (exceptionally, in addition, outside a company by courses or in the building sector by specially created organisations).
- To qualify young people not only for the labour market, but also for further training and education.

Theoretical Training (Time and place)

The above mentioned "part-time vocational school" has to support the practical training within the companies through general subjects (e.g. German, English, civic education), theoretical subjects (commercial and technical) and additional practical work in school workshops. For occupations with a 3-year training period the school takes normally 1,260 hours (in some tourism trades only 1,080 hours). The company has to give free time for school attendance and pays the apprenticeship salary also during school attendance. For the apprentice, school attendance is a legal obligation.

Additional training centres exist in Austria exclusively for the building trades (Lehrbauhöfe). In these training centres the apprentices get additional practical training in specialities which are not normally practised in the company. These training centres are established by collective bargaining agreements by the social partners and financed by a special funding ("Bauarbeiterurlaubskasse" – the collective payment for the financing of the building workers' holidays).

Practical Training (time and place)

Practical training corresponds to in-company work. Large enterprises will give additional theoretical lessons, especially when they have established special apprenticeship workshops. Normally, however, the practical training is learning by doing. The law establishes that work done by the apprentice must relate to the job profile. In addition to that, some trades send their apprentices to special courses paid by the company. However, this is done on a voluntary basis.

Obligations of the Employer

The employer has to establish an apprenticeship contract in one of the (approximately) 250 apprenticeship trades.

He has to ensure the apprentice's training and has to send the apprentices to the vocational school. He has to pay an apprentice salary including social security contributions. He has to do the training himself in person or by qualified people in the enterprise. The apprenticeship contract has to be registered at the apprenticeship offices (established in conjunction with the Economic Chambers).

The most important obligation is to fulfil the training whilst respecting the job profile, to ensure the learning progress of the apprentice and to obtain a positive result at the end of apprenticeship training.

Obligations of the Learning Apprentice

The apprentice has to attend training, both in the company and at

the vocational part-time school and has to work in the company conforming to the job profile of the chosen occupation.

Qualified Staff

To be able to get involved in apprenticeship training there are different requirements. First of all, one has to prove one's professional ability e.g. by special examinations such as master's examinations, other professional aptitude examinations, and foreman training courses in industry. In addition, trainers have to undergo an apprenticeship trainer's examination (which might be included in some of the mentioned examinations). This obligation is stated in the Vocational Training Act. Both training contents and school curricula are periodically upgraded owing to technological, scientific and/or economic progress. Methodically trainers and teachers are free, but teacher- and trainer-training, information by unions and employers' organisations play an important role in upgrading also their methodological knowledge.

Duration

Apprenticeship lasts a minimum of 2 years and a maximum 4 years. The duration is stated by ordinance of the Federal Ministry for Economic and Labour based on the Vocational Training Act. Most apprenticeship trades need 3 years, the more technical ones 3 years. Only in very special cases is a prolongation of the duration possible. On the other hand, a gifted apprentice who has successfully finished apprenticeship school can undergo the apprenticeship examination as early as at the beginning of the last year of apprenticeship training and, therefore, shorten the duration by up to one year, if the company accepts this.

Manner of Payment and Financing

The costs of the company-based part of apprenticeship training are financed by the company itself (there is no levy-system!) not only as far as apprenticeship remuneration is concerned, but also for the costs of the infrastructure (workplaces and workshops), the wages of the trainers and the costs of the administration within the enterprise. Therefore, the far greater part of the costs for apprenticeship falls on the private sector. Recent estimations speak about 500 million _ net costs for the training enterprises per year. In recent years, the state improved the conditions by offering tax reductions for training companies and reductions of social security contributions for apprentices. On the other hand, the schools are totally financed by public funding. From 2003 on the government is planning to reimburse training companies with the apprenticeship remuneration for the time the apprentice is in school, which would mean two to three apprenticeship remuneration per year.

Standards of Educational Content and their Fixation

School laws and ordinances fix the standards for the school part and the vocational training schools undergo the normal "school inspection system". There is no control of the schools from the side of the economy/companies.

For the training done within the companies there are ordinances by

the Federal Ministry for Economic and Labour ("job profiles") which are monitored by the apprenticeship offices, set up at each of the provincial chambers. These apprenticeship offices have the task to control apprenticeship training agreements and the fulfilment of the training obligations of the companies.

Degree of involvement

There is a high degree of involvement especially from the employers' organisations (economic chambers) which have set up the apprenticeship offices at each of the provincial chambers and organise and finance through them the administration of the apprenticeship system (on appointment by the state authorities). As they are apprenticeship authorities in the first instance, they organise examinations, register apprenticeship training agreements etc. In each province and on federal level there exists a social partner body ("Berufsausbildungsbeirat") with representatives of the employers and the unions to discuss questions of mutual interest concerning apprenticeship training. These advisory councils have also, in some cases, the right to intervene or the right to be heard before decisions are taken by the apprenticeship offices. On federal level, as well, the chamber and the unions (and in addition the chambers of labour as a representative of all employees) are involved in discussing apprenticeship policies, creating new apprenticeship trades, organising information for trainers etc.

Vocational Guidance

There are different forms of vocational guidance: in the last years of obligatory schooling vocational guidance and educational information is foreseen as an obligatory subject. In addition, in some schools, practical work experience is possible in the 9th year of compulsory schooling.

The economic chambers organise professional fairs, information centres and counselling services in addition to the offers of the labour market authorities.

Opportunities for development / progression

As pointed out above, the integration within the educational system has been largely realised: skills obtained within vocational training in schools are to be taken into account when entering apprenticeship training. The other way round it is more difficult because of the formalised school curricula. Therefore, there exist special school possibilities for apprenticeship training leavers facilitating for them higher formal education (Berufsreifeprüfung, vocational evening schools – as described above).

Equal opportunities

For "low achievers" a "pre apprenticeship training" has been built up which is open to young people with problems in learning and offers them (after completing the two-year course within an enterprise) the possibility to enter normal apprenticeship training. In addition to that, there are special workshops designed for handicapped pupils, also with the task to offer – if possible – a bridge into the normal apprenticeship training system or into the labour market as semi-skilled workers.

Differentiation

Austria is starting differentiation within apprenticeship trades (modularization), but this is not yet a reality.

Exam and validation of skills

At the end of the training a special apprenticeship leave examination is foreseen, which consists of two parts: a theoretical part, which covers the contents of the part-time school and the practical part, which covers the training done in the enterprises. If the part-time school has been finished with positive results the theoretical part is fulfilled and will not take place; in this case (more than 90% of the candidates) the apprenticeship leave examination is reduced to the practical part (duration approximately one day). The examination board consists of three experts, at least one nominated by the unions/chambers of labour. Teachers are not participating in these examinations!

4.2 DESCRIPTION OF THE BELGIAN FLEMISH APPRENTICESHIP TRAINING SYSTEM

VÉRONIQUE WILLEM

4.2.1 Introduction

The apprenticeship system within the initial vocational training system in Flanders aims to train young people (starting at the age of 15 years) to perform an independent profession. The apprentice takes part in courses in a regional training centre one or two days a week and receives practical training in an enterprise the other three or four days, under supervision of the employer – trainer.

4.2.2 Detailed Description

Target groups: pupil and employer

This initial vocational training is oriented toward young people from 15 to 18 years old, who want to learn a self-employed profession on the basis of theoretical and practical training.

To get enrolled in a regional training centre the pupil has to have an apprenticeship contract; otherwise he cannot start the training nor take part in the courses.

On the employer's side, the system is specifically oriented towards the self-employed and the small and medium-sized enterprises.

Training is given for around 300 independent professions; consequently the model is applied in many different sectors.

Requirements to enter the apprenticeship for the pupil

- to be at least 15 years old
- to comply with the fulltime compulsory school attendance (Flemish initial vocational training meets the half-time compulsory school attendance – from 15 to 18 years old)
- to undergo a physical examination in order to prove that he / she is physically fit to exercise the chosen profession

- for some training specific conditions / qualifications can be required (e.g. higher education level, ...)

Requirements to enter Apprenticeship for the Employer-Trainer

- to be at least 25 years old
- to have at least 5 years professional practice, of which 2 years as head of a company
- to offer guarantees concerning organisation and equipment in order to realise the practical training of the student corresponding the training programme in the independent profession

Contract: "Leerovereenkomst" and Obligations

The employer and the student (with his parents / legal guardians) enter into the apprenticeship contract, by the mediation of the apprenticeship secretary.

The contract provides an elaborate protection through the labour law. This means that for minors, specific protection is to be followed (working hours, security...). The contract, just like the training, has a minimum duration of 1 year and a maximum of 3 years.

To enter the contract the student and the employer-trainer have to fulfil the above mentioned requirements (cfr.1).

Obligations of the Learning Apprentice

The apprentice is obliged:

- to conclude and implement the apprenticeship contract with the intention to complete the initial vocational training successfully
- to take part in the theoretical training and intermediate exams, and the final exam
- to fill in the "task book"
- to perform the charged tasks carefully, honestly and punctually at the time, place and in the manner as agreed
- to act corresponding the guidelines given by the employer
- to abstain from all actions that can cause damage to his own security, those of colleagues, the employer or third parties
- to return the tools, working clothes and unused raw materials in good condition
- during the performance and after the termination of the contract:
 - not to announce any manufacturing or trade secrets nor any personal secrets
 - not to carry out nor co-operate in acts of unfair competition etc.

Obligations of the "Employer- Trainer"

The employer is obliged:

- to subject the apprentice to a medical examination and deliver a certificate of this examination to the apprenticeship secretary
- to pay the apprentice a monthly allowance, which is due for the practical training as well as for attending the theoretical training and participating the exams
- to make sure that the apprentice follows the practical training as prescribed in the training programme:
 - to ensure that the practical training develops in appropriate security and health conditions
 - to put all necessary tools, raw materials and working clothes at

the apprentice disposal

- to give attention to the reception and integration of the apprentice
- not to let him perform any tasks which have nothing to do with the profession or which may be dangerous or harmful
- to keep the apprentice secretary and the parents informed about the development of the practical training
- to make sure that the apprentice attends the theoretical training and takes part in the exams
- to comply with all legal, regulatory and conventional stipulations concerning social security, labour regulations, insurance, ...
- to be helpful when the apprentice secretary or officials of VIZO monitor the execution of the apprenticeship contract
- to attend extra training organised by VIZO.

Principles and Objectives of the Model

The "leertijd"- model is based on the idea of alternating training. The practical skills of the profession are acquired by performing the different tasks of the job under supervision of the employer-trainer in the enterprise. Theoretical and practical training are separated, take place at a different location and have other teachers (teachers of the training centre versus the employer-trainer).

In this training, the apprentice works along with the employer and other colleagues performing as well as possible.

The described model is oriented strongly towards life-long learning, as it prepares for the next step in training for independent professions (entrepreneurial training), and afterwards the completion training. During the training attention is given to the development of "learning to learn" skills.

Objectives of the system are: teaching all aspects of an independent profession to the apprentice, conveying social, working and entrepreneurial skills (key competencies), a vocational training in the work place with, as a result, very good job prospects in the labour market (employment rate after 1 year is approximately 90%).

Opportunities

Optional opportunities

Work placement is a requirement to enter into the apprenticeship and to be allowed to attend the courses.

The pupil-apprentice can take on an additional language course, in order to obtain the basic knowledge of a foreign language.

Opportunities of Development / Progression

The described model has not yet been integrated in the regional (Flemish) system of training and education. However the young apprentices can take up further education (i.e. life-long learning) in entrepreneurial training, which can also be an alternating programme.

Equal Opportunities / Differentiation

The system is accessible for disadvantaged learners as well as for very gifted people. Apprentices with learning problems can apply to specific additional courses in order to make up arrears. In spite

of this openness for all kinds of youngsters, differentiation in levels does not yet exist. Consequently, the groups have a very heterogeneous composition, which may cause problems during the theoretical training (e.g. some of the pupils may fall behind, the pace of teaching is too slow...).

The apprentice secretary closely monitors the individual learning process of each apprentice, which has a contract under his mediation.

Theoretical Training

The theoretical training takes place at a regional training centre (22 centres across Flanders), for two days (for the 15 year-old) or one day (for the 16 year-old) a week. It consists of 360 hours for apprentices of 15 years old and 240 hours for apprentices of 16 to 18 years old.

In this theoretical training two main subjects are dealt with:

- Social studies, in which topics such as democracy, your own car, becoming self-employed, etc., are treated. By means of this integrated course the teachers want to give the pupils the means for a well-considered self-development, a wise private and professional life, etc.
- Technical studies, in which topics like use of raw materials, manner of execution of the work, basic skills of the profession and so on are treated.
- Additional courses, for pupil-apprentices who are confronted with learning problems

Additionally, pupils can take up a language course, for those who want to obtain the basic knowledge of a foreign language.

Practical Training

The practical training mainly takes place on the shop floor, at the enterprise of the employer-trainer. Next to the real theoretical courses, the apprentices learn the basic skills in the regional training centre.

The practical training in the enterprise has to follow the training programme described for that particular profession and, in this way, has to correspond with the theoretical training in the regional training centre.

The practical training can be seen as a combination of three forms of training: training work in a training workshop in the regional centre, in-company training at the beginning of the apprenticeship contract when the apprentice still has to learn at the enterprise of the employer-trainer and productive in-company work when the apprentice has built up knowledge and experience on-the-job.

Qualified Staff

Teachers take care of the courses in the regional training centre. These teachers have to prove that they have the required competencies (professionally and pedagogically). The employer-trainer has to fulfil the qualifications as mentioned above.

Both teachers and employer have to attend extra training courses organised by VIZO.

Monitoring by Training Establishment

Different people and institutions are responsible for the monitoring of the training. The most important person is the apprentice secretary, who has to guide the apprentice throughout the whole learning process and monitor his/her progress in theoretical and practical training. This person will also look after the fulfilment of all legal obligations.

Teachers in the regional centre and the trainer in the enterprise monitor the performance of the apprentice at each place separately. The first is more education oriented; the latter will give more attention to the aspects, which are important towards the labour market. Officials of VIZO monitor all these people. The Practice Commission is authorised to decide in matters where problems arise or performances do not comply with regulation.

Manner of Payment and Financing

The enterprise is responsible for the costs of the practical training, and is also responsible for paying the allowance of the apprentice. Public financing goes to the theoretical training (subsidies to the regional training centres) and to the guidance of the apprentice. Public financing for the total vocational training of independent professions amounts approximately to 1.5 billion BEF.

Standards and Educational Content

VIZO defines the curriculum for both theoretical and practical training; the programme is developed by experts from the profession and representatives of the professional organisations (represented in the authorised Professional Commission) and is approved by the social partners represented in the Practice Commission and Board of Directors.

These standards are controlled and monitored by officials of VIZO. Technological and economic progress are filled in the existing programmes by the teachers, who have practical experience and often still practise the profession for which they are teaching. VIZO is developing a system to be able to foresee evolutions in professions and to bring in new aspects into the curriculum. The Professional Commissions also have a role in this implementation, since the persons represented there should be close to every day practice.

Degree of Involvement

Social partners are involved in:

- The Board of directors of VIZO, the public institution that organises the vocational training (overall policy, monitoring of the vocational training system as a whole, etc.)
- The Practice Commission, that monitors the initial vocational training in all its aspects (e.g. training programmes, guidance, decision authority when problems occur, ...)
- The Professional Commissions, that have authority for one specific profession or cluster of professions (concerning e.g. programmes, teachers, etc.)
- The promotion of the vocational training, the awareness raising among employers, etc.

Private Organisations

The regional training centres, which are responsible for the implementation of the training

Public organisations:

VIZO is responsible for the overall organisation, management and monitoring of the vocational training.

Vocational Guidance

The employers have a very high esteem of this model, which is demonstrated by the high employment rate one year after "graduation" (90% of the young people have a job).

About 10,000 young people are attending an initial vocational training in this model at the moment. Nevertheless, the system is often thought to be one of the last ways to comply to half-time compulsory school attendance, since the training can only give a certificate and not a government-recognised diploma.

Exam and Validation of Skills

Every year the apprentices have to take exams on social and technical studies. For the practical part, a system of permanent evaluation exists.

At the end of the initial vocational training the apprentices have to take a final exam, consisting of a theoretical part (social and technical studies) and a practical part (in which they have to make a project).

4.3 DESCRIPTION OF THE BELGIAN FRENCH APPRENTICESHIP TRAINING SYSTEM

PAUL BALANCIER, BENOIT LEONARD

4.3.1 Introduction

Belgium has a long tradition of apprenticeship. In fact, this type of training system has existed for a long time and it was formalised in the beginning of the 1960s with the creation of the Training Centres for "Classes moyennes", launched by the professional and inter-professional associations. These play a crucial role in the organisation of the system of training. It was the only dual training system during a long period. Since the beginning of the 1990s, the Education Department has favoured a new system, in relation to the law on compulsory schooling to the age of 18.

In the French speaking part of Belgium, there are more or less 10,000 apprentices.

Legislation

Since 1947, the legislator has aimed to provide a framework and legal status to young people in training.

- The legal foundation was the Decree dated 3/7/91, from the Belgian French Community, Minister of Education, for research and training relating to permanent training for the "Classes

Moyennes" and SMEs. Modified by the decree dated 4/5/95 from the Walloon Region approving co-operation between the Walloon Region and the Region of Brussels capital dated 20/2/95.

- The Walloon Government Order dated 16/7/98 came into force 1/9/98, fixing the conditions agreed for companies in continuing education for both the Classes Moyennes and the SMEs.
- Apprenticeship contracts (Basic training for young people of at least 15 years old).
- The Walloon Government Order dated 16/7/98 came into force 1/9/98, fixing the conditions agreed for the apprenticeship contracts for both the Classes Moyennes and the SMEs.
- European training contracts (possibility to receive young people from another Member State). Executive order from the French Community dated 25/11/92.

4.3.2 Detailed Description

Target Groups

Apprenticeship is aimed at pupils in compulsory education. There is no discrimination in accepting any young person.

The apprentice:

- must be at least 15 years old and have followed at least the first 2 years of secondary school (general, technical, artistic), or in the case of professional secondary education have passed the second year exams;
- must have completed his/her full-time compulsory education and have passed an entry exam if the training entry requirements are not met;

There are specific entry conditions for the following professions: retailers, opticians, dental technicians and orthopaedists.

Employer

The apprenticeship takes place only in small and medium-sized enterprises (SMEs), which are limited in Belgium to a maximum of 50 workers, and are particularly in the skilled craft sector. Apprenticeship is organised for all sectors.

The trainer

- must be at least 25 years old;
- must have an impeccable character reference;
- Must have a head of company diploma in the profession or provide proof of at least 6 years experience in the profession as manager, employee or assistant.

Form of the Contract

Apprenticeship contract

An apprenticeship contract focuses on learning a profession, which is represented by the Classes Moyennes Steering Committee and can be carried on by self-employed people.

The contract is drawn up by the "délégué à la tutelle" and signed by the company manager and the apprentice or his legal representative. It is subject to approval by the regulatory body (IFPME) on the basis on entry conditions for apprentice and for company manager.

The company must be approved by the IFPME and give guarantees

to assure the success of the training.

The legal text foresees labour protection (insurance, annual holidays). The company manager receives a substantial reduction in their social security contributions. The apprentice receives a monthly allowance. The apprentice still receives family allowance.

The usual duration for the contract is 3 years, and it can be brought to an end at any time during the year. A shorter contract can be negotiated based on previously acquired qualifications.

Principles of the Model

The apprenticeship system is based on two places for training: the training centre and the enterprise, with a link between them.

Optional Opportunities

European Training Contracts

The rules are approximately the same for the training contract as far as rights and duties of the contracting parties are concerned, as are the advantages. The trainee must be at least 16 and under 26 years old when the contract is signed. The employer must be at least 25 years old and have had at least 6 years experience in the profession. The length of the training and the trainee's allowance depend on the European programme. The European training contract is not an employment contract.

Objectives of the Contract and of the Model

The main objectives of the dual system of training are to:

- obtain a qualification while getting to know company culture;
- reinforce the employability of young people;
- Improve the quality of training to increase competitiveness.

