

## CHAPTER 5 ACCEPTABILITY AND DEVELOPMENT

## TOWARDS THE CRITERIA IN THE MEMBER STATES OF THE EUROPEAN UNION

5.1 ACCEPTABILITY AND DEVELOPMENT  
IN AUSTRIA

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This description is based on the written opinions of six Austrian experts: Two from the union side (Dr. Baier, BAK and Mr. Blumberger, IBE), two from enterprises (Mr. Wilfried Haas, handicraft, and Mr. Egon Blum, Blum Company, Höchst, Vorarlberg) and one from the chambers research side (Mr. Schneeberger, ibw). In addition to that, the author himself, who is a representative of the Federal Economic Chamber of Austria, responsible for formulating the educational policy of the chamber.

**5.1.1. Training in two places**

The Austrians stick to the idea of a 'dual system', of a combination of school and enterprise-based training. One expert underlines the duplication of know-how by the co-operation of these two partners. Nevertheless, there have always been political discussions about the time component: part-time schools wanted more time, the training enterprises were concerned by the fact that every diminution of working time has diminished their time for enterprise-based training (e.g. extension of holidays, reduction of weekly working hours). This discussion has been calmed down in recent years because of the difficulties to find enough training places for apprentices, but it will again grow when – due to demographic developments – the situation will change. Another development can be described by the fact that more and more enterprises become specialised and therefore have problems to fulfil – especially basic – training foreseen by the obligatory apprenticeship trade profiles. Therefore, – beginning in the construction area – we see the development of a third partner, 'supra-company training centres' (training construction sites). In addition, we find the offer of special training courses for apprentices, which are provided in the various training centres of the economic chambers. From the union side, an extension of these activities, especially in tourism, in some metal trades (e.g. tinsmith or fitters), has been demanded. Another possibility would be the creation of apprenticeship alliances between different companies. In this respect some new models have recently been started (e.g. in Upper Austria).

**5.1.2. Apprenticeship contracts as a legal basis**

It is widely accepted in Austria that an apprenticeship contract, determined by legislation, should be the basis for accepted apprenticeship training. What is being discussed, but up to now refused from the unions' side, is the possibility to split up one training period into two shorter training periods which are each covered by a separate apprenticeship contract, a form which would give the enterprises more flexibility and a better choice of apprentices, especially for the second training contract.

**5.1.3. Fixed standards for content of practice and theory**

It is a very difficult task – and it becomes even more difficult in a fast changing society – to determine the contents of standards both for schools as well as for enterprises and to give, on the one hand, a clear orientation about training contents, and on the other side, enough flexibility to react towards economic and technological changes. Therefore, an intensive discussion has begun about 'modularization' which could mean that only a part of the training content is obligatory for every company, a second part can be chosen between different options and a third part can be decided after the special needs of the company. This discussion started recently, but up to now the unions' side is not very favourable towards it. A second matter of discussion was the creation of new apprenticeship profiles. A third discussion deals with the questions of how and when to modernise existing profiles. All this is done in Austria in the framework of a more or less working social partnership within specially designed bodies, where unions and employers work together.

**5.1.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

On the one hand, one could state that the enterprises working in the market and facing competition are always on the edge of the latest technical and economic developments. On the other hand, there is surely a differentiation possible between enterprises, which are working with international competition or those which are working in a close regional market. The Austrian experts know these problems, but also the fact that the established bodies are not reacting quickly enough to change. This is true both for the schools as for the enterprises' side. Very often enterprises cannot fulfil

existing apprenticeship training profiles, because they have become outdated and have not been changed in time. The unions see a solution for these problems in the construction of broader training profiles, whether the employers' side argues that those profiles cannot be fulfilled by SMEs and would endanger employability at the end of training.

#### **5.1.5. Role of chambers, organisations and institutions in the organisation of apprenticeship training**

It is very important that the organisation of the apprenticeship training is done by the chambers and remains an important responsibility of the employers. Nevertheless, there can be co-decisions foreseen for representatives of the employees' side, as is the case in various fields in Austria. The training of the trainers, but also of the schoolteachers, is of utmost importance. There are funds lacking, but also time on the enterprises' side and motivation on both sides - schools and enterprises. What is obligatory is only a basic instruction in the duration of one week for in-company training, which covers the psychological and pedagogical aspects of apprenticeship training done by experts in their special trade. Continuous training of trainers and of teachers is not satisfactory.