Within this framework the young person receives training which is more adapted to the world of work and the demands of an employer, facilitating the difficult step of professional insertion.

Working in a company and having to adapt regularly to progress, the young person will really "live" the job.

Theoretical Training

The theoretical training is given in the training centre: 12 hours/week in the first year and 8 hours/week in the second and the third years.

Practical Training

The practical training is given in the enterprise: 27 hours/week for the first year and 31 hours/week in the second and third years.

Obligations of the Employer

The company manager is committed to:

- making sure that the training determined by the programme is given to the apprentice to prepare him/her for the job chosen;
- providing the necessary materials;
- avoiding obliging the apprentice to do tasks unrelated to the chosen profession and without any training value;
- acting as a good father figure;
- making sure that the apprentice attends the lessons conscientiously;

- paying the progressive monthly allowance, this constitutes the minimum;
- conforming to all the legal requirements as far as insurance is concerned;
- Respecting the daily and weekly working hours laid out in employment law and not exceeding the legal limits.

Obligations of the Learning Apprentice

The apprentice is committed to:

- respecting the terms of the contract with the intention of following the training right to the end;
- acting according to the company manager's orders and instructions;
- Attending the lessons conscientiously.

Qualified Staff

- The trainer must have a head of company diploma in the profession or provide proof of at least 6 years experience in the profession as either manager, employee or assistant;
- In the training centre, the trainer must have the required diploma, professional experience and must keep his own enterprise.

Duration

In the apprenticeship system, the training lasts generally three years. The mix is one day per week at the training centre and 4 days per week in the enterprise.

Monitoring by Training Establishment

Monitoring is carried out at two levels:

- in the enterprise : the monitoring of the apprentice is made by the company manager and the "délégué à la tutelle";
- In the training centre: the pedagogical responsible and the trainers.

Objectives of Monitoring

The objective of the monitoring is to control the application of the legal obligations and of the pedagogical programme.

Manner of Payment and Financing

- The practical training is taken in charge by the enterprise.
- The public authorities finance partially the cost of the theoretical training and the staff.
- There is no cost borne by the apprentice.

Standards of Educational Content and their Fixation

The standards of educational content and their fixation is discussed and decided in professional Committees where the sector representatives and professionals are present.

Degrees of Involvement

The professional and inter-professional associations have launched the apprenticeship system in Belgium, and these organisations are still involved. They have representatives on the Board of Directors of the public funding organism, which is called IFPME, in the professional

committees, and they play a key-role participating in the organisation of the examinations.

Vocational Guidance

There is no specific structure, which is in charge of the vocational guidance through the apprenticeship system. Consequently, there is not a good knowledge of this system. Nevertheless, due to European programmes, some initiatives have been tested.

Opportunities of Development

This system is recognised by the public authorities and by the professional organisations.

Equal Opportunities

The apprenticeship system is accessible to everybody complying with the entry conditions (see point 2). Sometimes, an entry examination is organised.

Differentiation

This system gives a qualifying training. Some initiatives are given to provide other types of skills (English or more profound technical aspects) or to give supplementary exercises to the pupils who are not at a good level in some general courses.

The "délégué à la tutelle" has to follow the young on the social point of view and the training on the pedagogical one.

Control of Standards and Official Monitoring

The programmes are set up by the professional committees and approved by the Minister. They are in phase with the qualification profiles elaborated by the French Community of Belgium, which are applied in the education system.

The diplomas are recognised by the French Community of Belgium.

Training Contents and Methods

The professional committees make the adaptation of the content.

Exam and Validation of Skills

There are practical and theoretical examinations, interim and final evaluation. However, the system is also based on permanent evaluation. The professionals are involved as a jury in the organisation of the practical examinations. Competitions are organised by the professional organisations in order to elect the best apprentice.

4.4 DESCRIPTION OF THE DANISH VOCATIONAL EDUCATION TRAINING SYSTEM (VET)

ANNE HOLM SJØBERG

4.4.1 Introduction

The Danish system of vocational education and training (VET) is a centralised system. The Ministry of Education lays down all

standards in the form of regulations. These regulations are prepared by the social partners, then approved by the Ministry of Education. There is no regional level within the VET system, only the national and local levels. There are 115 colleges (technical and commercial) in the Danish VET system for which the Ministry is responsible.

The Danish vocational education and training system is more than 450 years old and can be described as a cultural bridgehead between the European (German) dual apprenticeship systems and the school-based models of the Nordic countries. The system is a further development of the apprenticeship principle, and there is theoretical teaching (more time spent at school) in the Danish VET system than in German VET programmes, and, conversely, far more in-company training than in the Swedish system, for example, where this makes up to 15% of the training period, compared with 60-75% in Denmark. The Danish VET system is based on three main characteristics:

It is based on alternating periods of school education and practical training in a company. In general, vocational training does not take any longer than four years. Students normally attend vocational college for a maximum of 80 weeks.

The training not only conveys vocational and technical skills within a strictly professional context, but also inter-professional skills and general knowledge. The social partners are able to influence the system to a large extent as they are represented at the national and individual college level.

The Danish VET system is permanently undergoing change. In 1999 the Danish Parliament passed the new Vocational Education Training Act (No. 234) which will come into force on 1st January 2001. The "VET reform 2000", as it is also called, changes the structure, content and learning environment in vocational education and training. Keywords are transparency, flexibility, widening and broadening and social inclusion. The two main principles are a simpler structure and greater flexibility within the programmes. Since "The VET reform 2000" represents a completely new system, we have chosen to describe the new general structure below instead of the "old" model. Since the Danish Vocational Education Training system (VET) has just been changed, we have chosen to describe the general model below and bring in a few examples from the vocational training as a painter.

4.4.2 Detailed Description

Target Groups

Access to is open to all those who have completed compulsory education. The students attend from the age of 15 or 16. Besides, there exists a special, shorter programme for those older than 25, who have a minimum of four years relevant work experience. As opposed to the personal esteem of apprentices, there are no gender restrictions existing for any businesses.

Employer

Private companies are the primary target group on the employers' side, but public organisations can also be integrated.

The employers' side is represented in the so-called Sectoral Trade Committees together with the employees' side. Above the Trade Committees there is the VET Council (EUR).

The model is primarily applied in the crafts sector – especially painters – but also by paint dealers.

Contract / Form

A signed apprenticeship/training contract with a company (or the college if the student cannot find a training place). The students themselves have the responsibility of finding a company and concluding an apprenticeship contract, with support and guidance, however, from the college. Everybody who has completed compulsory school is allowed to enter into this contract.

Principles of the Model

The practical part is "on-the-job training".

The theoretical part in the colleges is divided in two: the initial basic programme and the main VET specialisation programme. Seven access routes to the VET courses are open to the students. The following access channels have been created: technology and communication, building and construction, crafts and engineering trades, food production and catering, mechanical engineering, transport and logistics, service industries and the commercial field: trade, office and finance. The basic training phase is flexible and its duration may vary from 10 to 60 weeks. Those who have made a clear choice can progress directly and swiftly through the initial basic phase. Students who have not made up their minds are given time and challenge to support their selection of programme, to develop themselves as individuals and to expand their competencies (a painter has a minimum of 10–14 weeks).

The basic programme is completed with the issuing of a certificate which specifies the subjects studied and educational levels attained, as well as a list of the main programmes the student is qualified for. The particular requirements needed to start on a main programme are defined in the regulations of each individual VET specialisation programme. 85 VET courses are offered in the system.

The obligatory college part of the main programmes has a maximum duration of 60 weeks (1_ years). A complete main programme normally has duration of not more than 3_ years. The main VET programme starts with a practical training period in a company followed by periods at college and in the company.

Optional Opportunities

There are good opportunities for international trainee exchanges, and the students can obtain support from the Employers' Reimbursement Fund (AER) when contacting the PIU-Centre.

Objectives of the Contract and the Model

The objectives are:

- to motivate young people to learn and ensure that all young persons who would like to undergo vocational training get a chance to do so and that they also have the opportunity of selecting a suitable option from a wide range of training schemes;

- to provide young people with education and training opportunities which form the basis for their future professional career and contribute to their personal development and to their understanding of society and its development;
- to satisfy the needs of the labour market for vocational and general skills and the competence necessary to contribute to the development of trade and industry including commercial and economic structures, labour market conditions, workplace organisation and technology;
- to provide young people seeking further education and training with a basis to do so.

The Danish VET system provides a broad-based education, not only covering vocational skills and knowledge, but also offering good opportunities for personal development of the students. The system is moving from qualifications to competencies and from teaching to learning. In particular the system focuses on the development of personal competencies and learners increasingly take responsibility for their own education. The basic programme consists of basic subject and area subject supplemented by educational and occupational guidance and counselling. An innovation in the main programme is the provision of the special subjects, which will now be offered in a more flexible way. The student and the training company may choose courses/modules from a joint catalogue designed by the vocational education and training system and the adult labour market training system. In the perspective of lifelong learning this may be one of the most valuable elements of the reform. There are good job prospects in the labour market. In general, 67% of all students with an apprenticeship certificate get a job. Most of the rest of the students enter further education.

Theoretical Training (Time and Place)

The student studies full-time in vocational colleges. On average the students have 36 lessons a week.

Practical Training (Time and Place)

Most of the students do productive in-company work in a company. If the students cannot find a training place in a real company, the colleges offer training work in a training workshop.

Obligations of the Employer

Instructional work: the employer is responsible that the student learns the different qualifications described in each specific educational schedule – which is to ensure that the student develops a routine in the specific field. When the student and the company have signed the training contract, the employer pays wages to the apprentice, also during the periods at college. The wages a company pays during attendance at college are reimbursed from the Employers' Reimbursement Fund (AER) for apprentices' wages. Most students choose to start their education in college before concluding an apprenticeship contract. These students may obtain support through the Danish State Education Grant Scheme (SU) during the basic programme. The employer has responsibility for the practical training.

Obligations of the Learning Apprentice

The learning apprentice is responsible for arriving in the morning and taking part in the daily work.

Qualified Staff (for the Practical Part and for the Theory)

Concerning the theoretical part of the education in the colleges, the teachers / tutors must have a relevant academic or other theoretical educational background. Concerning the practical part of the education in the colleges, the teachers / tutors must be educated craftsmen themselves – that is e.g. a painter. They must also have extensive work experience in their trade.

All teachers / tutors start a pedagogical teacher training education, when they begin working in the vocational college. All teachers / tutors in the colleges have to participate in continuous education and further courses. The instructors who are responsible of the on-the-job training in the companies must also be educated craftsmen.

Duration

The teaching in colleges and the training periods in the companies are always in fixed periods. The students work or study full-time in each place. A painter has a minimum of 10-14 weeks in college, then 20 weeks in the company, 14 weeks in college, and so on.

Monitoring by Training Establishment

Normally the apprentice has one supervisor in the company, and the apprentice follows this one person throughout the day.

In the colleges, the students have one tutor / contact instead of a particular class. This one person helps the student in designing a personal educational plan and follows the student throughout the education. The aim of this educational plan is to balance the wishes, interests and talents of students with the actual learning sequences all through the education, including the practical training periods in the companies. Therefore, the colleges offer modules in a catalogue or a matrix so that the students have the option, in principle, to compose their own study menu.

Objectives of Monitoring

Since the Danish VET system is a dual system, the students are always in touch with typical changes of technology, machines, material, workplace organisation and job functions that occur in the labour market. Training and career paths are therefore matched in an optimum way. A documentation of qualifications and skills in the form of an apprenticeship certificate is important for the Danish labour market.

Manner of Payment and Financing

The enterprises are responsible for wages during practical working periods and during college. The wages a company pays during attendance at college are reimbursed from the Employers' Reimbursement Fund (AER) for apprentices' wages.

There is a special agreement for apprentices above the age of 25, since the companies are also reimbursed from the Employers'

Reimbursement Fund (AER) for apprentices' wages during the practical on-the-job training. The "grown-up apprentices" can reduce their training period, if they have relevant work experience and courses in their chosen trade.

The students may also obtain travel support from home to college and the company. Most students choose to start their education in college before concluding an apprenticeship contract. These students may obtain support through the Danish State Education Grant Scheme (SU) during the basic programme.

The vocational schools have full responsibility for their own budgets. They are merely accountable to a local "School Advisory Board". The number of students determines their basic funding. Schools that want more money have to make themselves more attractive and more interesting for more students.

Standards of Educational Content and their Fixation

The Sectional Trade Committees define the curriculum for both the schools part and for in-company training.

Degree of Involvement

In Denmark, there is a systematic co-operation between local business, education institutions, associations, local authorities and state supervisory bodies. The Danish Ministry of Education has a restricted role, which consists of controlling by means of objectives and framework governance.

Sectoral Trade Committees, where both employers and employees are equally represented, decide on vocational training qualifications and stipulate the training conditions.

A College Board of governors comprising representatives from the social partners and local authorities appoints the head of the vocational school, monitors his / her work and approves the budget. Local vocational training committees advise the vocational college and establish links with the regional job market.

The social partners are responsible for innovation in respect of the VET main specialisation courses. The Sectoral Trade Committees identify the need for new or modified training programmes.

Vocational Guidance

During the last years in compulsory school the pupils have the opportunity to get 1-week trainee jobs in different companies as part of their guidance. Besides, the pupils get individual guidance before leaving compulsory school.

During the initial basic programme at vocational college the students get educational and occupational guidance and counselling – and in this phase the students have the possibility to try different trades – before they make their final choice.

Opportunities of Development / Progression

The VET system is part of the youth educational system. After compulsory school most of the pupils either go to gymnasium or Vocational/commercial College.

The VET system gives the students a qualification if they have

already a gymnasium degree, then they can get credit for the general (academic) subjects. At the same time, the student can drop out of the vocational college and then gets a diploma for the courses they have/already completed. This gives them the opportunity to return later on, if required. After gymnasium or Vocational/commercial College the students can enter a short, medium or long higher education or go to University.

Equal Opportunities

The new VET system offers good opportunities for disadvantaged learners. There will now be three educational levels – that is more teacher support to the disadvantaged student in level 1, less support in level 2 and very little teacher support for the very gifted people in level 3. The students in level 3 also get more challenges. The students can always shift between the levels.

Differentiation

See above. The VET reform introduces two flexible options for students with special capacities, motivation and needs: 1) a double qualification, and 2) a partial qualification.

The possibility to achieve double qualification will be offered in a structure allowing the student to supplement his ordinary education, either by selecting special subjects during the course of it or, alternatively, in a consecutive structure where the student may study additional subjects for up to 1_ years after having finished the VET programme.

The lower achievers can acquire a partial qualification if they are not (yet) able to complete a full VET programme.

Control of Standards and Official Monitoring

The Ministry of Education is responsible for the control of standards in the vocational colleges, and the Sectoral Trade Committees are responsible for the control of standards in the companies.

Training Contents and Methods

The requirements for new or modified training programmes in relation to technological and the Sectoral Trade Committees identify economic progress. If they conclude that there is a need for change, they have to underpin recommendations with qualitative and quantitative data, e.g. on employment opportunities and availability of practical training placements in companies. If the Committee finds that changes are needed, a group (technical/professional) is established which has the task of formulating the job profile that the training course is aimed at. The second step is formulation of educational requirements.

Exam and Validation of Skills

The main programme is finalised by a "journeyman's" test or similar examination testing the vocational skills, knowledge and attitudes and is monitored by the social partners.

4.5 DESCRIPTION OF THE FINNISH VOCATIONAL EDUCATION TRAINING SYSTEM

KARI VIINISALO

4.5.1 Introduction

From the point of view of initial vocational training in Finland, the status of apprenticeship training is comparable to that of vocational schools and institutions. It is an optional way of achieving vocational qualification, and provides the trainee with the same access to further training as schools and institutions do. In fact, there are over 300 qualifications that can be achieved through apprenticeship training. The apprenticeship contract is, at the same time, a work contract of a limited period. An individual study programme for the apprentice must be attached to the contract. Training is financed by the state. The annual subsidy paid for one apprentice is calculated from the average costs of vocational training in Finland, and it is 80% of this average cost. The money is spent on training procurement from an institution, on training reimbursement for the employer, and student welfare benefits, if needed.

4.5.2 Detailed Description

The following abbreviations are used: APT for Apprenticeship training, AP for an apprentice, NBE for the National Board of Education and NME for the National Ministry of Education.

Target Groups

- Apprenticeship training (APT) is open to anyone who at the time of signing the contract has reached the age of 15. In Finland our National Ministry of Education's (NME) objective is to prioritise initial and further APT for young people under 25, as well as companies' in-house training. In 1998, the average number of APs in Finland was 26,655. From this total number of APs there were 5,527 (20.7%) trainees under 25 years age and 2,177 (8.2%) under 20 years age aiming at vocational qualification. From these figures we can conclude that APT in Finland is mostly applied in adult training. The gender distribution is quite equal: E.g. in the year 1998 about 50% of the total number of apprentices (AP) were women.
- An APT contract can be made if the employer and the provider of training and education (municipality, federation of municipalities, registered association or foundation) have agreed on organising APT in accordance with legislation
- APT is available for everybody as an optional way of achieving a vocational qualification, a further vocational or a specialist qualification. There is also in some cases tailor-made training APT programmes for a specific job which does not aim at any official qualification
- Concerning special target groups: in Finland APT has been an important tool in fighting unemployment. We have combined unemployment subsidies with reimbursement of the costs of apprenticeship training just to give one example.

Employer

- There are no special target groups on the employers' side according to the business field or area.
- In 1998, 49.3% of APs were in companies who's staff numbered at the most 250 employees, 9% were in companies who's staff numbered from 251 to 500, and 41.6% were in companies who employed more than 500 workers.
- Numbers of AP's are highest in the fields of technology and transport, administration and commerce as well as social services and health care.

Contract/Form

The apprenticeship contract is a fixed term employment contract drawn up in writing between the AP and the employer (entrepreneurs make an exception because they do not have any work contract). In the contract the following items must be fixed: the period of validity, the length of the trial period (which may be agreed on within the four-month limit laid down by law), the qualification aimed at, and the terms of wages to be paid to the AP. An individual study programme for the AP must also be attached to the contract. Many of the provisions in the Contracts of Employment Act (320/1970) are also applied to APT. For instance, regulations concerning working hours, annual holidays, occupational safety and other measures for protecting the employee are applied to apprenticeship contracts. The provider of training and education confirms the contract by signature, and is responsible for the management of APT and the supervision of the apprenticeship contract.

Principles of the Model

- APT primarily consists of on-the-job training. The APs learn through work spending approximately 70-80% of their training time in the workplace.
- APT gives the trainee equal access to further training as vocational schools and institutions, e.g. up to higher level education. It could be said, therefore, that Finland, in general, is a country favourable to life-long learning.

Optional Opportunities

- So far, international AP exchange has been insignificant, but Finland wants to increase it. The National Board of Education (NBE) has set up the Advisory Council for the "Europass Training". In the year 2000, pilot projects are being launched to promote this activity. Our NME together with the City of Helsinki Education Department Apprenticeship Training Centre has set up a project in this field.

Objectives of the Contract and the Model

- APT complies with the core curriculum or qualification requirements approved by the National Board of Education. They are used as the basis for preparing individual study programmes for each AP.

- There are no separate key competencies as in the NVQ system in England, just to give one example. The key competencies are included in the core curriculum.
- APT in Finland is work conducive; over 90% of those who fulfil their training are employed.

Theoretical Training (Time and Place)

Theoretical training is provided in vocational institutions. If for some reason theoretical training cannot be provided in an institution, the employer at the work place may arrange it elsewhere, for example. In practice, theoretical training is usually given in the form of course periods lasting a few weeks.

Practical Training (Time and Place)

The philosophy of APT is that learning takes place through work alongside productive activity.

Obligations of the Employer

The Employer is in charge of tuition and on-the-job training of the AP. There must be a qualified and/or experienced employee who can supervise the trainee.

Obligations of the Learning Apprentice

The AP has a worker status. In addition he has to follow the individual training or study programme drawn up for on-the-job training and off-the-job theoretical training.

Qualified Staff (for the Practical Part and for the Theory)

There are no legal provisions concerning formal requirements for the qualification of on-the-job instructors. According to the Development Plan for Education and University Research confirmed by our National Government, 40,000 instructors and teachers of training institutions will be trained to take an active part in the learning through work process during the next five years. Teachers of training institutions must meet the legal provisions concerning formal qualification requirements.

Duration

Duration is very flexible depending on the AP's prior education and work experience. APT, which aims at a vocational qualification, takes from two to three years. If necessary, the duration of the training may be longer.

Monitoring by Training Establishment

No separate application is required for the right to provide APT. The approval of an AP contract means that the work place has also been approved. The National Ministry of Education may authorise a municipality, federation of municipalities, registered association or foundation to provide APT. The provider is free to organise the administration and supervision of APT as it sees fit. The provider of training bears general responsibility for the guiding of the AP. In practice, the duties of the provider of training are mostly discharged by municipal APT Centres and training advisors in co-operation with training institutions.

Objectives of monitoring

The individual study programme mentioned above aims at guaranteeing that legal obligations are taken into account and that training is relevant to labour market needs.

Manner of payment and financing

The employer pays the AP wages on the basis of the collective labour agreement in force in the field concerned. The pay varies, but in practice salaries represent about 80 % of the wages of skilled worker in the field. The employer is not obliged to pay wages for the time spent in theoretical training. In the case they are not paid during the theoretical training the APs are entitled to a daily allowance to compensate for the loss of income and, if necessary, accommodation remuneration. If the AP has extra travel costs because of attending a training institute outside of the location of residence, he is entitled to a travel expense allowance. Providers for children under 18 may be granted a family allowance. The funding based on unit prices, which are calculated annually, is used by the provider of training to cover wages of the administrative and supervisory staff (i.e. municipal training advisors), the training compensation paid to the employer, the costs of theoretical training in a vocational institution and skills demonstration tests, as well as student welfare benefits paid to the APs during their participation in theoretical training and skills demonstration tests. The amount of the compensation to be paid to the employer is agreed on individually for each apprenticeship contract prior to its approval.

Standards of educational content and their fixation

- According to the law the workplace must be able to guarantee appropriate and versatile training. The company's production or services must attain a certain volume, the necessary tools and equipment must be available, and there must be a qualified and/or experienced employee who can supervise the trainee.
 - Training complies with the core curriculum or qualification approved by the NBE. They are used as the basis of preparing individual study programmes for each AP. The individual study programme must set out the qualification aimed at, the core curriculum or qualification requirement to be observed in training, the scope of the qualification, the key tasks at the workplace, the theoretical part included in training, the timing of the theoretical studies in relation to the training period, the instructors responsible for training, and other issues relevant to the training.
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Degree of involvement

- The labour market organisations have a strong influence on the development of vocational training and APT. In 1996, the NME appointed a steering group for APT and working life contacts to implement and monitor the quantitative objectives for APT. The steering group will function until the end of the year 2000.
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- The NME has a number of general and field specific education committees where at least the employers, the employees (i.e. the social partners), the educational administration, and teachers are represented. These committees act as expert bodies in their fields.
 - The skills demonstration tests are organised and supervised by examination boards, where social partners, teachers, and, if necessary, self-employed persons are represented.
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Vocational guidance

The attractiveness of APT has improved during the 90s. The number of APs has increased from about 8,000 in the 1980s to 28,000 in 1999. At the same time, public opinion towards it has become more favourable. Unfortunately it still bears the legacy of history of being proper training for craftsmen and for the odd skill not trained in schools.

Opportunities of development/ progression

APT is one form of vocational training. We aim that 10% of those young people who leave compulsory school at the age of 16, and enter vocational training would be candidates for APT.

Equal opportunities

In Finland there are more trainees who want to enter APT than there are training places on offer in companies and organisations. This is a practical constraint.

Differentiation

- There is non-qualification-oriented APT which is tailored for the company's and employee's needs.
 - The unit price for a disadvantaged learner is 50% higher than the normal unit price.
-

Control of Standards and official Monitoring

See the item "Monitoring by training establishment" below. In Finland Chambers of commerce do not provide APT.

Training contents and methods

In general, we can state that APT is closer to production and business than vocational training in vocational schools. The individual study programme for an AP is drawn up together with the trainee and employer. That is one way to keep up with technological and economic development, e.g. in the metal industry vocational schools often cannot afford the latest technology.

Exam and validation of skills

The knowledge and skills of the AP and their progress must be assessed on a sufficiently frequent basis during the training and on its completion. The teacher makes decisions on the assessment of theoretical studies. A person appointed by the employer assesses on-the-job training. The provider of training decides on the combination of assessments for theoretical and on-the-job training. Certificates are issued separately by an examination committee after the student has completed the skills demonstration test acceptably.

4.6 DESCRIPTION OF THE FRENCH APPRENTICESHIP TRAINING SYSTEM

CHANTAL LISBONIS

4.6.1 Introduction

To better understand the perception of UEAPME's criteria within the French context, it is necessary to put in perspective the place of the apprenticeship, made up of multi-stream training, in the French education system.

In France, the system includes, on the one hand, the educational system, under the responsibility of the Ministry for Education, and, on the other hand, the vocational training system. The national diploma is central in our system, the State is present in the definition of all the programs, including those related to the apprenticeship system. In addition, certain stream-training of the classical education system, « Grandes Ecoles », make access to a social status easy, which is more difficult when one acquires training through the vocational training system. In this academic and elitist system, which is an integral part of French tradition, the training pathways are coexisting with, in practice, few bridges between each other, even if the situation is, recently, improving. Consequently, in this system, vocational training and more specifically, apprenticeship, suffered for a long time from a depreciating perception, reinforced by the negative image associated to manual work in France. The effects of this perception are all the more sensitive since the first trainers intervening in the guidance of the young people (teachers of the secondary level) are precisely those which, representing the academic system, have, culturally speaking, the most suspicions with regard to apprenticeship. Apprenticeship, linked to the productive sector, is not recognized in the world of education, like a 'royal' way of access to competence. For many actors, the enterprise remains, still, a place of production, not of training. The responsibility to define and transmit the fundamental values is the duty of the general education system. The education period is the longest and the the person who followed it, the more they are considered as being ready to adapt to an evolutionary system. For a few years, these caricatural general systems have started to be run down. The work-linked training system sees its virtues recognized better and the increase in flows of young people towards apprenticeship, plus the increase of the basic level of the apprentices is a testimony to the changes which take place, still too slowly, within French society.

New Designs of Vocational Training

The concept of life-long learning is in development, but it is not the same as the one described through UEAPME's criteria. The State Secretary for women's rights and vocational training, Mrs Nicole PERY, published a White Paper on vocational training, which describes the state of our current process and the coexistence of various models: The work-linked training "à la française" was gradually built around three ways, two in initial vocational training, and one in continuous vocational training.

Initial Vocational Training

- Work-linked training under school statute: they are the 708,000 pupils of the second professional cycle, and the 233,000 in sections of high-level technicians.
- Apprenticeship, which is the other way of initial vocational training, is opened on all training levels since 1987;

Continuous vocational training:

- Work-linked training contracts for integration

Apprenticeship offers an alternative way to young people in initial training who are more predisposed to acquire knowledge and know-how by the means of an early confrontation with work situations. It makes the enterprise strongly responsible in the training of young people (tutored by an apprenticeship Master, in connection with the Training Center for Apprentices). At the same time, as it leads to a diploma, it offers to the young person a practical preparation with the exercise of his job.

The work-linked training contracts for integration lead the young people already out of the school system for a certain period, without any qualification (the issue of the duration of the period has always been mentioned ...without any solution or proposal), to the possibility to access qualified employment quickly. These work-linked training contracts for integration also allow those whom already have a qualification, to improve it by acquiring skills much more related to job situations.

Apprenticeship, on the one hand, and the work-linked training contracts for integration on the other hand, make an important contribution to the transition process from the school towards employment, the work-linked training contracts for reinforcing integration, through a complementary training directly targeted on employment, the first unfruitful attempts for integration.

Identification of UEAPME's criteria: which applies or which do not apply in the French context

In the new context, part of UEAPME's criteria could apply in addition of those which already apply

- Certain criteria apply already:

The apprenticeship contract constitutes the legal base which stipulates the social and legal conditions of work. These provisions are codified in the Work Code.

The audit of the in-company training is carried out by the Chambers of Craft and Trades as well as the audit of the theoretical training taught in the Apprenticeship Training Centre. This audit is, however, done according to the diploma agreed by a national technical committee, in which the public authorities and the social partners sit. The validation of knowledge at the end of the training is done through an examination organised with the participation of experts of the economic sector (Chambers of Craft and Trades and professional organisations).

Only the company is responsible for recruiting its apprentices.

Apprenticeship is recognised as "contributing to the educational objectives of the Nation" (Work Code). It is part of the national training systems, without, however, the rank it deserves.

Apprenticeship can allow access to a vocational training curricula, but seldom, to the Higher Education system or University. In-company training is ensured by the apprentice's mentor who is qualified to do so. He must satisfy requirements established at the national level. For the theoretical part of the training, the teachers are permanent staff from the Chambers of Craft and Trades, recruited according to criteria recognised and imposed at national level.

- UEAPME's criteria which are not applied:

The standards determining the contents of the practical training and the theoretical training, which are complementary, are not always sufficiently recognised at the national level, and do not apply to all enterprises. The building up of these standards is not always done with the social partners from the public and private organisations concerned. Again, there is an important preponderance of educational standards established by the Ministry for Education through, first of all, the monopoly of the validation of skills and the major place given to general education, compared to the recognition of practical in-company training.

4.6.2 Detailed Description

In France, there are 3 main models of training:

The Model of Training Under School Statute

The model of «apprenticeship» under school statute, called "work-linked vocational training under school statute" is that of the Ministry for Education. The young person is in initial training and spends a few weeks in a company, with the status of a pupil. The major part of teaching is in a training centre, in a college or in a graduate school. The in-company training period is not paid and does not have to be, but the idea of an allowance or a certain remuneration, however, starts to be evoked by the public authorities. A training period agreement is established with the company for the in-company period. The acquisition of knowledge is divided between general education and professional.

The Model of Industrial Apprenticeship

In the model of industrial apprenticeship, the young person splits time between the training centre and the company of a specific professional branch. This model is the one which is managed by the social partners. It is the most widespread in the metallurgical industry, the plastics industry, public works and in the large industrial branches of secondary industry. The statute is that of apprentice. It is a work contract. In this case, there is also a separation between theoretical and practical teaching. The diploma is awarded by the Ministry for Education.

The Model of Interprofessional Apprenticeship

Interprofessional apprenticeship is organised by the Chambers of Craft and Trade and the Chambers of Commerce and Industry. Under the control of the Ministry for Education, the Chambers deliver their own training, providing diplomas and titles from basic level to undergraduate level. The time-share system between training centres and the in-company period obviously applies in this case. The apprenticeship training centre is managed, most of the time, by the Chamber of Craft and Trade or the Chamber of Commerce and Industry. The company participates in the decision of delivering the diploma, the professional part of the training is considered as very important and the acquisition of professional skills within the company as central. On the other hand, the skills provided by the training centre are considered as complementary. The apprenticeship contract is a work contract. The young person has the status of employee of the company. The apprenticeship mentor pays the apprentice a salary free of social taxes, which are supported by the State. On the other hand, the State is paying to the company an incentive for the recruitment of the apprentice. The contract is checked by the Ministry for Employment and Solidarity. Labour law applies through specific articles of the Work Code, but the teaching control of the in-company and centre training is still ensured by the Ministry for Education, as well as the diplomas and the duration of the training period.

The second and the third models are the result of a design of training established in close co-operation with business. The company defines the theoretical and practical training. The link between the company and the trainee is very strong. In this case, the company is considered as a learning organisation and has an educational role, as well as a vocational training role. It is because the company has this educational role that the Ministry for Education keeps its function of audit and control, even if this system works under a statute of work contract for which the social partners are responsible.

In all cases, there are apprenticeship mentors.

The way in which young people are directed towards the apprenticeship is, in France, rather a "second chance" or second way in comparison to the 'royal' way of the general education system. This situation is evolving, currently, rapidly in a more favourable direction. There is very little transnational mobility and it is a compulsory part of the teaching system. It is a practice which must be developed for France. The Leonardo Da Vinci programme, co-financed by the Regional Councils, is an opportunity, but the French social legislation and the statute of apprenticeship do not contribute to its development.

4.7 DESCRIPTION OF THE GERMAN APPRENTICESHIP TRAINING SYSTEM

MARC BEUTNER

4.7.1 Introduction

German apprenticeship is mainly based on the "Dual System". This expresses that initial vocational training mainly takes place in the apprenticing company as well as in a special vocational school. The system design aims at reflecting the components of work, which apprentices are expected to do in their further professional lives. In this context, enabling professional action is important. The theoretical component, which is thought to be fundamental for practising each area of work, is mainly provided by special vocational schools. This component, again, is divided into two sectors: profession-related theoretical subjects and general education such as language, religion or sports. The practical component is mainly laid into the hands of the companies. In general, apprentices have to spend about two-thirds of their apprenticeship time in the companies and attend vocational school for about one third of this time. The normal duration of apprenticeship is about three years, although exceptions are possible, both for shortening or prolongation.

The fundamental design of the apprenticeship system is absolutely the same for all business sectors, whether for the crafts or the administrative sector. The expression "system" hints at a strict and multiple organisation which is manifested through fixed standards, levels, duration and so on. This allows for professional mobility, on the one hand, and transparency and common recognition of certificates on the other.

4.7.2 Detailed Description

Target Groups

- There are no general suppositions for the admission to the dual system in Germany by law. Apprenticeship is available for everybody.
- The suppositions for recruiting are set by the recruiting enterprise. Normally they would like to have apprentices of at least lower secondary level. At the moment, in Germany, there is a trend to recruit apprentices with higher secondary school qualifications.
- The age of an apprentice can vary. It depends on the qualification level at schools on the lower secondary level and the upper secondary level, e.g. lower secondary school, intermediate secondary school, and grammar school. Most apprentices are between 15 and 21 years old.
- No official target groups exist for special jobs. However, there are preferences for specially qualified pupils to get a job in a special sector of the economy; e.g. pupils with the high qualification "Allgemeine Hochschulreife" often prefer the banking sector.

Employer

- Apprenticeship in the dual system is initial vocational training in two places, at a vocational school and in an enterprise.
- The training is generally combined with instruction in a vocational school. Theoretical knowledge and practical skills taught both in the enterprise and at vocational school.
- Teachers do the apprenticeship at school.
- Master craftsmen or trainers instruct the apprentices in the enterprises. Their main task is to teach the practical part of the apprenticeship. Additionally, the apprenticeship is completed by the training centres (ÜBS, Überbetriebliche Ausbildungsstätten). At the ÜBS, the apprentice learns in a practical and a theoretical manner.
- In Germany, every enterprise, which has a master craftsman or a qualified trainer, is allowed to recruit apprentices. The size of the enterprise is not relevant. According to the Vocational Training Act, the master craftsman or the trainer has to verify personal and occupational aptitude.

Contract / Form

- The apprenticeship contract is normally contracted in writing. The apprentice and the trainer in the enterprise are the parties to this contract. §4 of the Vocational Training Act (BBiG) is the official German law, which regulates the form of the contract.
- The apprenticeship-contract has to contain (§ 4 BBiG):
 1. Type, aim as well as the objective and structure of apprenticeship;
 2. Commencement and duration of the apprenticeship,
 3. Apprenticeship outside the enterprise (ÜBS);
 4. Duration of daily work;
 5. Duration of the probationary period (the probationary period amounts to at least one month, and at the most three months);
 6. Method of payment and level of the salary;
 7. Duration of vacations;
 8. Termination of the apprenticeship-contract.
- After contracting there has to be an entry in the role of Apprenticeship at the responsible chamber.
- Legal bases of apprenticeship in Germany are the Vocational Training Act (BBiG), the Craft Code (HwO), the Employment of Young Persons Act (JArbSchG) and the Staff Committee Constitution Act (BetrVerfG).

Principles of this Model

- About 60% of young people in Germany are apprentices in the dual system.
- The main point of this system is training in two places.
- The practical part of the apprenticeship takes place in the enterprise. This part is regulated throughout Germany in the same way. Legal and didactic bases for the part of apprenticeship in the enterprise are the regulations of apprenticeship in the enterprise (Ausbildungsordnungen). The BIBB (German Institute for Vocational Training) is responsible for the working of these regulations. The social partners are also involved in this work. The apprenticeship in the enterprise is completed by the training centres (ÜBS, Überbetriebliche Ausbildungsstätten). At the ÜBS, the apprentice learns in a practical and a theoretical way. This

completes and deepens the apprenticeship in the enterprise. For the Craft sector, the ÜBS is especially necessary because many enterprises have not the financial power to buy all modern machines, engines and technical equipment to guarantee a modern complete apprenticeship.

- The theoretical part takes place at the vocational school and is carried out by teachers. They teach vocational qualifications by means of the curricula. Each individual federal state of Germany (Länder) has the responsibility for education, except for extracurricular vocational training, for which the government is responsible. Because of that, each individual federal state of Germany develops curricula, and the organisation of vocational schools. The Standing Committee of the Ministers of Education and Cultural Affairs (KMK) which is set up by the individual federal states of Germany decides the main points and ensures that there is a co-ordination on important aspects.

Optional Opportunities

Each apprentice should have his own work place and a counterpart in the enterprise. The opportunity of international exchanges is possible, but not obligatory.

Objectives of the Contract and the Model

- The apprentice should obtain theoretical knowledge and practical skills.
- The chance to get a job will increase by having a completed apprenticeship training, but a job cannot be guaranteed. The chances vary with qualifications and additional qualifications.

Theoretical Training (Time and Place)

- The major theoretical part of apprenticeship is taught in the vocational school. Lessons at vocational schools take place on one to two days a week within twelve lessons. The enterprise has to free the apprentice for this time. After more than 5 lessons a day the apprentice is not allowed to work in the enterprise on that day.
- The lessons at the vocational schools can be given in a block as well. In this case the apprentice is at the vocational school for a period of four to six weeks.
- The vocational school provides basic vocational and specialised technical knowledge and skills as well as general knowledge, e.g. in maths or languages. The subjects are summed up in an attestation. Two times a year the apprentices get such an attestation from the vocational school.

Practical Training (Time and place)

- About 25 hours a week, the main time of the apprenticeship, the apprentice works in the enterprise. The trainers in the enterprise teach the major practical part of the apprenticeship.
- The apprenticeship is also completed through the training centres and visits to fairs.
- The practical part of apprenticeship should refer to the task-based approach, the ability to perform and active learning.

Obligations of the Employer

- The trainer can teach the apprentice through several methods. A special regulation does not exist. The Craft Code and the regulations for the training in the enterprise only refer to the task-based approach, the ability to perform and active learning. Often, the method of four steps is used in the enterprise: 1. Prepare; 2. Demonstrate; 3. Do; 4. Practice.
- The trainer has to take care that the apprentice obtains all knowledge, qualifications and skills to reach the aims of the apprenticeship.
- The enterprise has to pay a fair salary. The level is oriented to the wage agreement of the sector and also depends on the age of the apprentice and duration of the apprenticeship.

Obligations of the Learning Apprentice

- The apprentice has to endeavour, after gaining the necessary knowledge, qualifications and skills. He should work in an active way.
- The apprentice has to do all jobs, which aim at the apprenticeship, and which are possible for him within his physical capabilities. He is not bound to do jobs which have no connection to apprenticeship.

Qualified Staff

- The teachers at vocational schools are qualified through their studies at university (about 10 terms). Before beginning their studies at university, they acquire experience by undertaking practical experience lasting several months or by undergoing vocational training. At the end of the studies the teachers get the First State Examination. After a second practical qualification in a vocational school they get their Second State Examination. In Germany teachers are normally civil servants. They have to teach the theoretical part and have to take technological progress into consideration. They are bound in life-long-learning.
- The trainer at the enterprise has to verify personal and occupational aptitude. According to the Vocational Training Act this person can be a master craftsman or trainer.
- Occupational aptitude refers to the vocational, the occupational and work teaching qualifications of the trainers. A master craftsman always has occupational aptitude, who attended college and worked for at least four years in a recognised enterprise and got occupational experience or has got a certificate of vocational skills, such as completion of his own apprenticeship demonstrating occupational aptitude.
- Personal aptitude on the part of trainers is normally obtained if they do not constitute any foreseeable personal, moral or physical threat to the trainees and they are not guilty of any serious or repeated violations of the Vocational Training Act or relevant laws and provisions.