#### **5.1.6. Control of training in enterprises**

This is a matter of dissent between chambers and unions: The fact that the administration and also the control of the apprenticeship training is done by apprenticeship offices within the economic chambers has always been criticised by the unions, which argue that a more neutral office, organised by both employers and employees, would be better. On the other hand there is no possibility to control efficiently the schools, which are, nevertheless, the second partner in the system, because this control is monopolised by state authorities. We have built up in Austria other forms of efficiency and quality control, e.g. through 'apprentice competitions', which take place on regional, national, and every two years, on an international level. Especially the latter shows that the level of professional training meets the highest international standards.

#### **5.1.7. Involvement of the enterprises and public in financing of practical and theoretical part**

The training companies mostly finance apprenticeship training. Only in recent years were there some subsidies from the public side, especially through tax deduction and exemption from social security payments. In the near future there will be an exemption from the payment of apprenticeship remuneration for the time the apprentice is undergoing school training. Nevertheless, also with such subsidies, apprenticeship training will be the cheapest form of initial training for the public compared to vocational full-time schools, universities or polytechnics. From the unions' side there has always been the idea of establishing a system of mutual funding to distribute the training costs to all companies, not only those who

do training themselves. Due to the high administrative costs, the tendency of 'planification' and discrimination between different companies (with or without workshops, full-time or part-time trainers and so on), this idea has never been accepted by the employers. Nevertheless, there exists the problem that after apprenticeship training has been completed the apprentice is free to leave the company and to choose another one, which might not be involved in training and, therefore, did not have had any training costs. The idea of tax incentives and the exclusion of social security payments have been developed by the employers to solve these problems partially. It is widely accepted that the school part has to be totally financed by the public sector.

#### **5.1.8. Training ensured by qualified staff**

It is essential that the trainer has a high professional competency, which has to be proved by special examinations (master examinations and so on). In addition to that, a trainer should distinguish him/herself by special pedagogical and psychological abilities. These abilities have to be acquired by special courses, which are, in principle, foreseen by Austrian legislation. In recent years there have been lots of exemptions decided to motivate enterprises to get involved into training activities. This can complicate the maintenance of high pedagogical quality of training in the future.

#### **5.1.9. Validation of skills by exams with participation of specialists from the economic sector**

In principle, it is accepted that experts coming from companies should do these examinations. The more examinations become complicated and longer, the more the recruiting of these experts becomes difficult (time, payment). We also have to consider a permanent training of these persons!

#### **5.1.10. Range of training which is accessible for very gifted people as well as for people with difficulties; Enterprise is responsible for recruiting its apprentices**

It seems essential that the company itself decides whom to accept as an apprentice. If this would not be the case, apprenticeship training would become a sort of 'practitioner's training'. Apprenticeship training is considered as a vocational training system for those who leave school with a good average final exam. Nevertheless, we have different levels within the system: high demanding professions (e.g. in the high technology sector, in new information technologies, apprenticeship trades with artistic components) and less demanding trades, sometimes also with shorter training periods (less than three years training time).

'Low achievers' in schools have often less chances to get an apprenticeship training place because of the selection processes of companies which are often oriented towards school marks.

'Crash summer-courses' to make youngsters capable for apprenticeship training are one (successful) solution, the other is a sort of 'pre-apprenticeship training' with a duration of two years leading either to an entry into the labour market as semi-skilled workers or into a regular apprenticeship training. The unions are favourable to a complementary system of special workshops for youngsters in addition to apprenticeship training in companies. Those workshops exist in Austria, but have been created in the past especially for handicapped pupils and have now been enlarged towards normally gifted pupils. They might be redesigned in the near future to their former tasks. Austria has created a special exam for apprenticeship training leavers offering entries into higher education and towards universities and we are now considering projects with interested companies and youngsters to combine apprenticeship training for gifted apprentices preparing them for this exam within the apprenticeship training or shortly after it. This will also improve the image of apprenticeship training and hopefully attract more gifted youngsters to this training system.