Duration

- The duration of apprenticeship is set by the special regulations of apprenticeship in the enterprise. The normal duration is three years. The chamber of crafts or the chamber of commerce is able to shorten the duration, e.g. because of the qualification level of the apprentice.

- The apprenticeship starts with a probationary period of at least one month and at most three months.
- The JArbSchG regulates the daily working time of young people under the age of 18. The apprentice is allowed to work eight hours a day and forty hours a week. During the work there have to be rest periods.
- Young people under the age of 18 get 25 to 30 working days holidays a year.

Monitoring by Training Establishment

- The apprentice can get information and can complain to the works council or the representatives of the youth in the enterprise.
- The chamber of crafts or the chamber of commerce is responsible to oversee and encourage apprenticeship by law. Therefore, they have to place special advising persons (Ausbildungsberater).
- The labour court is responsible for conflicts referring to apprenticeship, but a special committee has to be informed first.
- The monitoring of the vocational schools is done by the individual federal states of Germany (Länder).

Objectives of Monitoring

Every enterprise, which has apprentices, is supervised. Especially those which have already attracted attention. Most of the enterprises, which attracted attention, had bad conditions for the apprentices, e.g. not all skills were taught.

Manner of Payment and Financing

- The vocational schools are financed by taxes of the individual federal states of Germany.
- The basic costs of the training centres are financed from a mix of governmental taxes and taxes of the individual federal states of Germany. The running costs are paid by the enterprises.
- The apprenticeship in the enterprise is financed by amounts which are paid by the employer and the employee.
- The financing of the institutions for vocational training in Germany is different with a view on several organisations. The Chambers are financed by amounts and fees paid by their members and the enterprises which work with apprentices. The Chambers themselves finances the costs for vocational committees of the Chambers. The BIBB (German Institute for Vocational Training) is financed by a mix of governmental taxes and taxes of the individual federal states of Germany.
- The apprentices do not carry the costs.

Standards of Educational Content and their Fixation

- The basis for education at a vocational school are school acts of the individual federal states of Germany, with the curricula decided by the Standing Committee of the Ministers of Education and Cultural Affairs (KMK).
- The basis for apprenticeship in the enterprises is the BBiG and the special regulations of apprenticeship in the enterprises.

Degree of Involvement

- Apprenticeship involves many people and groups. The Chamber of Crafts, the Chamber of Commerce, the BIBB, Ministers of the government and ministers of the individual federal states of Germany can give advice and work together to set regulations for apprenticeship. The KMK and the Ministers of Education and Cultural Affairs of the individual federal states of Germany are responsible for the standards at vocational schools.
- Employer, Employees and employers' associations (e.g. craft, trades and SMEs organisations), the employees' associations (e.g. trade unions) are involved in apprenticeship.

Vocational Guidance

About 60% of young people in Germany are apprentices in the dual system. It is the part of the German vocational education system with the most transparency because most of the young people know the dual system. Vocational Guidance is done by the official organisations of the government (Arbeitsämter) in Berufsinformationszentren as well as by persons in the Chambers (Ausbildungsberater) and persons in employers' associations (Lehrlingswarte).

Opportunities of Development / Progression

The dual system is a very permeable part of the German vocational education system. There are no formal or individual restrictions such as, for example, age, nationality or gender to enter the dual system. However, there are already special non-formal requirements and special sorts of prestige. To enter the banking sector the apprentice should have passed at least the intermediate secondary school or the grammar school.

Equal Opportunities

Training within the dual system is open to anyone: no special qualifications are required. However, girls are traditionally found in special sectors and jobs. There are a number of foreign young people without an apprenticeship in Germany. Reasons are cultural and language problems. Nevertheless, the percentage of foreign young people is higher than in other comparable systems.

Differentiation

Additional qualifications are possible for well-skilled persons. These additional qualifications are placed into recognised training occupations and can be reached during the normal apprenticeship. Most of these additional qualifications are language qualifications with certified practical periods in a foreign country. However, there are also technical, professional and practical additional qualifications.

Control of Standards and Official Monitoring

The Chambers of Crafts and the Chambers of Commerce control the apprenticeship enterprises. The ministries of the individual federal states of Germany carry out the control of apprenticeship in the vocational schools.

Training Contents and Methods

- The apprenticeship should refer to current modern technical and economic developments. Therefore, the regulations for apprenticeship in the enterprises and the curricula have to be controlled. Also, trainers and teachers need information and knowledge about modern work methods. They are in a process of life-long-learning.
- The content of apprenticeship should refer to the task-based approach, the ability to perform and active learning.

Exam and Validation of Skills

Apprenticeship Consists of Two Examinations.

- The first examination at the Chamber of Crafts or the Chamber of Commerce after about half of the apprenticeship is a chance to control the level of the apprentice.
- The final examination at the Chamber of Crafts or the Chamber of Commerce stands at the end of the apprenticeship and is divided into a proficiency test and a knowledge test. There is no duty for the apprentice to join this examination, but nearly all apprentices do so. The content of the examination is determined by the vocational training rules (the curricula for the vocational schools and the special regulations for apprenticeship in the enterprises). After completing the examination the apprentice gets three certificates. The first one is the skilled worker's certificate (certificate of apprenticeship or commercial training certificate). The second certificate, issued by the training enterprise, describes the nature, duration and objective of the vocational training as well as knowledge and skills. The third certificate is issued by the vocational school and can attest qualifications, which are necessary to go to a further training or education.

4.8 DESCRIPTION OF THE NEW MODERN APPRENTICESHIP IN ENGLAND AND WALES

GRAHAM ATTWELL

4.8.1 Introduction

This report describes the New Modern Apprenticeship model of initial vocational education and training in England and Wales. A similar scheme (not discussed here) is run in Scotland and in Northern Ireland a new Modern Apprenticeship scheme is currently being developed as part of the Training and Enterprise Agency's Jobskills programme.

Modern Apprenticeship in Context

School attendance is compulsory in England and Wales until the age of 16. Students follow the National Curriculum, leading to the General Certificate of Secondary Education. There are limited options for vocational education through this curriculum. At the age of 16 students have a choice of three main routes. The first is

to continue their general education in school or college, leading to the Advanced Level ('A' level) qualification which serves as a university entrance examination. The second major route is full time vocational education at school or college leading to the General National Vocational Qualification (GNVQ). The third route is work-based learning. Whilst young people are free to leave school and find employment at the age of 16 they must continue in some form of part time learning until they are 18. Modern Apprenticeships provide a recognised form of work based learning for young people who do not wish to continue in full time education in school.

4.8.2 Detailed Description

Target Groups

The "New Modern Apprenticeship" programme is targeted mainly at young people aged between 16 to 25 years old, especially unemployed young people and those who do not wish to remain in full time general education after the compulsory school leaving age of 16. The programme is also open to adults.

Employer

There are two forms of apprenticeship, the first being employer-led and the second training-provider-led. In the first case apprentices are recruited by the employer and receive a contract, whilst in the second they have student status and the education institution organises a work placement.

The New Modern Apprenticeship is controlled by employers through the Industry Training Organisations and co-ordinated at local level through the employer-led Training and Enterprise Councils (TECs).

Contract/Form

For employer-led apprenticeships, the apprentices are recruited by an employer and receive a contract. For training provider led apprenticeships the apprentices have the status of students. In both forms, each apprentice is provided with a personal training plan formalised through a Training Agreement signed by the apprentice and the employer. Although there are no formal time restrictions, apprenticeships usually last 3-4 years.

Principles of the Model

The New Model Apprenticeship was developed to build on and modernise the traditional apprenticeship model. Although retaining work based learning at the centre of the model it was intended to provide more educational content and lead to recognised national qualifications.

The majority of training is undertaken in the workplace, with more theoretical learning being acquired through attendance of programmes organised by recognised education and training providers – usually local further education colleges.

Apprentices follow a National Vocational Qualification (NVQ) at level 3 in the relevant occupational area, alongside key skills units.

Objectives of the Contract and the Model

The main objective of the New Modern Apprenticeship is to provide a work based learning route for those wishing to acquire skills and knowledge outside full time general education. At the same time the NMA is intended to modernise traditional apprenticeship provision through acquisition of standards based, nationally recognised qualifications. The third objective is to extend apprenticeship training to the 'new' and growing areas of the economy and to provide equal opportunities for young women and men.

Theoretical Training (Time and Place)

Substantial periods of work based learning are supplemented by formal education, usually provided in further education colleges. Apprentices follow a National Vocational Qualification (NVQ) in the relevant occupational area, alongside key skills units. Qualifications are provided by a recognised accrediting body, the largest of which are city and guilds and EDEXEL (who are responsible for BTEC qualifications). Assessment is ongoing through achievement of the outcomes based, standards statements encompassed in the unitised NVQ's.

Practical Training (Time and Place)

Practical training is provided in the workplace. Training is intended to contribute to the achievement of the outcomes based, standards statements.

Obligations of the Employer

Employers are responsible for paying those apprentices recruited directly. Employers are also responsible for ensuring the quality of training provision for apprentices and for the administration of work based assessment.

Obligations of the Learning Apprentice

Apprentices are responsible for their own learning and for carrying out work under the direction of their employer.

Qualified Staff

Qualifications of trainers vary. However, the introduction of NVQ unit certification – for trainers, assessors and verifiers – is intended to standardise qualifications and raise standards.

Duration

Although there is no formal time restrictions apprenticeships usually last 3-4 years.

Monitoring of Training Establishment

A number of different organisations are responsible for monitoring training. The local Training and Enterprise Council monitor the employers. Monitoring systems for colleges vary between England and Wales. However Examination Boards impose their own quality conditions and colleges in Wales (and in future, in England) are subject to government appointed inspection.

Objectives of Monitoring

There are a number of objectives for monitoring. They include compliance with health and safety legislation, the quality of training provision, the provision of adequate learning opportunities and compliance with assessment standards and regulations.

Manner of Payment and Financing

Training by employers is subsidised indirectly by the state through the Training and Enterprise Councils. Subsidies for training providers and colleges are based on a formula, including an outcomes element, with a bias in favour of younger apprentices.

Standards of Educational Content and their Fixation

Programmes for New Modern Apprenticeship are controlled by the industry through the Industry Training Organisations and co-ordinated at local level through the employer-led Training and Enterprise Councils (TEC). The standards for National Vocational Qualifications (NVQ) are updated on a regular basis through the employer-led Industry Lead Bodies (ILBs). Qualifications are provided by recognised examining and validating bodies and must be recognised by the Qualifications and Curriculum Agency (QCA).

Degree of Involvement

The New Modern Apprenticeship models have been expanded to encompass a wide range of different sectors. Particular emphasis has been placed on developing the Modern Apprenticeship in the growing service and entertainment sectors, which did not traditionally support apprenticeship. Whilst there are formal arrangements for employer involvement at a national level local arrangements vary greatly. Colleges of further education work closely with local employers, as do Training and Enterprise Councils. The Chambers of Trade and Commerce play only a limited role in apprenticeship provision.

Vocational Guidance, Esteem

Whilst apprenticeship still carries connotations of high quality training, it remains often associated with male dominated occupations in traditional heavy industry. The government is committed to developing 'parity of esteem' between vocational and academic education and between school and work based learning, but there is little doubt that apprenticeship is at best still regarded as a second best option, and that academic education leading to university remains the choice of the more able students. There are some tensions between the desire for apprenticeship to be recognised as a high-class training route and the pressure to use apprenticeship training to overcome low achievement and social exclusion. There is also evidence that different apprenticeship qualifications themselves have different status. Whilst employer led apprenticeships with large, renowned, companies in high technology sectors (such as the aerospace industry) hold considerable prestige, training provider led apprenticeships in the service industries have considerably less attraction. This is reflected in recruitment with competition for places with major employers whilst other places may remain unfilled.

Opportunities of Development/Progression

Completion of the initial apprenticeship provides access to more advanced qualifications at NVQ 3 or 4, including advanced crafts and supervisory skills. For this point see also "vocational guidance/esteem".

Equal Opportunities

Despite a formal commitment to equal opportunities, patterns of take up still tend to replicate traditional gender segregation, with the majority of engineering apprenticeships held by male students and with female apprentices concentrated in the service industries.

Differentiation

There is no formal differentiation within the New Modern Apprenticeship. However more able apprentices may progress to further and higher levels of NVQ.

Control of Standards and Official Monitoring

NVQs are updated on a regular basis through the employer led Industry Lead Bodies (ILBs). (see section above on monitoring).

Training Contents and Methods

Modern Apprenticeship provides a recognised form of work based learning for young people. Some commentators have questioned whether the occupationally based NVQs (even with the addition of underpinning knowledge and key skills) offer an adequate general education for apprentices. There are also question marks as to the validity and reliability of outcomes based assessment.

Exam and Validation of Skills

NVQs are accredited through achievement of the outcomes based standard statements encompassed in NVQs. Assessment methods vary although they usually are based on practical tests and portfolio development accompanied by multiple choice questions.

4.9 DESCRIPTION OF THE GREEK APPRENTICESHIP TRAINING SYSTEM

PARASKEVAS LINTZERIS

4.9.1 Introduction

The Greek Schools of Apprenticeship were established by the Ministry of Labour & Social Insurance and began functioning in 1953. Since 1959, the basic carrier (medium) of apprenticeship in of Apprenticeship of OAED

4.9.2 Detailed Description

Target Groups

A basic registration requirement in the Technical Vocational Schools (TVS) of Apprenticeship of the Greek Manpower Employment Organisation (OAED) is the possession of at least one Discharge

Certificate from High School, at age 15 to 18. Candidate selection is made through an objective criteria procedure also taking into account the grade of studies (certificate) as well as social criteria (family with many members, level of family income, orphans, existence of a family business in the specific area chosen). The number of students admitted as well as their regional distribution is determined pursuant to the educational labour force of the Apprenticeship Schools of OAED as well as pursuant to the requirements resulting from analyses of the regional labour markets. In 1998-99, 19,532 trainees (14,697 males and 4,835 females) attended the OAED Apprenticeship Schools. Over the same year the new registrations were 8,213 and graduations 4,963.

Employer

The basic carrier of Apprenticeship achievement is the Greek Manpower Employment Organisation (OAED) through the Technical Vocational Schools (TVS) of Apprenticeship. The application of the apprenticeship system is focused on the technical specificity of the secondary production sector (handicraft manufacturing) and services. The fields in which the apprenticeship system of OAED is applied are Electro-technologies, Electronics, Vehicles, Buildings, Artistic crafts, Food Manufacturing, Fish Product Exploitation, Leather Exploitation, and Micro-apparatus Repair. The enterprises where apprentices are being trained mostly small sized businesses (up to 10 persons employed) in the private sector, which are usually located in the wider area where the Apprenticeship TVS's of OAED have their place of business. Athens is an exception, where a lot of large companies from the public sector employ trainees (e.g. Public Power Corporation, Hellenic Telecommunications Organisation, Hellenic Railways Organisation, Hellenic Air Forces Industry, Civil Aviation, Hospitals, Local Government etc.).

Contract/Form

Each apprentice after the first year at the Apprenticeship School, signs a contract with the enterprise throughout the practical exercise-employment period entitled, "Apprenticeship Contract". This contract is also signed by OAED and the apprentice's guardian in case the former is a minor. OAED is the public organisation exercising the supervision and control for the proper application of the system throughout the time of apprenticeship. The Apprenticeship Contract between the trainee and the Company constitutes a training-employment contract as covered by the applicable legislation (fees, pay promotions, vacation leave, study leave etc). The Apprenticeship Contract sets out the commencement and completion time of the apprentice's practice and the obligations both of the business and the apprentice. Greek citizens and expatriates or foreigners who were born and stay permanently in Greece, citizens of the Member States of the European Union, as well as persons having the citizenship of any Member State of the Council of Europe who permanently stay and work in Greece, may participate in the foregoing Apprenticeship programmes.

Principles of the Model

The basic principle of the apprenticeship model falling into the secondary / post-high school education is the response to the changing needs of both the national and the local work market. It aims at the provision of alternating initial training in the area of technical vocational training. It seeks to secure a combination of an initial training at the Apprenticeship Technical Vocational Schools and, further, on a parallel training at school and work with an emphasis on the acquisition of work experience pursuant to the real needs for a specific professional skill(s).

Optional Opportunities

Trainees attending the Apprenticeship System may be transferred to another Apprenticeship Technical Vocational School of OAED in the same line of specialism and the respective Grade. Trainees, also under certain prerequisites, may ask to change enterprise. The practice of international exchanges among trainees does not apply to a large extent.

Objectives of the Contract and the Model

The purpose of Apprenticeship System is the provision of an initial vocational training (key skills / abilities) and, at the same time, the acquisition of specialised professional expertise and dexterity within the scope of a specialism. A more specific object of the Apprenticeship Contract is that the trainee be trained on real work conditions while he/she can also work towards the training objective.

Theoretical Training (Time and Place)

The realisation of Apprenticeship programmes is effected in respect to the theoretical part at the Apprenticeship TVS of OAED (theoretical and laboratory lessons at the OAED Apprenticeship School). For most specialisms the theoretical part lasts for a year (two academic semesters). This is the 'A' Grade of the Apprenticeship TVS and attendance lasts for 35 hours a week. Also in the second and third year (3rd to 6th semester - 'B' Grade & 'C' Grade) of Apprenticeship TVS the lesson attendance continues (theoretical and laboratory) at the OAED School for 16-17 hours over three days per week.

Practical Training (Time and Place)

The practical part of the Apprenticeship lessons is mainly conducted in Public or Private Corporations (public or private sector). It lasts for 2 years (3rd to 6th semester - 'B' & 'C' Grade) while the employment in the business lasts for 4-5 days a week depending on the specialism.

Obligations of the Employer

Enterprise: The employer, in general, accepts to employ in his/her business the apprentice and offer him/her any possible assistance to attend the training programme, and the best learning of the specialism. The enterprise employing apprentices is obligated to: ∂ Apply the special training programme. • Dispose of the required personnel and installations in respect to the practical exercise. Π Accept supervision by the personnel of the Apprenticeship TVS of OAED for the monitoring of the programme application and co-

operate with it for the improvement of practical training, as well as for the reviewing of the trainees' performance. ≠ To enforce the strictest health, safety and protection conditions for trainees.

The School apprentices are paid throughout their practice-employment. Their salary ranges from 50% up to 100% of the minimum wage of an unskilled worker pursuant to the labour contract from time to time.

OAED: Trainees are offered complete medical and hospital healthcare, the cost of which is initially covered by OAED and then the enterprise via the Social Security Foundation (IKA). The trainees also are given, free of charge, the necessary books / manuals. Apprentices whose place of residence is quite far from the principal offices of the School stay in Student Accommodation Centres (20 such centres in 18 cities and towns throughout Greece). They are provided with food / meals free of charge. There are also Social Workers for the optimum adjustment of the trainees in their new environment.

Obligations of the Learning Apprentice

An apprentice is obliged to attend the programme of practical training, work responsibly in the company and show due diligence and care for the completion of his training course. An apprentice being unjustifiably absent from the practical training for more than 1/6 of the working days of each semester, is subject to an annulment of the Apprenticeship Contract.

Qualified Staff (for the Practical Part and for the Theory)

Trainers / teachers working at the Apprenticeship TVS of OAED are:

1. Graduates of Universities or other equivalent further education establishments in each specialism (equal to the teachers of secondary education) who are employed to occupy a post following the required, on a pan-Hellenic scale, proficiency examinations and
2. Extra tutors/trainers who are engaged on the basis of the needs of the TVS of OAED by a Ministerial Decision of the Minister of Labour, who, in any case, acquire sufficient teaching and vocational expertise pursuant to the accepted criteria and specifications. Trainers of the practical part in the business are usually foremen or other skilled workers who are qualified for the appropriate students' education.

Duration

The duration of Apprenticeship Technical Vocational Schools of the Greek Manpower Employment Organisation (OAED) is fixed by virtue of a Ministerial Decision and lasts for three years (or 6 semesters).

Monitoring by Training Establishment

Both the supervision and attendance of the apprenticeship system is made (theory and practice) by the training staff of OAED. At the same time a supervising person is appointed by the enterprise where the practical training takes place, for the apprentices. In particular, in respect to the programme attendance of practical training in the business, the training staff of OAED carries a weekly control and it then prepares the required report.

Objectives of Monitoring

The training staff of OAED, by way of the apprenticeship system, seek: ∂ To keep an eye to the precise and legal implementation of the programme at the Apprenticeship School and the business;

- To undertake to settle any disputes among trainees and employers; ÷ To collaborate with the supervising persons of the trainees in any enterprise, but also with the Apprenticeship TVS Management to secure the best possible requirements of practical and theoretical preparation; ≠ To take care of ensuring the trainees' vocational restoration and give them the chance of getting a job following the end of the training programme.

Manner of Payment and Financing

The implementation of the apprenticeship system in Greece up to 1999 is being co-financed by the European Social Fund (ESF) - through the Operational Programme of the Ministry of Education - and OAED. In particular, up to 1997, ESF's participation was 75% and OAED's (by own sources and not by the State Budget) 25%. Since 1998, the percentages changed to 80% and 20%, respectively. The Greek Manpower Employment Organisation (OAED) is responsible for such expenditure. Corporation's bounty (subsidy), where apprenticeship programs of the trainees themselves are applied, reaches 80% of the total cost. Companies cover the remainder. The trainee is not charged with a pecuniary participation in the apprenticeship cost.

Standard of Educational Content and their Fixation

The analytical programmes of the apprenticeship TVS of OAED are drawn up by the Pedagogical Institute (body supervised by the Ministry of Education). For certain specialisms not available in the technical vocational training of the Ministry of Education, analytical programmes are prepared by OAED and approved by the Pedagogical Institute. Training programmes for the practical training in the corporation are defined by OAED based on specifications for each trade.

Degree of Involvement

There is no direct participation of the social partners (Chambers, Professional Associations, Branch Associations, and Trade Unions) on the central planning level, organising, financing and achievement of apprenticeship. However, the case of an indirect involvement of the social partners through their participation in the OAED's Administrative Council, could be mentioned. Also, on a local level, OAED's services collaborate with the social and vocational actors mainly in respect to the detection of the needs of the local labour market and the seeking of business for the realisation of the practical training. Also, no other private or public bodies, save OAED, participate in the implementation of the apprenticeship system.

Vocational Guidance

The updating and information forms with respect to the OAED apprenticeship system are not numerous mainly because it aims at the management and satisfaction of the needs of particular labour

markets. Thus far, no systematic application of methods of professional orientation was made during apprenticeship. Over the last two years, a consultancy programme and professional orientation is being implemented on a pilot basis within the application scope of the 'Youthstart' programme in two Apprenticeship Technical Vocational Schools of OAED.

Opportunities for Development

The degree (diploma) of graduates of Apprenticeship TVS of OAED is equivalent to that of the graduates of the 'A' cycle Technical Vocational Schools of the Ministry of Education. The apprentice following his/her graduation from the apprenticeship programme may be admitted to a 'B' cycle TVS (secondary education - duration of 1 year) and through it may continue his/her studies at post-secondary education (Vocational Training Institutes) or at the Higher Education (Technological Training/Educational Institutes). An apprentice may also follow a continuing vocational training comprising several forms and duration.

Equal Opportunities

There is no special institutionally protected provision in respect to the access of Handicapped Subjects (HS) in the OAED apprenticeship system. However, circulars of OAED may define an HS percentage (%) per specialism.

Differentiation

Honours or other distinctions may be awarded to the apprentices who are distinguished for their performance and conduct. Moreover, in respect to apprentices who need to be specially treated and aided there is a procedure for individualised surveillance and guidance by the supervising trainer / teacher.

Control of Standards and Official Monitoring

OAED exercises exclusively the control and monitoring of the apprenticeship system without the involvement of other public or private bodies and organisations (see also Monitoring by training Establishments and Objectives of Monitoring).

Training Contents and Methods

Methods and contents of the training / educational apprenticeship programmes are to be changed pursuant to the requirements of the labour markets for the particular specialisms. Such changes, however, do not keep pace with the rapid changes in respect to the economic and technological progress and development of the country.

Exam and Validation of Skills

Apprenticeships during the academic year are subject to examinations in the theoretical subjects taught: ∂ By a written examination (critical negotiation - essay writing) at the end of each module;

- By a written or oral examination on the day's lesson when the trainer/teacher thinks fit; ÷ By promotion (removal) or final exams each January and June (repeat exams in September). The examination of the practical and laboratory lessons takes place at

the Apprenticeship TVS laboratories. The object of the exams, for which OAED is in charge, is the measurement and critical assessment of the apprentices' knowledge and skills. The final grade is the point average of the two marks (theory - laboratory). Following the successful completion of the discharge (final) exams of TVS of OAED, the graduate student is awarded a Diploma of Studies for Field & Specialism (diploma of level 2).

4.10 DESCRIPTION OF THE IRISH APPRENTICESHIP TRAINING SYSTEM

EAMON FRENCH

4.10.1 Introduction

The apprenticeship system in Ireland is concentrated in the traditional craft industries. FÁS, - Training and Employment Authority, which reports to the Department of Enterprise, Trade and Employment, has statutory responsibility for the organisation and control of the designated apprenticeships by the powers conferred on it by the Industrial Training Act, 1967, and the Labour Services Act, 1987. In 1991 the social partners and Government, as part of a national development plan, the Programme for Economic and Social Progress (P.E.S.P.), agreed that a new Standards-Based Apprenticeship should be introduced. The Standards Based Apprenticeship was launched by FÁS in 1993. In June 1999 there were 18,422 apprentices in the system. (Source: FÁS)

CERT - the State Tourism Training Agency is responsible for apprenticeship training in the hotel and catering industry. The Agency reports to the Department of Tourism, Sport and Recreation. In November 1999 there were 1926 in the full time craft programmes in the following trades: Chefs; Travel; Bar; Hospitality; Reception and Tourism.

Chefs	Travel	Bar	Hospitality	Reception	Tourism	Total
1142	44	120	412	60	148	1926

Source: CERT

The CERT model involves a combination of block or day release courses at vocational establishments and practical experience on the job. The off-the-job training programme is undertaken by institutes of technologies, colleges of education and CERT operated Hotel Schools and Training Centres. Qualified Companies provide the on-the-job or work experience part of the programme.

As the Standards Based System is the model under which the majority of apprentices receive their training, it is the model that is described in detail in this report.

The Standards Based Apprenticeship was launched in 1993 for 14 trades, and these have since been increased to 25 trades.

Apprenticeship Framework

The Standards- Based Apprenticeship has 7 phases of alternating on and off-the-job training, consisting of 3 off-the-job and 4 on-the-job phases (enterprise based). Off The Job:

The duration of the off-the-job training (i.e. total of phases 2, 4 and 6) will not normally exceed 40 weeks. The off-the-job phases are delivered by a FÁS Training Centre, an Institute of Technology or a college of education. A key factor in the delivery of the off-the-job phase is that it be delivered in a single institution to ensure integration of the practical training with the necessary theoretical knowledge and personal skills. On The Job:

The first phase of the on-the-job training (Phase1) is an introduction to apprenticeship and the basic skills of the trade. The remaining phases of on-the-job training entail the practice and further development of skills learned in the off-the-job phases. An employer wishing to recruit an apprentice must be capable of providing access to the range of work specified in the curriculum for that trade.

4.10.2 Detailed Description

Target Groups

The minimum age at which employment of an apprentice may commence is sixteen (16) years of age, however there is no upper limit specified in the rules. A person entering employment, as an apprentice must have as a minimum: Grade D in five (5) subjects in the Department of Education's Junior Certificate or its approved equivalent

Employer

The Standards Based Apprenticeships at present cover 25 trades in the engineering, construction, motor, electrical, printing and furniture industries.

Apprenticeship Contract

The new statutory rules of apprenticeship for the Standards-Based system (Labour Services Act 1987 - Apprenticeship Rules 1997), are the basis for the Apprenticeship contract. The rules specify, inter alia, the minimum entry requirements, the compulsory nature of training and assessment, and the requirements for attendance by apprentices at the off-the-job phases of the apprenticeship

If the apprentice fails, after three attempts, the qualifying standards as specified by FÁS, in any of the off-the-job modular assessments, the contract is deemed to be terminated.

Principles of the Model

It is a principle of the Standards Based Apprenticeship that each off-the-job phase is delivered in a single institution to ensure integration of the practical training with the necessary theoretical knowledge and personal skills. Another principle is that the on-the-job training entails the practice and further development of skills learned in the off-the-job phases.

Optional Opportunities

The apprentices can pursue optional subjects in the Institutes of technology during their apprenticeship. Successful completion of these will make them qualified to pursue some third level courses in these institutes. They can also avail of the occasional international exchange projects that are arranged by individual institutions.

Objects of the Contract and the Model

The object of the system is to make the apprentice competent in the key skills of the trade and to provide the foundation to progress to a higher skilled level, including technician level.

Theoretical Training (Time and Place)

The theoretical training takes place during forty weeks of off-the-job training in Phases 2, 4 and 6 of the apprenticeship. This time is divided into 20 weeks in phase 2, in a FÁS Training Centre. Two periods of 10 weeks, in Phases 4 and 6, in an Institute of Technology or a college of education follows this. As it is integrated with the practical training there is no separate time allocated to it.

Practical Training (Time and Place)

Practical training takes place during the 40 weeks of integrated off-the-job training and also in the company during Phases 1, 3, 5, and 7 of the apprenticeship. During their period in the company (approximately three years) the apprentices will engage in productive work and develop the skills learned off-the-job.

Obligations of the Employer

The Employer is responsible for paying the wage of the apprentice while he/she is in the Enterprise. In order to be eligible to recruit an apprentice the employer must be able to provide the apprentice with the range of work experience required by the curriculum of that trade. Qualified craft-persons must also be available to train and assess the apprentice in the practical skills specified by the national curriculum.

Employers are obliged to release the apprentice for the relevant periods of off-the-job education and training.

Obligations of the Apprentice

The apprentice must attend the three off-the-job phases of education/training and pass all the assessments, both practical and theoretical, in all seven phases of the apprenticeship.

Qualified Staff

In order to deliver the off-the-job Phase 2, in FÁS training Centres, Trainers are required to be a qualified craftsman in that trade, and have a minimum of three years post apprenticeship experience.

Teaching staff in the Institutes of Technology who deliver Phases 4 and 6, are required to:

- I. hold a Degree or it's equivalent in the subject area, or hold a Senior Trade Certificate in the trade
 - II. have three years relevant post graduate experience.
-

In the enterprise, a qualified and experienced craftsman must be available to oversee the training of the apprentice, as well as a suitable person who can be approved by FÁS to carry out the specified assessments to establish the apprentice's competence.

Duration

The duration of all the Standards Based Apprenticeships is currently 4 years.

Monitoring by Training Establishments

It is the responsibility of FÁS to monitor each on-the-job phase of the apprenticeship. An employer can expect to receive 2 monitoring visits a year. Monitoring of the system within FÁS and the Educational Establishments is carried out by their own respective quality control systems.

Objective of the Monitoring

The object of the in-company monitoring is to verify that the training and assessment practices in the enterprises meet the standard required for each on-the-job phase of the apprenticeship. Monitoring within FÁS and the Educational Establishments takes place to assess the effectiveness of the education and training curriculum.

Manner of Payment and Financing

During the on-the-job phases the individual employer meets the apprentices wages, training and assessment costs.

During the off-the-job phases, the training and assessment costs, either in FÁS Training Centres, Institutes of Technologies or Educational Colleges, are met by the State with appropriate EU funding. The State also, through FÁS, pays the apprentice a training allowance, rather than wages paid by an individual employer.

Until recently this training allowance was paid from an apprenticeship fund. This Apprenticeship Fund was financed by the State, with appropriate EU support, and by a statutory Apprenticeship Training Levy of 0.25% of payroll, which all employers in the relevant Industrial Sectors contributed. This fund has been discontinued and is being replaced by alternative arrangements.

Standards of Educational Content and their Fixation.

Following the carrying out of industrial surveys, a team of 4 subject matter experts agreed the content and standards of the national curriculum (off and on the job) for each trade. Each team consisted of a nominee from the relevant employer body, one from the trade unions, and one each from the Department of Education and Science, and FÁS.

Degree of Involvement

To oversee the development and implementation of the Standards Based System, the Board of FÁS established a National Apprenticeship Advisory Committee. This committee is made up of representatives of the social partners in industry, the educational sector and FÁS.

Vocational Guidance

Career guidance teachers give information on apprenticeships to secondary school pupils. While third level education is the first choice of a large number of young people, the Standards Based Apprenticeship is also attractive to young people due to the earning potential in the craft trades. The numbers in the system increased from 2,762 in 1995 to 20,895 in December 1999. During the same period 54% of the apprentices entering the system had completed the 5 or 6 years of post primary education (second level) and had sat the terminal examination i.e. the Leaving Certificate Examination. (Source: FÁS).

Opportunities for Development/Progression

While the apprentices can progress through educational channels to diploma and degree level and beyond, at present there is no direct progression path for the apprentices. However, a new National Qualification Authority is soon to be established under the Qualification (Education and Training) Act, 1999 and this is expected to result in more systematic links for apprenticeships in the national system of education and training.

Equal Opportunities

The statutory Apprenticeship Rules, (Labour Services Act, 1987 – Apprenticeship Rules, 1997) provide a range of means of access to apprenticeship.

In the case of persons being over twentyfive (25) years of age, who do not meet the requirements, access can be gained if they have not less than three (3) years work experience acceptable to FÁS in a relevant designated industry activity.

To promote the entry of women into apprenticeships, FÁS offers a bursary of £2100 to employers for each female recruited.

Differentiation

For disadvantaged persons and persons with disabilities who do not have the minimum entry requirements, access to apprenticeship can be on the basis of the completion to the satisfaction of FÁS, of an approved pre- apprenticeship course.

Control of the Standards and Official Monitoring

The teams of subject matter experts comprising of representatives from employers, Unions, Department of Education and Science, and FÁS, control the standards for each trade. These teams work under the direction of the National Apprenticeship Advisory Committee.

Training Content and Methods

The teams of subject matter experts meet regularly to review and update the national curriculum for each trade to take account of technological change and the changing needs of industry.

Exam and Validation of Skills

During each off-the-job phase, apprentices are assessed on the basis of regular modular assessments, both practical and theoretical. During each on-the-job phase, performing key practical tasks under

normal working conditions assesses the apprentices' competence. To be awarded the National Craft Certificate the apprentice must:

1. Achieve a minimum standard in each element/part of the off-the-job assessment programme, during each off-the-job phase
 2. Demonstrate competency in the list of key practical skills during each on-the-job phase
- The National Craft Certificate is the only one issued under the new Standard Based System and is jointly awarded by FÁS and the Department of Education and Science.

4.11 DESCRIPTION OF THE ITALIAN APPRENTICESHIP TRAINING SYSTEM

MICHELA STASIO

4.11.1 Introduction

At present, apprenticeship is a small part of Italian vocational training. In fact, we can say that it is, above all, a pathway to improve the employability of young people. Vocational training is composed of courses for young people, courses for adults (employed and unemployed) and short traineeships (in particular for young people). Apprenticeship was instituted in 1955 and was reformed in 1997. With the new law, the specific training for apprentices has been improved and extended: the apprentice must attend 120 hours of out-of-company training; in-company training (corresponding to in-company work) must be supported by a tutor. Every young person between 15 and 18 years old has to attend school or vocational training, or work as an apprentice. In Italy, there are approximately 360,000 apprentices, but there are no sufficient financial resources to organise out-of-company vocational training. Many aspects of apprenticeship must be regulated (e.g., validation of skills and determination of technical contents). In the future apprenticeship will probably be an important part of vocational training, according to the amount of apprentices and the financial resources and complexity of the system.

4.11.2 Detailed Description

Target Groups

Young people aged from 16 to 24 years old. They must have completed compulsory education (that is, at least 9 years of school). In the Regions falling within Objective 1 and 2 of Structural Funds, companies can engage as an apprentice any young person who has not reached 26 years of age. Craft businesses can engage apprentices who have not reached 29 years old, for highly skilled work. If the apprentice is a disabled person, the age limit rises by 2 years. It should be noted that a recent law on protection of young people has modified the lower limit. Now, a company can employ a teenager only if he has reached 15 years of age and if he has completed compulsory education. In Italy, a student has completed compulsory education if:

- 1) he has reached the second year of high school
- 2) or if he is at least 15 years old and has attended school for at least 9 years.

Employer

Employers involved come from all sectors, except public administration, and any kind of enterprise (big, small, medium-sized and craft enterprises).

For craft enterprises, there are especially favourable conditions, concerning duration, age at hiring and in-company tutors.

In fact, duration of employment is from 18 months to 4 years (never longer than the duration established by the National Contract of the Sector), but in craft companies; the duration can be up to 5 years.

Contract/Form

The apprenticeship is regulated by a contract between the employer and the apprentice. The contract characteristics are determined by labour laws (also the laws concerning youth employment) and by the National Collective Contracts of the Sector.

NCC (The National Collective of Employees - Contratto Collettivo Nazionale dei Lavoratori, CCNL) is signed by the unions and employers' organisations and it regulates all the social and working conditions concerning each sector. The apprenticeship contract establishes the duration of the relationship, the salary, the apprentice's and employer's obligations, the characteristics of the training, the worker's qualification at the end of the apprenticeship.

Principles of the Model

Training on-the-job is probably the most important principle of Italian apprenticeship. In fact, practical training corresponds to in company work.

Indeed, theoretical training and work must be complementary.

Optional Opportunities

There are no optional opportunities provided by national law. Of course, every Region and every District, according to Italian law, can organise specific programmes for apprentices or decide to offer special opportunities.

Objectives of the Contract and the Model

To prepare young people for work, by practical training (corresponding to in-company work) and by out-of-company training. To make the entrance of young people in the labour market easier. In fact, firms are encouraged, because the State pays pension contributions that are generally the employers' responsibility.

Theoretical Training (Time and Place)

Out-of-company training comprises at least 120 hours per year. The training must take place outside the company, but it must be within regular working hours. The apprentice also receives a salary for the training hours and can be absent only for reasons established in his contract. Training takes place in a training centre or in a technical school, authorised by Regional Government according to specific characteristics, established by regional laws. National laws on vocational training and apprenticeship establish that the centres must receive a special validation from Regional Government.

Practical Training (Time and Place)

Practical training corresponds to in-company work. The training centre staff can decide to organise practical lessons within the theoretical course (for instance in laboratories). There are no special programmes: the apprentice works according to his professional role. The law establishes that work must not be repetitive.

Only the National Collective Contract for Mechanical Industries has established that the apprentices have to complete 40 hours per year of in-company practical training. The trainer is the in-company tutor. There is no special programme for this training.

Obligations of the Employer

The employer has to establish an apprenticeship contract. He has to ensure the apprentice's training through work and has to send the apprentices to out-of-company training.

When the employer engages the apprentice, he/she has to register at SCICA (Labour Services, Sezioni Circoscrizionali per l'Impiego) and at INPS (National Institute for Pensions Contributions). He/she has to appoint the in-company tutor. He/she has to designate the in-company tutor. Regarding services, the employer has also to communicate the apprentice's personal data and the tutor's data to the Public Authority concerned with apprenticeship training (Region or District). He/she has to pay the salary. He/she has to respect all the laws regarding employees under age of 18. He/she has to insure the apprentice against accidents during work. At the end of the apprenticeship, he/she has to make a written declaration of the skills obtained by the apprentice. He/she has to do this declaration also when the apprenticeship ceases working before the date established by the contract.

Obligations of the Learning Apprentice

The apprentice has to attend training, to work in the company and to respect the company rules and the training centre's rules.