#### **5.1.11. Integration of Apprenticeship in the systems of training**

A perfect integration of apprenticeship training into the national educational system is of utmost importance, not only for the image and therefore the attractiveness of the apprenticeship training, but also for the possibilities offered to practical gifted youngsters, who develop during their apprenticeship training additional capabilities and should not be stopped in their professional career. In Austria there should be a better co-operation between part-time vocational schools and full-time vocational schools including training companies. This will be a challenge for the future, especially for the chambers.

#### **Summary**

The Austrian apprenticeship training system (in principle a system of vocational initial training for young persons) fulfils the UEAPME criteria for apprenticeship training. The "dual system" embraces approximately 40% of the age group of 15 year-old leavers of obligatory schooling and is therefore a very important pillar of the educational system in which it is fully integrated. Apprenticeship training is possible in the whole economy (including public service) and it is practised especially by SMEs. As the companies bear the main responsibility for the training, they also bear the main financial responsibilities (e.g. payment of apprenticeship wages). They are supported by the public authorities, especially by offering part-time vocational school training. The apprenticeship contract is a special labour contract due to the combination of work-based training and accompanied school instruction. All the major points are regulated by legislation and ordinances based on special legislative prescriptions. The Economic Chambers play an important role by supporting and administering the system, which is seen, through broad public support, as a pillar of a modern vocational training system with future.

## **5.2 ACCEPTABILITY AND DEVELOPMENT IN FLANDERS, BELGIUM**

VÉRONIQUE WILLEMS

The criteria were presented to the Practice Commission, in which employers' and employees' associations, as well as the public institution VIZO, are represented, to obtain their point of view on the acceptability of and the development towards the UEAPME benchmark criteria.

### **5.2.1. Training in two places**

Training in two places is one of the principles of the described model. Employers and employees associations as well as VIZO (the public institution) accept this criterion on the UEAPME list. This criterion is already realised in the "leertijd".

### **5.2.2. Apprenticeship contract for content as a legal basis**

In the initial vocational training model there already exists an apprenticeship contract as a legal basis. Naturally, employers and employees associations accept this.

### **5.2.3. Fixed standards for content of practice and theory**

VIZO defines the curriculum for both the theoretical and practical training. Since these programmes are often obsolete, the contents are adapted to the current technological and economic situation by each teacher individually, which leads to different programme content in the different regional training centres. A uniformity of contents is necessary. The representatives in the Practice Commission accept that a standardisation in the content of practice and theory has to be developed in the future. Since VIZO is implementing a strategic reorientation, which also affects the initial vocational training, they are sure that the apprenticeship will develop towards this criterion.

### **5.2.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

A method has to be developed to make sure that technological and economic progress is translated in the training programmes. The Practice Commission also notifies a necessity to adopt changes in the professional requirements from common practice, also to the training programmes. There will be actions in the future to ensure that technological and economic progress really is implemented.

### **5.2.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers**

Organisations of employers and employees are involved in the determination of the overall policy in vocational training. They are

not directly involved (anymore) in the organisation of apprenticeship training and training the trainers. VIZO and the regional training centres now mainly take care of the organisation of apprenticeship training and training the trainers.

### **5.2.6. Control of training in enterprises by chambers and control of schools by public authorities**

At the moment the regional training centres (schools) are controlled by VIZO (public authority) and the training in the enterprise is controlled by the apprentice secretary (self-employed person) and officials of VIZO. The employers' and employees' associations, along with VIZO mention that the different associations (employees and employers) participate via the Board of Directors, the Practice Commission, the Professional Commissions, the Board of Directors of the different regional training centres, etc., in the monitoring of the training. In the near future the whole system of guidance and monitoring will be reorganised, the direction of the reorganisation is not clear yet, but the apprentice secretary will probably become an employee of VIZO or of a network of regional training centres. The control of training in enterprises will not be executed by chambers or by employers' organisations.

### **5.2.7. Involvement of enterprises in the financing of the practice part. The theoretical part is done by public financing.**

This criterion is already fulfilled: the enterprise is responsible for all costs of the practical training in the enterprise and for paying the allowance due to the apprentice, the theoretical training is financed by public financing.

### **5.2.8. Training is ensured by qualified staff**

The trainers and teachers have to meet certain qualifications already. In the future more attention will be paid to the fulfilment of these qualifications and to extra training.

### **5.2.9. Validation of skills by exams organised with the participation of experts from the economic sector**

This criterion is already fulfilled: the final exam (at the end of the – mostly – 3 years of training) has to be presented to a jury of representatives of the sector.

### **5.2.10. A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. Enterprise is responsible for recruiting its apprentices**

These are two different criteria, which are differently looked upon by the Practice Commission. The training is accessible for people with learning difficulties as well as for very gifted people, but they point out that the offer of training for very gifted people is very limited at the moment. The apprentices with learning difficulties can rely on additional courses to make up arrears. With the reorganisation of initial vocational training, attention will be turned to the differentiation in the training, so that very

gifted people can also find a vocational training on their "level".

The second criterion is the recruiting by the enterprise of apprentices. The enterprise is not really responsible for recruiting its apprentices. Usually, though, the pupil addresses the apprentice secretary when he has already found an employer-trainer, to get enrolled in the initial vocational training. Nevertheless, the employer can still contact the apprentice secretary to find an appropriate apprentice, instead of looking for an apprentice himself.

### **5.2.11. Integration of apprenticeship in the national systems of training**

The certificate obtained at the end of this system of initial vocational training has no equivalence to the diploma obtained after normal secondary education, so there is no integration of apprenticeship in the national systems of training / education. VIZO has undertaken steps towards the proper authority, and they hope to get equivalence of certificates / diplomas very soon.

### **Summary of acceptability and tendencies**

Since several quality criteria are already fulfilled in the Flemish apprenticeship system, the acceptance of these criteria is obvious. It concerns the training in two places, the apprenticeship contract as a legal basis, the involvement of the enterprise in the financing of the practice part, the theoretical part is done by public financing and, last, but not least, the validation of skills by exams organised with the participation of experts from the economic sector.

At the moment, a reorientation of the whole apprenticeship system is going on. In the objectives for the future, several UEAPME criteria can be found. The social partners and the institute which is responsible for the organisation of the apprenticeship system want to make sure that there are fixed standards for content of practice and theory, training contents and methods are adapted in relation to technological and economic progress, training is ensured by qualified staff, the apprenticeship system becomes integrated in the national system of training. The other criteria are also accepted by the persons, organisations and institute involved in the apprenticeship system, there

## **5.3. ACCEPTABILITY AND DEVELOPMENT IN WALLONIA, BELGIUM**

PAUL BALANCIER, BENOIT LEONARD

In the framework of this current paper, the persons who were interviewed are:

- Pierre COLIN, General Secretary of Union des Classes Moyennes (UCM – Member of UEAPME) ;
- Francine DEVILLE, General Manager of the IFPME (Institut de Formation des Classes Moyennes et des PME), which is the official organism in charge of the implementation of the Apprenticeship system;
- Marc GOBLET, FGTB, Workers Trade Union.

### **5.3.1. Training in two places: in the enterprise and at school**

Pierre COLIN: the dual training system does not have to be confused with a simple training with a 'stage'. The most important part in this system is the training in the enterprise.

Francine DEVILLE: the period passed to the training in the enterprise is very important. The links between the two places have been reinforced due to the evaluation document, called, "schéma de progression d'apprentissage".

### **5.3.2. The apprenticeship contract is the legal basis**

Pierre COLIN: It is necessary to protect the young in this system. The apprentice is not a worker; he is a pupil in compulsory education. Francine DEVILLE: this contract gives the rights and duties of each party. This contract is signed with support of the "Délégué à la Tutelle". It is a training contract, which gives an allowance to the apprentice, rising year after year in relation with his contribution to the production of the enterprise. Marc GOBLET: the contract must reinforce social protection for the young.

### **5.3.3. Fixed standards for the content of practice and theory**

Pierre COLIN: It is only the role of the professional committees to determine the content of the programme of the apprenticeship training in relation with the qualification profiles fixed by the education. Francine DEVILLE: it is very important to foresee the intervention of the trainers and of the professionals to elaborate the content of courses. Obviously, the professional committees have their own role to determine the content of the training.

### **5.3.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

Pierre COLIN: The adaptation of training contents and methods must take into account the professionals' point of view, who face in their enterprise the evolution of technological and economic progress. Francine DEVILLE: the adaptation of the contents to technological evolution is permanent due to the system, which implies the intervention of the professional committees.