Qualified Staff

Theoretical training: there are no national standards for trainers, not only for apprenticeship, but also for all vocational training. At national level, there is only the National Collective Contract for Trainers that establishes professional requirements and relative skills. Every Regional Government can decide special standards for trainers and the procedure for their employment. Of course, every centre employs trainers according to its own standards.

In-company work: there is a tutor, designated by the company. The Department of Labour has just determined the characteristics of in-company tutor. He has to be a qualified employee, engaged in the same field as the apprentice. He has to have the same or a superior qualification to the one being obtained by the apprentice at the end of his training. If possible, the tutor will have worked for at least 3 years in the firm. The law has established the tutor's role and necessary skills, i.e. to orient and support the apprentice and to assure a link between work and out-of-company training.

The tutor has to attend a period of training of at least 8 hours to understand his role and its required skills.

Duration

The duration ranges from 18 months to 4 years (5 years in craft companies), but not longer than the duration established by the Collective National Contract of the Sector.

Monitoring by Training Establishment

There is no national law about monitoring. Every centre can adopt a system for monitoring the training, from start to end, concerning skills. In general, the trainers and the centre tutor do the monitoring. The Public Institute for Vocational Training (part of the Department of Employment) has to do the monitoring of the apprenticeship in Italy (concerning number of contracts, apprentices' characteristics, out-of-company training activities, training centres, and so on). Every public authority concerned can organise a programme to monitor training activities.

Objectives of the Monitoring

Centres have the goals to comprehend apprentices' entrance skills, verify training results and, eventually, modify the training programme. Public authorities' (Region or District) objectives are to comprehend apprentices' characteristics in order to organise training activities, to allocate financial resources and, eventually, establish new regional laws and administrative rules to simplify training organisation. The Department of Employment aims to comprehend the national situation, geographical differences, financial and material needs, the development of the specific training for apprentices. Thus, the Department can propose and organise changes in laws or new laws and new administrative rules. Indeed, it can propose an allocation of national financial resources for apprenticeship.

Manner of Payment and Financing

Public authorities pay social and, partially, health contributions and the costs of theoretical training. The State pays the social contributions, while the regional administration provides finance for theoretical training and the in-company tutor's training. Central Government can give financial contributions for apprenticeship to the Regions. The company pays salaries. All employers, except for craft companies, pay a weekly charge for insurance against accidents.

Standards of Educational Content and their Fixation

Apprenticeship laws have established the standards of educational content, but they are not complete yet. In fact, a special Commission (composed of representatives from the Employment Department, Education Department, Unions and Enterprise Organisations) is working to define the standards of technical content. At present, there are only the standards for the so-called "transverse content", established by the Department of Employment. This kind of content concerns communicative skills, all the most important laws concerning labour and the workplace, safety in the workplace, economy and business organisation, basic skills (linguistic and mathematical).

Degree of Involvement

There is a high degree of involvement from the unions and employers' organisations. At national level, they contribute to define the new model of apprenticeship, through a continuous discussion with the Department of Employment. They participate with the Commission regarding professional content. At regional and local levels, they contribute to programme training organisation, identifying professional needs and skills and to support firms and employees.

Vocational Guidance

There is no form of specific vocational guidance for apprenticeship. At present, it is not a particularly attractive contract, because it is always aimed at school-leavers with low level qualifications.

Opportunities for Development / Progression

Opportunities include integration with the education system: Skills, obtained and certified through vocational training can be credits to continue in further training or educational courses. It is necessary to have other laws to clarify the opportunities and the methods. At present, every high school or university can decide whether or not to count vocational training skills obtained as credits for completion of their own educational syllabus; To complete the education of the young people between 15 and 18, in Italy, a recent law (1999) has established that all the young people aged under 18 have to attend school, or vocational training or to work as apprentices. Indeed, apprenticeship is considered as a sort of education pathway.

Equal Opportunities

If the apprentice is a disabled person, the age limit rises by 2 years.

Differentiation

There is no differentiation in national law. Every Region can provide differentiation for particular categories, according to national and regional laws.

Control of Standards and Official Monitoring

There is no official system to control the standards, also because there are no professional standards existing yet. The public authority concerned can control the quality of training and the characteristics of the centres. The only official control is governed by the local services of the Department of Employment. This concerns the registration (at INPS and at SCICA), the work conditions, attendance at compulsory out-of-company training.

Training Contents and Methods

There is no fixed system for analysing training needs according to economic and technological progress. However, there are many studies carried out by the unions, employers' organisations, Chambers of Commerce, regions, at national and local level. At present, many institutions are trying to organise a system.

Exam and Validation of Skills

At the end of the apprenticeship, the apprentice obtains a qualification. According to the first law on apprenticeship (1955), the apprentice has to do an exam, with an official Commission presiding. The reform law (1997) establishes that the apprentice will receive a certification of his skills for the training centre. There are two kinds of validation:

If the apprentice resigns before the end of the apprenticeship established by his/her contract, he/she receive a certification of the skills learnt during out-of-company training;

At the end of the apprenticeship, the young person receives a certification of the skills learnt during out-of-company training.

The company must make a declaration about skills obtained during in-company work.

4.12 DESCRIPTION OF THE APPRENTICESHIP TRAINING SYSTEM IN LUXEMBOURG

MARC ANT

4.12.1 Introduction

With regard to the benchmarking criteria for apprenticeship in Europe, elaborated under the auspices of UEAPME, it can be clearly stated that in the Grand-Duchy of Luxembourg, actually the three existing alternance based models within initial vocation training do apply, i.e. the CATP, the CITP and the CCM.

With regard to the initial vocational education and training system in Luxembourg, all three educational pathways are embedded in the technical secondary education system, which includes 16 establishments, some of which are specialised (agricultural school, hotel and catering school, nursing colleges, etc.). In principle, the choice of establishment is free.

Article 1 of the act of 4 September 1990 stipulates that technical secondary education shall be coeducational and provide in close collaboration with industry a general, social, technical and vocational education to prepare students for working life. To some extent, it shall also prepare them for higher education.

In general, entrance to secondary technical education had always been based on an entrance exam, with the exception of the former complementary education, now preparatory education, for which no conditions exist. However, this exam was abolished by regulation of 24 October 1996 and is now based on an orientation advice based on the following four criteria:

- opinion of the parents;
- opinion of the sixth grade class teacher on the development of competences of the pupil;
- school reports of the sixth grade;
- the results of a series of standardised tests to be organised during the sixth grade.

For each sixth grade class, a guidance council is created and presided by the district school inspector and includes the class teacher, a teacher with experience in secondary education and/or a teacher in secondary technical education. A psychologist may participate on an advisory basis on request of the parents. The guidance council elaborates for each pupil an orientation profile on the basis of the four above-mentioned criteria.

Pupils attend school within the technical secondary education system from the age of 12. The duration of schooling depends on the stream and/or trade/profession chosen and is subdivided into three different levels.

The lower level, with a more general orientation lasts three years altogether, offers essentially a general education and performs several functions, i.e. the broadening and deepening students' general knowledge; guiding them in their choice of subsequent training, preparing them for the various streams at intermediate level and facilitating the transition to employment. The curriculum also includes pre-streaming manual and craft work and activities designed to ease the transition to employment. Teaching in the second and third years (the orientation and streaming years) is organised into broad streams to allow for a variety of configurations as regards subjects, curricula, levels, teaching methods, hours for each subject, and criteria for moving up to the next class. Remedial classes may be organised to facilitate the transition for students switching courses. The three-year lower level, which does not involve specialisation, is oriented towards observation and guidance. The preparatory stream of technical education established by the act of 3 June 1994, operates in parallel to lower technical secondary school. Its function is to prepare students to enter the vocational stream of technical secondary education at lower or intermediate level or to find employment. It replaces the former complementary classes.

The preparatory stream of technical secondary education, which replaces the previous complementary education system, operates on a flexible model geared to individual abilities and applies specific teaching and supervision methods. The preparatory stream aims to prepare students for access to the vocational stream at lower or intermediate level of technical secondary education and towards employment. The intermediate level includes general courses, vocational courses and practical courses (depending both on the specialisation chosen) and its aim is to teach students a trade or profession and to prepare them for the upper level. The first subdivisions appear at this moment and comprise:

- a vocational stream or apprenticeship, normally lasting three years,
- a training for technicians stream, normally lasting two years,
- a technical stream, normally lasting two years.

The vocational stream of the intermediate level, corresponding to apprenticeship, offers courses in the following subjects or trades, which are available in general for all kinds of employers: agriculture; crafts; commerce; hotels, catering and tourism; industry; domestic services; medicine and social work. At the end of the three years, the successful candidate is in the possession of the CATP. The training for technicians stream, normally lasting two years offers

courses in the following subjects: administration and commerce; agriculture; arts; chemistry; electrical engineering; civil engineering; hotels, catering and tourism; computer; mechanical engineering. The technical stream offer courses in the following subjects at intermediate level: administration and commerce; agriculture; arts; hotels, catering and tourism; medicine and social work; general technical studies. The aim of the upper level is to teach students a trade or profession and to prepare them for higher education. The upper level school comprises:

- a training for technicians stream, normally lasting two years,
- a technical stream, normally lasting two years.

The training for technicians of the upper level includes the same courses as the intermediate level, whereas the technical stream may offer courses in the following subjects at this level: administration and commerce; medicine and social work and general technical studies.

4.12.2 Detailed Description

Target Groups

The general entry requirements for apprenticeship are the successful passing of the lower technical school level, either theoretical, polyvalent or practical level. However, admission to certain professions from the practical level are subject to conditions. Also, admission from the preparatory level is limited to professions with a lesser degree of difficulty. Generally, the minimum entry age is 15 years, i.e. following the compulsory school age.

Employer

Apprenticeship is open to all kinds of professions and to all kinds of companies, under the condition of course that the appropriate and qualified staff is available. Apprenticeship takes place within all sectors, with no distinction between the public, private or associative sectors.

Contract

In order to enter apprenticeship, the candidate must first ask for advice with the Administration of Employment and then sign an apprenticeship contract with an employer. This contract must be acknowledged by the responsible professional chamber. Apprenticeship is being organised by the Ministry of National Education, Vocational Training and Sports, in close collaboration with the respective professional chambers.

Principles of the Model

The provisions governing initial vocational alternance training (CATP) date back to the law of 5 January 1929 and to the grand-ducal regulation of 9 November 1945, and now feature a wide panoply of variations between periods at school and periods on work placements for the various trades in the fields of agricultural, the craft industry, the service sector, catering and hotels, industry, etc. There is also the option of initial vocational training at two levels, the Certificat d'initiation technique et professionnelle (CITP), which prioritises practical training and whose slimline theory element can be studied by

apprentices in a modular fashion, at their own rate of learning. Based on these legal dispositions, apprenticeship includes a practical part in a company under the monitoring of a craftsman and a technical and general education to take place at school level. The apprenticeship training can only take place in a craft or profession, recognised by the responsible employer's and employee's. Throughout the apprenticeship, the practical training takes within the company (between 24-36 hours per week) and the theoretical training in a technical secondary school (between 8-16 hours per week).

Optional Opportunities

In several professions, both the theoretical and practical apprenticeship training exclusively takes at school for the first two years, the third one in a company with accompanying theoretical courses at school. For a limited number of professions, the apprenticeship training takes place at school entirely.

Objectives of the Contract and the Model

Apprenticeship includes general courses, vocational courses and practical courses (depending both on the specialisation chosen) and its aim is to teach students a trade or profession and for professional life.

Theoretical Training

Throughout the apprenticeship, theoretical training takes place in a technical secondary school (between 8-16 hours per week). However, the distribution between theoretical and practical training may vary: In several professions, both the theoretical and practical apprenticeship training exclusively takes at school for the first two years, the third one in a company with accompanying theoretical courses at school. For a limited number of professions, the apprenticeship training takes place at school entirely.

Practical Training

The practical training normally takes place within the company (between 24-36 hours per week), although for some professions this might also only take place in the workrooms of schools.

Obligations of the Employer

The employer must ensure that the pupil is able to follow the different training modules as indicated by the professional chambers. Furthermore, the employer must respect the well being of the student at the workplace and for instance not award tasks to him that are beyond his physical or mental abilities. The employer must also verify that the student is following the school curricula on a regular basis, in conjunction with the dispositions of labour law.

Obligations of the Apprentice

The apprentice has to show adequate behaviour at the workplace, to follow the school courses, to respect the interests of his employing company, not to be engaged in a second occupation, and to participate in all apprenticeship related tests and examinations.

Qualified Staff

In order to be able to train apprentices, employers must prove their professional ability through the master's examination or through other higher and related qualifications. In general, trainers from companies have followed so-called train the trainer courses. The school courses are ensured by qualified teachers.

Duration

The overall duration of apprenticeship is three years. Under certain conditions, certain variations of apprenticeship (CATP), such as CITP can vary between two and four years, depending on the skill level of the participant.

Monitoring and its Objective

During their apprenticeship training, a follow-up for the apprentices is being organised by different apprenticeship counsellors. Their function is to council the companies and the candidates, as well as to see to the good functioning of the apprenticeship training.

Manner of Payment

Students are granted not a salary but a compensation. The amount is fixed by law or labour agreements and varies between trades and sectors.

Standards of Educational Content

The PROF project (Projet fir d'Objektiver vun der formation professionnelle ze formuléieren) is a vast reform programme covering the content and methods of initial vocational training in intermediate and upper technical secondary school. The aim is to determine precise needs and profiles with a view to adapting teaching practice and methods, curricula and content at these levels. Implementation of the project is now under way.

Degree of Involvement

Apprenticeship in Luxembourg is mostly governed by the tripartite model, which assigns a large measure of responsibility to trade federations, especially at the level of vocational apprenticeships. Furthermore, social dialogue takes place within a certain number of committees formed by representatives of the Ministry of National Education, Vocational Training and Sports, the social partners and other socio-economic actors, generally also including businesses. As a general rule, regulatory measures are only taken in this field after agreement between the various parties, in the fields of action provided for by the various laws on vocational training.

Vocational Guidance

See monitoring

Opportunities of Development

Clearly, the education/employment link is important in the technical secondary education sector. It is particularly well established in the vocational stream at intermediate level, which provides for linked work and training and an official system of

placements. The training offered in this stream takes the form of an apprenticeship, with practical training in industry under an apprenticeship contract and vocational classroom training. The practical aspects of training (with placements in industry) are particularly developed at certain specialised schools, such as the Alexis Heck hotel and catering college.

Equal Opportunities

All trades and professions are open without any distinction for both genders. However, as in many cases, there is a gender specific preference for different professions.

Differentiation

Since the 1970s, specific measures for at-risk groups in the labour market, such as young people with no qualifications or unemployed people undergoing retraining, have been put in place, and have now been strengthened with new measures, such as the development of placement training programmes targeted towards the needs of certain businesses or sectors. These measures are implemented through close collaboration between the Ministry of National Education, Vocational Training and Sports, the employment administration, the social partners and businesses. The accent is on better assessment of the needs of economic sectors. This approach should pave the way for closer targeting of the measures being planned and a better guarantee of early integration of job seekers into the job market. Furthermore, financial support is now being directed towards companies, which agree to provide placements for people following a dual training programme.

Therefore, the two-part apprenticeship system was designed in the framework of the reform of technical secondary education. It makes allowance for the fact that some students can grasp the practical aspects of a trade but are unable to assimilate the theoretical material at the same pace. The first part lasts between two and four years. Apprentices are expected to sign an apprenticeship agreement with an employer. Parallel to their practical training, they study the theoretical course material at school at their own pace, meaning that they may concentrate on a variable number of theoretical courses, depending on individual capacities of assimilation. They study under this modular system for the theory part of the certificat d'initiation technique et professionnelle (CITP - certificate of technical and vocational initiation). They must take a separate examination for the practical part. The CITP is a basic training qualification. Successful candidates should be encouraged to move on to the second part of the apprenticeship course, leading to the CATP. For that they may sign a standard apprenticeship agreement. Alternatively, they may opt to enter employment and take the theory classes within the adult education system.

Furthermore, students completing the practical part of the course alone are awarded the certificat de capacité manuelle (CCM - certificate of manual ability). This parallel training is organised in crafts professions only (f.ex. construction, textile, etc.) and

functions under apprenticeship regulations with a contract between the candidate and the employer and the same duration. It includes a practical part in the company, a practical training in the school and a basic theoretical introduction to the profession. The latter part represents a simplified version of the CATP requirements. In addition to these pathways, numerous measures have been taken for the integration of foreign children. At technical secondary level, the principle is that problems of a purely linguistic nature should not stand in the way of obtaining a vocational qualification. The measures include:

- the identification of language learning targets geared to students' real needs and the uses to which they will have to put the languages in their working and social life;
- the organisation of remedial lessons, and in some cases oral tuition in Letzeburgesch;
- in the lower, middle and upper schools (excluding the upper level of the technical stream), development of courses taught in French and German in one or more regional centres, where student numbers justify;
- the introduction of intercultural education themes into existing curricula.

Control of Standards

The control of standards is a function of the monitoring and supervising institutions, such as the trades federations and the Ministry, under the responsibility of the Director of the Vocational Education.

Training Contents and Methods

Since the early 1990s, a number of initiatives and programmes have been put in place with a view to matching the principles, content and methods of training to the demands of a changing economic environment. This primarily involves the revision of certain training programmes in conjunction with businesses, with the aim of placing the onus of an apprenticeship on the apprentice and also changing the role of the teacher towards that of an advisor. Furthermore new methods of assessing students and apprentices are being established, together with new supervision and tutoring measures designed to offer added support in particular to students with learning difficulties.

Exam and Validation of Skills

Although in general, school courses are always certified by qualifications, such as the apprenticeship certificate (CATP) at the level of initial vocational training, reforms have been made, particularly at the lower levels, with the aim of creating a system of training assessment which centres on the learners, and which informs them, at the end of each period of the apprenticeship, of the degree to which they have mastered the topics or, if necessary, on strategies they might adopt in order to make better progress. The third year of the vocational programme is an essentially practical year, governed by an apprenticeship contract between an employer and the student. The purpose of assessment is to inform

pupils and parents and serve as a reference for advancement. In principle, assessment is based on summative evaluation, i.e. periodic tests on part of each subject area - up to three a term, depending on the subject. These tests provide an overview of individual academic progress at the end of each term and determine whether the pupil is ready to move up to the next class at the end of the school year. Knowledge is assessed by class work, tests, oral questions and work done by the pupils. The assessment is reflected in a mark on a scale of 60 to 1 point. For the calculation of averages, fractions of points are rounded up to the next higher unit. Any mark equal to or higher than 30 is regarded as sufficient.

The attitude to work is assessed on the basis of the regularity with which homework is done and of co-operation in classwork, the pupil's progress measured against his or her initial level and the care, which he or she takes in correcting work. The assessment is expressed under each heading by the quarterly profile mark, which may be A (good - very good), B (satisfactory), C (unsatisfactory - distinctly unsatisfactory).

Students in the vocational stream take an examination at the end of the final year of their apprenticeship (i.e. the sixth, or "practical", year) to obtain the certificat d'aptitude technique et professionnelle (CAPT - certificate of technical and vocational aptitude). At present, students completing the practical part of the course alone are awarded the certificat de capacité manuelle (CCM - certificate of manual ability). Apprentices in some trades have the opportunity to take a two-part course, working towards the certificat d'initiation technique et professionnelle (CITP - certificate of technical and vocational initiation) at the end of the first level. The final apprenticeship examination is organised nationally and comprises a theoretical section and practical section. Final-year theoretical and practical coursework may be taken into account.

Discussion Issues, Tendencies and Evolution

In its May 1996 declaration, the Luxembourg government identified the battle against the failure of the labour force to respond to the demands of the job market due to lack of training as a primary theme requiring substantial investment for the future. To this end, the government believes that thorough reform of initial training, including vocational training, is needed, together with further development of specific alternance training measures geared in particular towards any individual at risk on the labour market.

In addition, in the apprenticeship system itself, there is also noted, as in many other countries, a clear imbalance between alternance training in the craft and industrial sectors and those in the service sector. In this context, the attractiveness of initial training in the craft industry, for example, should be underlined, especially since it is becoming increasingly clear that the service sector will no longer be able to satisfy all the applications it receives for work placements in the future.

4.13 DESCRIPTION OF THE DUTCH APPRENTICESHIP TRAINING SYSTEM

WILL SEIGNETTE

4.13.1. Introduction

The apprenticeship scheme in the Netherlands has recently been defined in a new law passed in 1997. The law was initiated by the Ministry of Education and was a result of a consensus reached between employers, labour unions, schools for vocational training and the Ministry of Education. The company, the school and the student are together responsible for successful training, the Ministry of Education has criteria for funding the different parties based on the facilities the parties have to create to perform their role and on the results they produce. The former apprenticeship scheme and the former secondary vocational education are combined under the new law and have to form a flexible system of vocational training and education in which the practical training can vary from 20% to 80%. Although the system allows a great variety in forms of dual learning, the two old forms are still the main ways vocational training is carried out. One is apprenticeship, in which the pupil works for four days in a company and receives its practical training there and goes to school for one day a week. The other is secondary vocational education where the pupil is in school for three years in total and does practice for one year, mostly in two sessions of six months. The secondary vocational training and education is the type of education with the largest number of participants in the Netherlands. It is considered to be the major stepping stone to a job. It should be noted that the agricultural sector has its own department and its own apprenticeship scheme. This means that the Ministry of Education governs all the apprenticeship programmes except the agricultural programme, which is governed by the Ministry of Agriculture.

4.13.2 Detailed Description

Target Groups

For a great number of programs in the apprenticeship program there is a form of primary vocational education preparation to the apprenticeship program. This is however not compulsory. The system is open to everyone who has had sufficient secondary general education and has reached the age of 16. Up to age 16 full-time education is compulsory. Up to 18 part-time education is compulsory. Above 16 there is no restriction in age. The system is also open to adults. For people with learning disabilities the age limit can be lowered but dispensation of compulsory full-time education has to be granted by the authorities. About 89% of the pupils are aged between 16 and 22. Participation of men and women is about 50/50. Women are overpopulated in programmes such as hairdressing and nursing and men are in technical programs. Much effort has been made to change this traditional pattern, but the results are poor. Special target groups for the apprenticeship programmes are disabled and unemployed persons and immigrants.

Employer

All sectors, all sizes of companies and all sorts of organisations offer training facilities to the pupils in the apprenticeship programmes. Every place where a young person can be trained for a vocation is a potential learning place. For the administrative and economical programs the government bodies, banks and insurance companies are popular places for training. Smaller private companies host crafts and technical programmes. 82% of the pupils in these programmes are trained in companies with less than 100 employees. Each sector of trade has its own national body. Employers, unions and schools govern the body. This national body is responsible for the development of programmes and for the quality of the learning place in the companies. This task has been given to these bodies by law. There are 22 bodies covering all vocational qualifications. In some sectors, pupils become employees and get a salary. In other sectors they are simply apprentices.

Contract/Form

The whole system of apprenticeship training is ruled by contract. The basis of the whole system is a central register at the Ministry of Education. This register contains:

- The national bodies which are recognised,
- The schools which are allowed to carry out apprenticeship programmes,
- The apprenticeship programmes which are supplied by the national bodies,
- The companies where training places are open and where quality of the training place has been certified,
- Examination certifying bodies.

The schools can apply for a license from the government for education for a certain apprenticeship programme. When this is granted, the schools can make up contracts with pupils. The government funds every contract. As those schools need a company as a partner to carry out the training, another contract is made with a certified company from the register. The school, the pupil, the company and the national body sign this contract. As this is a contract within a contract the school bears final responsibility for the result. The contracts are standardised ones, provided by the Ministry of Education. In some sectors, the construction industry, for example, an apprenticeship contract is linked to a labour contract. Within that contract conditions are laid down to ensure a balanced combination of work and training practice.

Principles of the model

The principle of the model is learning by doing. Working and learning is combined in a traditional way, in practice, since the times of trade guilds. Four days of working and training is followed by one day at school for theory lessons. This separation of theoretical and practical learning is not popular by pupils. Experiments with more theoretical training in the work place and no school at all proves to be successful. New interest in the apprenticeship method comes from advocates of systems of lifelong learning. The way the apprenticeship system is carried out combines a formalised structure and organisation of education and an informal learning setting within the job, which are ideal conditions for lifelong learning.

Optional Opportunities

Although the government encourages international exchange of trainees and apprenticeship pupils the characteristics of the programmes are based on national standards which make international comparison of qualifications and trades very difficult. Exchange programmes contribute more to cultural exchange than to professional exchange.

Objectives of the Contract and the Model

The contract and the model carry the following objectives:

- Providing vocational training in the traditional master-apprentice setting
- Handing over craftsmanship by skilled craftsmen.
- Providing a form of education for pupils with practical learning skills.
- Giving companies responsibility within educational programmes.
- Easing the way to work for young people.
- Revitalising the labour force for companies.
- Introducing a system of lifelong learning for workers and companies.

Theoretical Training (Time and Place)

Theoretical training takes up 20% of the training time. The total training time is considered to be 1600 hours. That is 40 weeks of 40 hours. Most schools do not succeed in providing 40 days of 8 hours; therefore the average is 32 weeks. That makes 256 hours of theoretical training a year. Theoretical training nearly always takes place at school. Most schools contain good practical facilities so that theoretical training can be combined with practical demonstration and practice. Schools are private enterprises, which work within legal guidelines from the ministry of education.

Practical Training (Time and Place)

80% of the total learning time of 1600 hours a year is carried out in the companies. It is combined with work and as the number of hours indicates, work is considered to be practical training. This makes it difficult to separate the two. In the contract between school, pupil, company and national body there is a reference to the practical goals which have to be attained at the end of the training period. The practical training nearly always takes place as in-company work.

Obligations of the Employer

The employer has obligations towards the apprentice as an apprentice and as an employee. The first type of obligations is laid down in the apprenticeship contract and the second type in the labour contract. The obligations toward the apprentice are the following:

- The company must be certified by the national body of the sector it belongs to;
- The employer must appoint a tutor;
- The national body of the sector it belongs to must certify the tutor.
- The tutor must instruct the apprentice according to the goals that are laid down in the programme;
- The employer must allow the representative of the school to monitor the practical training;

- The apprentice must be allowed to perform the work to carry out the apprenticeship programme;
- If the apprentice is not a legal employee, the employer must pay him an allowance. The amount is not fixed;
- The employer must protect the apprentice against possible bodily and mental harm.

The obligations toward the apprentice as an employee are the same as for the other employees.

Obligations of the Learning Apprentice

The obligations of the learning apprentice are stated in the two contracts; the learning contract with the school and the apprenticeship contract with the school and the company (and its national body). The labour contract contains the obligations as an employee.

The main obligations are:

- The apprentice must attend the lessons in school and the practical training in the company;
- The apprentice must do the exams within the period stated in the programme and the contracts;
- The apprentice must keep record of all data concerning the progress of the training;
- The apprentice must carry out the instructions given to him by the teacher and the tutor concerning the execution of the apprenticeship programme.

Qualified Staff

The school is responsible for the proper qualification and expertise of the teacher. The qualification for the teacher is stated by law and monitored by the Ministry of Education. National bodies play an important role in maintaining the relevant expertise for teachers. They offer teacher-training courses in the field of the sector they belong to. The teacher has the final responsibility for the organisation and execution of the apprenticeship programme. The qualification of the tutor is certified and monitored by the national body. The tutor must be certified for the programme in which he tutors and for his expertise as a tutor. He is responsible for the practical training and reports the results to the teacher. The national bodies offer courses for tutors to maintain their expertise.

Duration

The duration of the courses depends on the programme and its level. The minimum duration is 6 months and the maximum is 48 months. All programs are flexible. The government can allow continuation of the programme if the maximum duration is exceeded.

Monitoring by Training Establishment

The inspectors of the Ministry of Education through the schools monitor the apprenticeship training. The schools must have quality systems to make proper monitoring possible. The national bodies monitor the contribution of the companies in their sector to the apprenticeship programme. The inspectors of the Ministry of Education monitor the national bodies.

Objectives of the Monitoring

By the inspector of the Ministry of Education:

In schools:

- Ensuring proper accordance between demand on the labour market and supply of apprentices in the different programmes;
- Maintaining quality of organisation and result.

In national bodies:

- Ensuring relevance and that programmes are up-to-date;
- Ensuring sufficient supply of apprenticeship training-places;
- Maintaining quality of organisation and result.

By the national bodies:

In companies:

- Auditing certified companies;
 - Maintaining quality in the apprenticeship facilities.
-

Manner of Payment and Financing

The Ministry pays schools and national bodies, which are in the central register of the Ministry of Education, for every contract they sign. Their role in the system is thereby financed. The apprentice has to pay the school a fixed amount. The apprentice can get funding through the education finance programme from the Ministry of Education partly as a scholarship, partly as a loan. National bodies can render more service than the law requires. In that case employers and trade unions pay for the extra services. The employer of the apprentice pays the wages and the social security contributions. The company pays additional costs of the organisation of the practical training itself.

Standards of Educational Content and their Fixation

In the law on vocational training it is stated that every programme must contain a vocational qualification, a social and cultural qualification and a qualification for lifelong learning. These qualifications are defined in a document set up by the national bodies and registered at the central register of the Ministry of Education. The employers and trade unions define the vocational qualification. The schools define the social and cultural qualification. The qualification for lifelong learning is not defined. This is a problem. The contribution of the school and of the company to the training programme is defined by the school, but monitored by the national bodies.

Degree of Involvement

The law on vocational education has defined a role for employers' organisations and trade unions within the national bodies and a role for the companies within the apprenticeship programme. Organisations for higher and lower education monitor continuity in education. Private educational institutes and training companies can offer courses for the apprenticeship programmes on a private basis. Under the right conditions certificates are recognised.

Vocational Guidance

Vocational guidance is given by schools of primary vocational education and by national bodies. Apprentices are advised individually as to the level and the sector of apprenticeship training. Employers' organisations in national bodies finance

projects to elevate the attractiveness of vocational programmes. Social partners and the Ministry of Economics finance projects to promote the apprenticeship system as the ideal way to work and a career.

Information in the field of vocational guidance is collected and distributed by a national institute under guidance of the Ministry of Education and the Ministry of Employment but several private organisations offer services to schools as well.

Opportunities of Development / Progression

The new law created opportunities for schools to develop training courses which are more flexible and which can be shapen to the possibilities of the participants. The national programmes guarantee connection to other forms of vocational education on higher levels. The system of partial qualifications within qualifications must make it possible to combine vocational qualifications or extend qualifications with parts of other qualifications. In this way horizontal and vertical connections and integration of qualifications can be made. The flexibility of the system is not fully practised by the participants.

Equal Opportunities

The law ensures equal opportunity for everyone to get a vocational qualification. Special facilities are available for the disabled and illiterates. The school cannot refuse candidates with these characteristics and can apply for the special facilities. Gifted candidates can finish the vocational training in less time or can participate in more than one programme simultaneously. Participation of men and women has been mentioned before. Special projects initiated by the Ministry of Education to inspire women to take part in technical vocational programmes have little effect.

Differentiation

The system is flexible enough to ensure that candidates of different status can achieve the vocational qualification. Switching programmes is possible as well as certifying existing qualifications. The maximum time when funding is available can be used by apprentices to achieve more then one qualification. Mentally disadvantaged learners can receive vocational training in special institutes where programmes on level 1 are carried out under controlled circumstances.

Control of Standards and Official Monitoring

Employers' organisations and trade unions together with the central school organisation set vocational standards in the national body. Programmes have to be tested by an advisory committee before registration in the central register of the department of education can be made. The committee checks labour market relevancy and durability of the qualification. The national bodies monitor the examinations to control the standard. The Minister of Education controls the quality standard of education in the schools.

Training Contents and Methods

Training contents are the responsibility of social partners, and training method is the responsibility of schools. Training content is updated regularly. Vocational programmes in the central register of the Ministry of Education have a date of expiration. Responsible parties have to reassure the standards and carry out maintenance if necessary. The national bodies do this. New professions are detected by the national bodies and discussed in the organisation of the national bodies. Training methods are monitored by the Ministry of Education and result and satisfaction is measured. Universities and educational institutes carry out research to develop new training methods.

Exam and Validation of Skills

The schools carry out examinations. Because of the flexibility of the system, examinations cannot be planned on fixed dates. Because training programmes consist of partial qualifications adding up to a vocational qualification each partial qualification has its own examination. Each examination has a theoretical and a practical part. The practical part can also be done by the national body or by the tutor of the apprentice, but only under the responsibility of the school. The national bodies have examination institutes which monitor the examinations of the schools to ensure the national vocational standards are met. All examinations are certified and these certificates have labour-market value. Schools have to prove to the inspector of the Ministry of Education that all goals in the programme are examined.

4.14 DESCRIPTION OF THE PORTUGUESE APPRENTICESHIP TRAINING SYSTEM

CLARISSE TOMÉ

4.14.1 Introduction

Apprenticeship - Initial Alternating Vocational Training, regulated by Decree-Law 205/96 of 25 October - is a Programme initiated by the Institute of Employment and Vocational Training (IEFP), which aims to prepare people who seek their first job, in order to facilitate their integration into working life, through training profiles. The profiles offer a combination of three types of education: the strengthening of academic, personal, social and relationship-forming skills; the acquisition of knowledge of a scientific and technological nature; and solid experience in the enterprise. Bearing in mind the high priority which has been given to policies which confer greater value on Human Resources in Portugal, the Apprenticeship System has benefited from the continuing support of the European Social Fund, and is one of the continuing measures of the Community Support Frameworks, as well as, more recently, being part of the National Employment Programme itself (1998-2003).

This sub-system is under the responsibility of the National

Apprenticeship Commission, which provides strategic guidance and the follow-up of the system. The NAC is of tripartite composition, and includes representatives from the Employers' and Union Confederations with a seat on the Permanent Commission for Social Co-ordination, from the Economic and Social Council, as well as representatives from the Ministries of Employment and Solidarity; Education; Economy; Social Welfare; Agriculture, Rural Development and Fisheries; and from the Department of the Secretary of State for Youth, from the Autonomous Regions of Madeira and the Azores; and also, individuals of recognised merit in the area of Vocational Training. Launched in Portugal in 1984, it has a broad legal base to support the development of courses in the different professional sectors, and also offers different levels of entry and exit, according to the level of schooling and training.

4.14.2 Detailed Description

Target Groups

The Apprenticeship System in Portugal is fundamentally aimed at people of both sexes who seek their first job, who are not covered by the legal provisions regarding compulsory schooling, who are preferably under 25 years of age and who are looking for an alternative way to begin working life, simultaneously acquiring both a school and a vocational qualification.

Employers

The employers are bodies / firms which carry out an activity directed towards the production of goods and/or services, which are capable of, and interested in, capitalising on their human and material potential by setting up a privileged space to prepare professionals who are, from the outset, integrated into the culture of the organisation.

Contract/Form

A Training Contract is made between the trainee and the training bodies (Co-ordinating Bodies and Alternate Support Bodies), for the period of the duration of the course, without binding either of the parties to a future work contract. This Apprenticeship Contract has a legal base, and is in written form, outlining the rights and duties of the various parties.

Principles of the Model

The aim of Apprenticeship is to confer a vocational qualification on young people with a non-higher education qualification, as well as to improve their level of schooling, bearing in mind their integration and active participation in the enterprises, with a technical preparation. It is a training process developed alternately between the Vocational Training Centre or Pole - where the Socio-Cultural, Scientific and Technological components including, in general, practice in the context of training, take place, and the Alternate Support Body, where the practical component in the context of work takes place.

Optional Opportunities

Adhesion to the EUROPASS-Training - the promotion of European routes of alternate training, including Apprenticeship - which is intended to confirm, at Community level, period(s) of training undertaken alternately (called "European Routes") in a Member State other than that in which training is being followed. International Exchanges may also be highlighted. Different training centres carry these out with trainees participating in initiatives in the same area, at the same level and in the same year, for periods of between 15 and 30 days. They necessarily involve preparatory meetings between the co-ordinating bodies from the different Member States, including the trainers in Technological Training and Real Practice.

Objectives of the Contract and the Model

The Apprenticeship System assumes a strategic importance within the framework of education; training and work policies, in the sense that, being a deeply rooted provision, at regional and local level, it can contribute decisively to:

- the increase in vocational qualifications for young people who have left school early, associated with the increase in the respective school qualifications;
- The reorientation of significant numbers of young people towards a professional path, enabling the development of new and highly-qualified professionals to meet the demands of enterprises, particularly of SMEs, for specialised middle-management, with a view to increasing their competitiveness.

Theoretical Training (Time and Place) and Practical Training (Time and Place)

All the Apprenticeship courses are composed of three training components: Socio-Cultural; Scientific and Technological, and Practical.

- The Socio-Cultural Training component is made up of the areas that aim to provide common and general skills, attitudes and knowledge, with regard to the exercise of all the activities and to the performance of different social roles in several life contexts, particularly that of work. It also aims to include vocational training into the process of the personal, professional and social development of the individuals and their integration in the world of work. For this reason, it also includes the acquisition of employability skills, particularly those of job seeking and/or creation of self-employment, and the acquisition of elements related to professional culture, enterprise culture, and health and safety at work.
- The Scientific and Technological Training component is made up of a series of areas directed towards the acquisition of knowledge necessary in the area of technology, and to the carrying out of practical activities and the solving of problems which are inherent in professional activity. It also includes the area of information technology and the development of some trial or experimental activities in the context of training.
- The Practical Training component, which is carried out in the work context, under the supervision of a Tutor, aims to

consolidate knowledge and skills, particularly through the carrying out of activities which are inherent in professional activity in a real work context, and to facilitate the future integration of young people in professional situations.

Obligations of the Employers

- To mobilise the technical and logistical capacity of the organisation in the development of, and support for, alternate training, particularly in the component of practical training in the working context;
- To provide a working environment, health and safety conditions and technical, human and material means which can ensure that the vocational training is adequate for the qualification for a given profession;
- To prepare and earmark qualified workers in its workforce who carry out the profession which is the object of the practical training in the work context, with the number of workers equal to or greater than the number of apprentices;
- To ensure the consolidation and deepening of technical, relationship-forming and transversal skills acquired in the training context.

Obligations of the Trainees

- To attend the training programme, with punctuality, and with a view to acquiring the theoretical and practical knowledge which is the object of the course;
- To treat the training co-ordinators, trainers, tutors and training bodies, and their representatives and workers, politely;
- To use all equipment and other goods entrusted to them for training purposes, with care and with a view to conserving them;
- To comply with any other contractual duties.

Staff Qualifications

The Tutors of the Practical Training in the work context are from enterprises that offer to admit apprentices through the signing of apprenticeship contracts. They must possess a professional certificate or other document, which proves their professional ability and pedagogical training for this role. The General Training Trainers must possess the qualifications legally required by the Ministry of Education for the instruction of Basic or Secondary Education in the disciplines of Portuguese, Mathematics, English, French, Geography, History, Sociology and Natural Sciences. Besides the Certificate of Pedagogical Aptitude for the exercise of Trainer, the Scientific and Technology Trainers must have professional experience in the areas that they intend to teach and an adequate academic level of graduate or baccalaureate, or, for certain specific areas, they must be specialists or technicians with recognised competence.

Duration

The total number of hours for the training courses is not more than 1500 hours a year and 35 hours a week. The number of hours per day is the number of hours taken up in any of the training components and is fixed, by mutual agreement between the Apprenticeship Co-ordinating

Unit and the other training bodies, at between 8 and 20 hours, except in extraordinary circumstances approved by the IEFP. The holiday period is 22 days for each training year, without the trainee losing his rights to assistance under the terms of the contract. The total length of the training depends on the type and level of the course and is indicated in point B.8 of this report.

Monitoring by the Training Bodies

All bodies that carry out an activity directed at the production of goods or services may participate in the Apprenticeship System, in particular, enterprises, co-operatives, local authorities, Education/Training centres or other organisations, Employers', Business, Professional and Union Associations, Local and Regional Development Institutions and the like. The collective bodies technically accredited by the IEFP to participate in the Apprenticeship System as Co-ordinating Bodies (Directly Managed IEFP Employment and Vocational Training Centres, Jointly Managed Employment and Vocational Training Centres, and External Bodies) must be accredited by the Institute for the Innovation of Training (INOFOR). The Apprenticeship Co-ordinating Bodies organise and develop training initiatives with the support of the trainers and the training co-ordinators. The Alternate Support Bodies ensure the Practical Training through the participation of the Tutors.