### **5.3.5. 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)**

Pierre COLIN: It is crucial to have the professional organisations in the establishment of the programme and in the decisions about the general implementation of the apprenticeship system. Francine DEVILLE: the board of the IFPME is composed of the representatives of professional and inter-professional associations.

### **5.3.6. Control of the training part**

Pierre COLIN: Control is essential, but the members of the examination jury must be professionals.

Francine DEVILLE: the "Délégué à la Tutelle" leads the control, the person who gives the agreement to the enterprise and who is the intermediary between the apprentice and the enterprise when they sign the contract. The trainers of the training centre take part in the control due to the document "schéma de progression". They verify if the training programme is respected. Marc GOBLET: the control of the training must stay at the public level.

### **5.3.7. Involvement of the training enterprises in the financing of the practice part**

Pierre COLIN: The enterprise participates in financing the apprenticeship training. Indeed, the company manager gives an allocation to the apprentice and pays for the material necessary for the practical training. We must keep in mind that apprenticeship is mainly the challenge for skilled crafts. The theoretical training is taken in charge by the public authorities. Francine DEVILLE: the enterprises participate in the financing by giving the allocation to the young person. Moreover, they pay their membership to professional and inter-professional associations, which give funding for the practical training in the centre. Finally, they pay for the practical training in the enterprise. Marc GOBLET: the financing of apprenticeship must be shared between the public authorities and the enterprises to optimise the dual system of training.

### **5.3.8. The training is ensured by qualified staff**

Pierre COLIN: It is the case in Belgium. The main trainer is the company manager. The trainer in the centre is always someone who has his own company. It is one of the greatest strengths of the system. Francine DEVILLE: on the one hand, the enterprise must receive the agreement to hire an apprentice and, on the other hand, the trainers must fulfil pedagogical and professional conditions.

### **5.3.9. Validation of skills at the end of the training**

Pierre COLIN: The professionals participate to the examinations and it is a good way of having a relevant point of view. Francine DEVILLE: the theoretical and practical training must be evaluated. The practical side is made with the participation of professionals on the basis of the principles decided in the professional committees. Marc GOBLET: the validation of practical skills should integrate in the jury the representatives of the workers.

### **5.3.10. A range of training which is accessible for people with apprenticeship difficulties as well for very gifted people. The enterprise is the only responsible for recruiting its apprentices**

Pierre COLIN: Apprenticeship training must remain a type of training accessible to everybody.

The enterprise has to keep its right to choose in the recruitment of apprentices and does not have the obligation to hire the young person after the training is completed.

Apprenticeship must aim at:

- Learning;
- Education (i.e. how to behave properly in such a situation, to be at work on time, etc.);
- Culture of enterprise.

Francine DEVILLE: for several years, the IFPME and the training centres of the Classes Moyennes have implemented a new system to help the young person in his choice of training, to show the level of his knowledge through the basic courses.

### **5.3.11. Integration of apprenticeship in the national systems of training**

Pierre COLIN: The apprenticeship system must be integrated in the national training system for at least two reasons:

- Visibility of the level of the training for the company managers and for the pupils themselves (especially for the equivalence of diplomas);
- Development of the studies.

Francine DEVILLE: Contacts are taken with Ministry of Education in order to get equivalence agreements for similar programmes of training given by the schools and the training centres.

Marc GOBLET: Several initiatives (Profiles and Qualifications Committees – "Commissions Communautaires des Profils et des Qualifications") are taken to harmonise the dual system of training and to facilitate the passage from one system of education or training to the other.

## **5.4. ACCEPTABILITY AND DEVELOPMENT IN DENMARK**

ANNE HOLM SJØBERG

### **Acceptability of benchmarking criteria**

As described above [first part], The Danish Government has just approved at new reform of the VET system. All social partners have been involved in developing this system, therefore both employers' and employees' associations are satisfied with the result. The VET reform does fulfil almost every benchmarking criterion for apprenticeship in Europe. However, in Denmark, new problems have come up, because 17% of the students cannot find a training place in a company. The social partners and the Ministry of Education have therefore announced a plan for achieving more training places in private companies. Today, 30,000 students attend the vocational and commercial colleges and then 5,000 students cannot get an apprenticeship contract. During the next 4 years the social partners and the Ministry of Education want to provide 5,000 new training places.

### **5.4.1. Training in two places**

4=applied, but not 100% successful.

Training in two places has been part of the Danish VET system since 1965. Since then there have been several reforms of the system. The latest reform is the Danish VET Reform 2000. This reform does not change the relationship between company training and school training. In some trades (for example: a painter) the training in companies is up to 80% of the total education. If the students cannot find a training place in a company, the schools provide the "practical" training. The situation today is that almost 10,000 students cannot find a training place in a company. The social partners and the Ministry of Education have therefore announced a plan for achieving more training places in private companies. Today 30,000 students attend the vocational and commercial colleges and then 5,000 students cannot get an apprenticeship contract. During the next 4 years the social partners and the Ministry of Education want to provide 5,000 new training places.

### **5.4.2. Apprenticeship contract as a legal basis**

5=applied.

The apprenticeship is regulated by a contract. It is very difficult for the company to break the contract with the student, because the student has the possibility to complain to an official council. Therefore, the company has to have very good reasons for breaking the contract with the student. On the contrary, the student can at any time break the contract. The first 3 months the student has a test period, where both parties can break the contract.

### **5.4.3. Fixed standards for content of practice and theory**

5=applied.

Since the VET reforms from 1965 the content of practice and theory has been following fixed standards. The educational policy objectives and frameworks are formulated at central level, while the decentralised level plans the content and type of education with a degree of freedom with regard to teaching methods. The Trade Committees identify the need for new or modified training programmes. Every student has to take a minimum amount of courses in the vocational colleges, which is defined by the Trade Committees and the Ministry of Education. However, the new VET Reform opens up a modularised structure, where the student may supplement or combine his or her own programme, which is described in a personal education plan. The new VET Reform aims to secure that the practical and theoretical parts interact, that is, there has to be a connection between what the students learn in the colleges and in the companies. Therefore, the students get a personal logbook, where the company writes down what the student has practised during the last training period.

#### **5.4.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

5=applied.

The social partners' high responsibility of and involvement in the Danish VET system secures a constant adaptation of new technologies in the different programmes. The Sectoral Trade Committees identify the need for new or modified training programmes in relation to technological and 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 the training course is aimed at. The second step is formulation of educational requirements.

#### **5.4.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers**

5= applied.

The Danish Ministry of Education has the overall responsibility of controlling by means of objectives and framework governance. Both employers and employees are equally represented in the bodies of the Sectoral Trade Committees. The role of the Committees is to decide on vocational training qualifications and stipulate the training conditions. The VET Council (EUR) – where members of the Trade Committees are represented – has to comment on every proposal for a new training order submitted by the Ministry of Education. There is a College Board in every vocational school. The 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. Additionally, there are local vocational training committees and their role is to advise the vocational colleges and establish links with the regional job market. Each vocational college has the responsibility of training of trainers in compliance with the ministerial regulations.

#### **5.4.6. Control of training in enterprises by chambers and control of schools by public authorities**

5=applied

The Sectoral Trade Committees have the overall responsibility of control of training in the enterprise. That is, on the local level the local vocational training committees have close contact with the enterprises. If an enterprise is not providing proper training of the students, members of the local vocational training committee contacts the Sectoral Trade Committee, which goes for an inspection. The Ministry of Education has the overall responsibility of control of the vocational training colleges, but each college has control over its own economic budget.

#### **5.4.7. Involvement of the enterprises in the financing of the practice part and the theoretical part is done by public financing**

5=applied

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. AER - the Employer's Reimbursement System (for Apprentices and Trainees) - is a scheme operated jointly by employers in the private and the public sector. AER offers financial support to employers setting up traineeships for certain trainees, and to trainees who apply for traineeships in Denmark or abroad. The cost of the AER scheme is covered by contributions payable by employers in proportion to the number of their employees. From 1991 to 1997, the wages during the practical part were also reimbursed from AER to improve the number of training places. During the basic programme in college the students may obtain support through the Danish State Education Grant Scheme (SU), before they sign a training contract with the employer. Every Dane over the age of 18 is entitled to public support for his or her further education - regardless of social standing. Tuition at Danish public and most private educational institutions is free. Society lends students a helping hand in covering living costs for a great variety of courses and studies. Support for students' living costs is awarded by the State Educational Grant and Loan Scheme (Danish acronym: SU), a system managed by the State Educational Grant and Loan Scheme Agency (Sustyrrelsen) in collaboration with the educational institutions and under the auspices of the Danish Ministry of Education.