Objectives of Monitoring

The Portuguese National Employment Programme considers Apprenticeship to be a priority measure, within the framework of policies directed at young people, envisaging a significant increase in the number of trainees involved, which transforms into an annual increase of 20%, in order to double, in a five-year period (1998 - 2003), the number of young people covered. The pursuit of this objective implies, amongst other measures, a widening of the spread of bodies which co-ordinate the activities, throughout the country, by means of involving other operators which can guarantee technical credibility, together with experience and pedagogical quality, in the vocational training of young people. The strategic guidance of the Apprenticeship System, under the direction of the Ministry of Employment and Solidarity, is ensured by the systematic participation of the National Apprenticeship Commission (described earlier the report).

Payment and Financing

The Apprenticeship System, as mentioned above, benefits from co-financing from the Community, through the European Social Fund, so that the costs of trainers, preparation, operation and assessment are borne by IEFP, by means of an application procedure, under the terms of the legislation in force. The support system for trainees is based on the framing legislation and includes assistance of a social nature and assistance associated with the practical training in the work place.

Standards of Educational Content and their Fixation

The structure of the curricula and the development of the programmes for the training in the Apprenticeship System are designed by pedagogical teams who are specialised in the different professional sectors. Their consolidation and validation is carried out in close

interaction with panels of specialists appointed by the Ministries, Social Partners and other relevant actors, within the scope of the National Apprenticeship Commission. The development of the programmes also includes the identification of practical activities to be carried out by the Trainees during their work experience in the enterprise, with a view to strengthening the skills acquired.

Degree of Involvement

The National Apprenticeship Commission constitutes a tripartite forum, which participates continuously in the national programme, the strategic guidance and the system follow-up. There are Regional Apprenticeship Commissions in the Autonomous Regions of Madeira and the Azores.

Vocational Guidance

The Apprenticeship System is presented and known as an alternative institutional route, within the scope of the Education, Training and Work Systems, for the Initial Training of Young People. Recruitment of the trainees is by means of a process of Vocational Guidance developed by the IEFP Employment Centres

Social Status

In general terms, the public views the System as a recurrent solution for young people who have failed somewhat in the course of their school education. In recent years, the development of Apprenticeship and its integration, as a priority, in the National Employment Programme, has evolved in such a way as to transform this System into a real alternative, in diverse ways which contribute to an increase in its credibility as well as an increase in the quality of the training.

Permeability Between Systems

The Apprenticeship System constitutes one of the modes of Initial Training in the national Education, Training and Work systems. The fact that it offers three types of education - vocational qualification, progress in terms of schooling, and experience in the enterprise - means that it can provide access to Higher Education, and trainees can also transfer to the Education System, either at Basic or at Secondary level, at the end of the education cycle.

Equal Opportunities

The framing legislation of the Apprenticeship System provides for the adaptation of the curricula and the procedures in line with the characteristics of the Trainees.

Differentiation

All the programmes are being reviewed to be organised in modular form, which will allow for the creation of better conditions for the individualised management of the Training Routes, according to the needs and interests of each Trainee. Besides the changes provided for in the legislation, it is possible to organise supplementary training which will help trainees to regain skills, both in the case of Trainees whose diagnostic assessment reveals significant schooling deficits, and of those who demonstrate learning difficulties throughout the training.

Control of Training Standards

The supervision of the System, as well as the definition of the criteria and mechanisms of assessment of the apprentices, is the prerogative of the National Apprenticeship Commission, on which the Social Partners sit. In each Region a Regional Apprenticeship Jury is appointed annually, which supervises the whole of the assessment process, the tests being accompanied by Juries of a tripartite nature.

Training Contents and Methods

Bearing in mind the updating of the technology and the pedagogical methods applied, a revision of all programmes of Apprenticeship has been in progress since 1999, under the terms of a benchmark defined within the scope of the National Apprenticeship Commission. This process is based on a restructuring of the curricula, in accordance with the model of modular organisation of training. The approach of this model, which is based on a logic of acquisition of technical and relationship-forming skills, which are accumulative and recognisable in terms of employability, and bears the characteristics of flexibility, economy and efficiency. It is also easy to update and provides better conditions for diagnostic assessment and the recognition of skills acquired, as well as the possibility of transferring between systems.

Assessment and Certification

The assessment of the trainees is continuous and formative, being consolidated at three specific times per year. The trainees who complete the course successfully undergo a Final Test of Professional Aptitude, assessed by a Jury which includes people appointed by the chambers and the employers' associations from the respective area of training. The Final Test of Professional Aptitude consists of the development of one or more practical assignments based on the tasks, which are most representative of the profession. Depending on the courses mentioned above, the Apprenticeship Courses grant, cumulatively:

- Level 1, 2 or 3 Vocational Qualification Certificates;
- A certificate of schooling equivalence to Lower and Upper Secondary Education or to General Secondary Education.

4.15 DESCRIPTION OF THE SWEDISH VOCATIONAL EDUCATION TRAINING SYSTEM

KARIN TORNEKLINT

4.15.1 Introduction

Apprenticeship training contracts in the traditional sense of the term are uncommon in Sweden. The only trade providing all the basic training in this way is the 'Skorstensfejarna' (the Association of chimney sweeps). This sector uses the apprenticeship system for all recruits. In 1997, the government opened up a new initiative

of "modern apprenticeship training" within secondary schools. This enables students following professional courses to complete the final part of their training in companies if they wish. This training is governed by a contract between the student, the school and the company. The contract does not represent employment, as the student is not paid for his/her services. The training counts in exactly the same way as other academic programmes and gives access to higher education. The training begins once the student has accomplished half his/her secondary school education and lasts a maximum of one year. Currently, around 100-200 students participate in this pilot project. In this study we will describe the government's initiative "modern professional training", since this initiative is the one that schools have to work with, when they want to use apprenticeship training for ordinary students.

4.15.2 Detailed Description

Target Groups

The student must have finished their nine years of compulsory schooling (which usually ends at the age of 16) with a pass certificate. The training begins when the student has accomplished half his secondary school education and lasts a maximum of one year.

Employer

There is no special target group on the employer side or any concentration on specific trades. As indicated above, the number of apprentices in this system is too low, which means that it would be difficult to draw any meaningful conclusions regarding the target groups at this time.

Contract/Form

The training is governed by a contract drawn up between the student (in some cases the parents), the school and the company. The parties are responsible for the performance of the contract. The apprentice is not employed by the company and has no salary. Neither the unions nor the employers' organisations are involved in the contract.

Principles of the Model

The purpose of the model is to give the apprentices added knowledge in comparison to the student who receives school-based training only. The extra knowledge that the apprentice obtains comes by the way of work-based learning in the company. The model is a separation of theoretical and practical learning. The theoretical learning takes place in the vocational school and the practical learning is taught in both the vocational school and in the enterprise.

Optional Opportunities

The system does not offer international trainee exchanges. The apprentice can sometimes decide which enterprise they wish to do the practice in. Naturally, some schools have the possibility to organise specific programmes for apprentices if they want, but it is not very common in our country.

Objectives of the Contract and the Model

The objective of the contract and the model is to prepare young people for work. Giving them basic vocational training and additional key skills does this. The objective of this model is to make entrance for the young people into the labour market easier, and also to help the companies in their efforts to employ persons fit for the job.

Theoretical Training (Time and Place)

The theoretical training is held at a vocational school (full-time). The apprentice attends an ordinary vocational class and the apprentice period usually starts after they have finished their ordinary vocational education.

Practical Training (Time and Place)

Some practical training is held at a vocational school and some training as productive in-company work. All students in a vocational school undertake some practical training in-company work (at least 15 weeks) and the apprentices are often doing one more year of in-company work in addition to the 15 weeks to get some key skills.

Obligations of the Employer

The obligation of the employer is to provide instructional work (neither teaching nor paying salaries). They are responsible for following the guidelines of the contract that they have signed. There is no regulation for the contents of such a contract.

Obligations of the Learning Apprentice

The apprentices have to follow the contract that they have signed. They also have to follow the ordinary rules in the vocational school. This is due to the fact that they are students throughout their education.

Qualified Staff (for the Practical Part and for the Theory)

The qualified staff in school responsible for the apprentices must have the same qualifications as the teachers in the vocational school. Regarding staff from enterprises involved in apprentice training, there are no rules regarding qualification and experience.

Duration

Training begins when the student has accomplished the first half of his/her secondary school education and lasts a maximum of one year. Often the apprentices start the in-company work after they have finished the ordinary vocational school (after three years).

Monitoring by Training Establishment

A special school council is responsible for the entire education of the apprentice, as well as to ensure that the education reaches the same standard as the vocational programme. In the school, there is a trainer who is responsible for the apprentice throughout the entire vocational education. The entrusted person from the enterprise must follow the contract between the school, the enterprises and the apprentice.

Objectives of Monitoring

The objectives of the school council are to ensure that the standard of education for the apprentice reaches the same demands as for those for the vocational programme.

Manner of Payment and Financing

The enterprises are responsible for all costs and charges associated with the apprentice. The apprentice does not receive a salary. The theoretical and practical parts in school are publicly financed. The vocational schools are also responsible for insurance against accidents.

Standards of Educational Content and their Fixation

The training is credited in exactly the same way as other academic programmes. It also gives access to higher education. For the school part, the Swedish ministry of education and Science defines the curriculum in vocational schools. For in-company training, the contract between the apprentice, school and company defines the content and their fixation.

Degree of Involvement

The partners who sign the contract are the only parties involved in this project. The parties consist of the school, the enterprise and the apprentice. The school council is responsible for the whole education of the apprentice and that the education reaches the same standards as the vocational programme. There is a low degree of involvement from the unions and employers' organisations.

Vocational Guidance

Apprenticeship training is generally unknown in Sweden. Currently only around 100-200 students participate in this pilot project. The government provides information to the schools and allows the schools to decide whether they are interested in trying this pilot project. Most often it is disadvantaged students who get the chance to test the initiative of "modern apprenticeship training" and other in-company training projects.

Opportunities of Development / Progression

Apprenticeship training is credited in exactly the same way as other academic programmes and gives access to higher education.

Equal Opportunities

"The modern apprenticeship training" is an equal opportunity for all students, but, in reality, it is often an education for disadvantaged students.

Differentiation

There is no differentiation to apply for this kind of education as for the school based vocational training.

Control of Standards and Official Monitoring

The control of standards is the same as that for the school based vocational training. The teacher from the vocational school determines the apprentice's performance and certification.

Training Contents and Methods

This enables students following professional courses to complete the final part of their training in companies if they wish. There is no fixed system for analysing training needs according to economic and technological progress.

Exam and Validation of Skills

The apprentice gets the same unit certification as the students in school based vocational training plus an extra certificate from their time in the enterprise. The extra certificate shows that the apprentice has been subject to in-company training, what he/she has been doing and it also gives an evaluation by the entrusted person from the enterprise. There is no exam, which the apprentice must do to prove her/his knowledge.

4.16 DESCRIPTION OF THE SPANISH VOCATIONAL EDUCATION TRAINING SYSTEM

LUIS M. NAYA GARMENDIA

4.16.1 Introduction

The Spanish current training system consists of three subsystems: the regulated educational subsystem, the continuing training subsystem and the occupational training subsystem. This scheme of the three subsystems (regulated, continuing and occupational) arises from the Ley de Ordenación General del Sistema Educativo (LOGSE) passed in 1990, which marks a deep transformation of most vocational training which in Spain is developed through school-training. The main reason for this transformation of both the system and the model was the distance of productive processes and the lack of learning in real working situations. Moreover, the requalification of active workers has been encouraged by means of the promotion of a system of continuing training that makes it possible to translate the acquisition of new competencies into meaningful qualifications within the national system of qualifications and its modular structure. Finally, a third subsystem that is becoming more and more important in this field is that concerning the adjustment of competencies of the unemployed population in view of its insertion or reinsertion in the work environment. Training contracts can be framed within these active policies of labour insertion because of the target population and its levels of qualification. They belong therefore to the occupational training subsystem and their main difference from the general occupational training system concerns the times devoted to theoretical and practical learning as well as the existence of a contractual relationship between the individual and the enterprise.

4.16.2 Detailed Description

Target Groups

Being a measure for the promotion of employment it aims at unemployed workers which fulfil a number of requirements.

The worker must be between 16 and 21 years old. If the worker is handicapped there are no age limits. If the contract is made within some specific programmes (Workshop-Schools, Apprenticeship-Schools or Social Guarantee Programmes) the upper limit of age is 24. The worker must not already have the qualification required for a practice-contract in the corresponding trade or occupation. The worker must not have been employed by that same enterprise to occupy that same position for a period above 12 months. The worker must not have used up the maximum period for the training contract in the same or in a different enterprise. If he has been previously employed with an apprenticeship contract for a period of under two years, it will only be possible to employ him for the time left to complete the two years.

Employer

There are no specific sectors where it will be developed.

There are some specific conditions to enter into a contract within the Workshop-Schools and Apprenticeship-Schools or Social Guarantee Programmes organised by the educational administrations (the limitations concerning the maximum number of contracts will not be enforced)

Contract / Form

Name: training contract.

The contract will be formalised according to a model provided and it will be registered in one of the offices of the National Institute for Employment (INEM) located in the province where the place of work is situated. These contracts are under the Statute of Workers and thus are protected and recognised by the national labour laws.

Principles of the Model

The model combines theoretical and practical training.

Theoretical training takes place in specific centres and the practical one in the place of work.

Optional Opportunities

Within general wages agreements it is possible to take on an obligation for the conversion of training contracts into indefinite contracts. An employer wishing to turn the training contract into an indefinite one would benefit from a bonus on his contribution to the social security. This would amount to between 50 and 60% of its cost during the 24 months following the transformation.

Objectives of the Contract and the Model

Acquisition of the technical and practical training necessary to the performance of a trade or position that demands a level of qualification which can be formally accredited, or else, the level of qualification basic for every occupation in the classification system of the enterprise.

Theoretical Training (Time and Place)

Training time: it will take place within the working day. The time devoted to training must not be below 15% of the anticipated working day. The length of the theoretical training will vary according to the characteristics of the trade or position to be performed, and to the number of hours established for the training module corresponding to that trade or position. Theoretical training depends on the length of the contract, and it will be possible to concentrate it at the end of the training period if this is decided in the general wages agreement. Place of training: theoretical training will take place out of the place of work and it can be face to face or distance education. Training centres can be either public or private and need to be accredited. The National Institute for Employment (INEM) will provide a catalogue of training centres, detailing the training contents of modules or specialities for which they have been authorised.

Practical Training (Time and Place)

Practical training must be carried out under the supervision of the employer or of a worker with the adequate professional qualification or experience. Practical training is carried out through effective work, directly related to the occupational level or trade that is the object of the contract. In general, every tutor will not be assigned more than three workers. This number may vary if it is decided so in the general wages agreements.

Obligations of the Employer

Wages are regulated by the general wages agreement, and cannot be below the guaranteed minimum wage .

The employer has limitations concerning the maximum number of contracts depending on the number of workers that make up the staff of the enterprise in the place of work. Thus, enterprises of up to 5 workers will have a maximum on one training contract ; between 6 and 10 up to 2; from 11 to 25 up to 3; from 26 to 40 up to 4; from 41 to 50 up to 5, from 51 to 100 up to 8; from 101 to 250 up to 10 or 18% of the staff; from 251 to 500 up to 20 or 6% of the staff, and if the enterprise has over 500 workers up to 30 or 4% of the staff. The employer will have to fulfil the requirements agreed by the labour authority: be registered in the social security, formalise a written contract , etc. He has to meet the obligations concerning theoretical training. If this is not so, it will be considered as a work contract without the benefits of a contract promoting employment. The employer will have to state, in the contract, the data concerning the training centre.

The employer will have to hand over the basic copy of the work contract, as well as its extensions, to the trade union's representative within ten days from its formalisation.

Obligations of the Learning Apprentice

There are no specific conditions which differ from the legal frame of industrial relations in Spain, except for the obligation to complete the theoretical training of the place of work, for which a document is signed.

Qualified Staff (for the Practice Part and for the Theory)

Normally, theoretical training is carried out in centres officially approved and ratified by the National Institute for Employment. The centres provide qualified staff and agreed to carry out the training: academic certification, experience, etc.

There are no specific requirements to be fulfilled by tutors charged with practical training in enterprises.

Duration

It must not be under six months or over two years. If applied to general wages agreements and after considering the concrete characteristics of some overall trades or places of work , it can last a maximum of three years, and if the worker is handicapped up to four years. In the case of a contract for a period below the maximum duration, at most two extensions can be established for a period above the minimum.

Monitoring by Training Establishment

Training centres limit themselves to carry out the theoretical training required by the contract respecting the compromise signed.

Objectives of Monitoring

Follow-up of the learning during the training modules that make up the theoretical training in the trade.

Manner of Payment and Financing

Theoretical training: training actions will be financed within the frame of the continuing training budget for employed workers of the National Institute for Employment. The costs that will be financed are 2.55 pesetas per hour for the face to face modality and 1.71 pesetas per hour in the distance modality.

Standards of Educational Content and their Fixation

Standards are fixed by the Ministry of Work through vocational certificates consisting of learning modules.

Degree of Involvement

This type of contract is encouraged as a result of the cross-federal agreement for the stability of employment signed on April 7th 1997 by a number of business organisations and by the two trade unions that have the majority in Spain and approved by the Spanish government. Public administration has developed this type of contract to strengthen and improve the offer of theoretical training and the accreditation of the centres imparting the training of the mentioned contract. Social protection improvements have been introduced to put them on the same level as the rest of the contracts. Fostering of the qualifying character of the contract, making enterprises responsible for both theoretical and practical training. Extension of its use by allowing tax benefits and a reduction in the fees the enterprise must pay to the social security. Encouragement of the transformation of these contracts into indefinite ones, by giving bonuses to the enterprise's fees to the social security and establishing tax benefits for enterprises.

Vocational Guidance

Within the theoretical training there is usually a module on training and vocational guidance in which are developed issues concerning vocational guidance.

Opportunities of Development / Progression

The integration of this contract into the National System of Qualification has started. Therefore, by means of the professional certificates, it will be possible to capitalise the learning carried out within these training contracts. This will be done through the individual competencies.

There is a tendency to integrate this training system into the three training subsystems: regulated (school initial vocational training), continuing (for workers with work contract) and occupational (for unemployed workers). More specifically within the occupational one, because it addresses the unemployed.

Equal Opportunities

There are special conditions for persons with any kind of handicap: Possible extension of the duration of the contract, reduction of 50% of the fees the enterprise pays to the social security. Handicapped workers are not included when calculating the maximum number of training contracts an enterprise can have.

Differentiation

Mechanism of individual transition of access to regulated training without passing through the formal educational system.

Control of Standards and Official Monitoring

The employer can receive, in writing, and before signing the contract, a certification from the National Institute for Employment (INEM) stating the time the worker has been contracted for training

before the current contract and certifying that the worker has not used up the maximum training time through a previous contract. The INEM will issue such a certificate within 10 days, after which the employer is exonerated from any liability that could derive from not observing these data.

Training Contents and Methods

Theoretical training can be face to face or distance. Distance training is more usual because of the characteristics of the contract itself.

The contents of the theoretical training are made by the theoretical contents of the training modules corresponding to vocational certificates for the occupation in question or by the contents established by the National Institute for Employment for the occupations or special training concerning that trade. Whenever the worker has not completed the cycles corresponding to compulsory education, the first, immediate aim of the theoretical training will be to complete such education.

Exam and Validation of Skills

There is no final exam.

The validation of the theoretical training is the responsibility of the Centre where the theoretical training has taken place. This centre must issue a certificate stating the training content assigned and the degree of achievement reached.

The validation of the practical training is the responsibility of the employer, who will issue a certificate stating the length of the theoretical training and the level of practical contents achieved. This validation will be carried out after the training has been completed.

These certificates will be handed to the worker and they will conform to the models provided.