#### **5.4.8. Training is ensured by qualified staff**

4=applied, but not 100% successful

The introduction of the new VET reform means a radical change of the teachers' role. Teachers will get a new role as tutors/contact teachers and must have an overall view of the total educational offer to the students and must be capable of guiding students in their progression within individual programmes. Therefore, a national teacher-training programme has been developed to support the changed focus from teaching to learning.

When teachers are employed by the VET-colleges, they start their actual pedagogical teacher training at DEL, the national vocational teacher training institution. When the teachers are recruited it is important that they have extensive job experience to ensure optimal interaction between classroom-based education and on-the-job training in a company. However, one problem is that many teachers have been teaching for years - 15-20 years - and in that period they have lost the feeling of what is going in the companies. Therefore, there is a need for more practical on-the-job training of the teachers in the companies.

#### **5.4.9. Validation of skills by exams organised with the participation of experts from the economic sector**

5=applied

There is a high validation of skills in the VET-system in the economic sector, since the social partners participate in the validation. The education is finalised by a "journeyman's" test or similar examination testing the vocational skills, knowledge and attitudes. An expert in the trade – that is a skilled person, evaluates each exam. Earlier there have been critical views of the "journeyman's" test, because (almost) all students passed the test. Today, however, it is possible to fail the test, which makes it more credible. The student can win gold, silver and bronze, if they become among the three best students in their trade in the colleges, and this is very motivating for the students.

#### **5.4.10. A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. Enterprise is responsible for recruiting its apprentices**

4=almost applied

The new VET-reform introduces three levels, where the students can choose the right level. One level is for very gifted students, because there is very little teacher control and the students work with different projects, where they have to solve the problems themselves, but with some teacher advice, of course. Another level is for students with apprenticeship difficulties, and at this level there is much more teacher control and direct learning. The students can move from level to level, if they are not satisfied where they are. A new evaluation rapport of the VET-reform shows, that the very gifted students profit more from the reform. This is not the situation of the lesser-gifted students. In particular, the high individualisation in the VET-system is not easy to cope with for the lesser-gifted students. The enterprises are responsible for recruiting their apprentices, but special advisers in the colleges help some of the students to find a training place.

#### **5.4.11. Integration of apprenticeship in the national systems of training**

5=applied

The Danish VET-system is fully integrated with the national training systems, and the integration has been improved even further with the new VET-reform. The VET-system is part of the so-called youth educational system, which also includes the gymnasium. The VET-system gives the students both vocational and general competencies and this opens job possibilities or further studies in the higher educational system. The gymnasium only gives the students general competencies and opens opportunities for higher education. In the new VET-system the student can get merits if he / she has completed gymnasium or other general or vocational education. This means that the students do not have to take a double education if they start in the VET-system much later than having finished public school.

#### **Summary**

Denmark has fulfilled most of the mentioned benchmarking criteria. However, the VET system can be further improved, if the teachers / tutors have more practical on-the-job training in real companies as an obligatory part of their own personal training.

In Denmark there are moves towards the benchmarking criteria for apprenticeship. In fact the Danish VET model was elected as best in the world in 1999 and we received the Carl Bertelsmann prize for "Vocational Education and Training of Tomorrow". This means that the Danish VET Model is now a benchmark. The Danish VET model was the winner of the prize because of its success through partnership.

#### **Interviewed persons:**

- The Danish Employers Confederation, Vester Voldgade 113, DK-1790 Copenhagen V
- The Confederation of Danish Industries, H.C. Andersens Boulevard 18, DK-1787 København V
- The Ministry of Education, Frederiksholm Kanal 21, DK-1220 Copenhagen K
- The Danish Paintercraftmen Organisation, Snaregade 12, DK-1205 Copenhagen K
- The Danish Metalcraftsmen Organisation, Magnoliavej 2, DK-5250 Odense SV
- The Danish Hairdressers Organisation, Smallegade 10, 1. tv., DK-2000 Frederiksberg
- The Danish Federation of Small and Medium Sized Enterprises, Amaliegade 31, DK-1256 København K

## **5.5 ACCEPTABILITY AND DEVELOPMENT IN FINLAND**

KARI VIINISALO

#### **Introduction:**

In Finland we are on the verge of a great transition regarding vocational training at this moment in time. At the beginning of the year 1999 a new law came into force. Our vocational training is now changing over to a new three-year period of training including a half a year of on-the-job training. This kind of vocational training is sometimes known as sandwich training.

Under the current legislation apprenticeship training is only one form of vocational training. The new law was accompanied by changes in the administration of apprenticeship training. In addition to the municipal authorities, private training institutions are at liberty to provide apprenticeship training. From now on the state will be wholly responsible for all the costs the training provider incurs through apprenticeship training. From the beginning of the year 1999 private entrepreneurs can also attend apprenticeship training. Their training differs from the traditional apprenticeship training in Finland because they do not have any work contract.

The major current challenges we are facing are the quality of apprenticeship training, expanding it into the polytechnic area and the active exploitation of the so-called Europass document.

#### **Interviews of well-informed representatives of relevant partners - Method**

The interview of the representative of the Helsinki Chamber of Commerce was a face-to-face situation. Other interviews were carried out by telephone and e-mail or fax. In these cases a short clarification in writing of some of the items to help the reader to understand them were included and discussed on the telephone during the interview. The six interviewed persons were as follows:

1. Kristina Vuorela, Training Manager, Helsinki Chamber of Commerce
2. Raili Meyer, Managing Director, Development Foundation of Finnish Entrepreneurs SYKE
3. Manu Altonen, Training Manager, Confederation of Finnish Industry and Employers Employees
4. Jari-Pekka Jyrkänne, Labour and Educational Policy Secretary, The Central Organisation of Finnish Trade Unions (SAK)
5. Merja Laamo, Special Advisor, Trade Union of Education in Finland (Trade Union of Teachers/VET) National Education Authority
6. Aimo Kaisaniemi, Counsellor of Education, National Board of Education

#### **Interviews of well-informed representatives of relevant partners - summary of the interviews**

In general, we can state that it is in some instances difficult to assess the Finnish apprenticeship training system according to the UEAPME criteria because of the fact that in Finland apprenticeship training is used mostly as adult training. Some respondents laid stress on this point. I would like to emphasise also the fact that in Finland membership of chambers of commerce is on a voluntary basis. As regards vocational and apprenticeship training, their role is to provide information. The municipal apprenticeship official's role was and still is very much like that of chambers of commerce e.g. in Germany. Also, the new legislation concerning vocational and apprenticeship training is very liberal giving decisive power at the local level and emphasising the internal and external quality control instead of local or public authority surveillance. As regards the eleven benchmarking criteria we can make the general conclusion that our system is very close to what UEAPME is seeking. I am going through the questionnaire item by item and comment the ratings when necessary.

#### **5.5.1. Training in two places**

Two of the employers' representative gave 5 to this item. One gave four and she justified this by the fact that the quality of theoretical training is not always good enough. The representative of the teachers' union marked a "4". She explained this by claiming that training

institutions cannot guarantee the right balance between theoretical education and on-the-job training. The proposition depends on other factors than those relevant to education. The representative of the SAK gave here the lowest mark. He justified his rating by arguing that the Finnish apprenticeship training system makes it possible for the training to take place only in the company.

Future: those who did not give the top mark felt the situation would improve in the future in the sense that the amount of training provided by vocational schools will increase. Comment: the interviewed persons thought that the Finnish apprenticeship training fulfils criterion 1 quite well. Those who were critical in this respect had in mind the quality of training carried out either at the workplace or in vocational schools and institutions. In practice, apprenticeship training takes place in two places – in a workplace and in a vocational school.

#### **5.5.2. Apprenticeship contract as a legal basis**

This criterion is fulfilled in Finland. Every interviewee rated it 5. Future: Only one respondent mentioned that it may be possible that the apprenticeship contract could develop in the direction of training contract instead of work contract.

#### **5.5.3. Fixed standards for content of practice and theory**

To begin with the employers' side, there were following justifications: "It depends on how carefully both employer and apprentice have been involved in the training plan, and secondly, on the extent to which the school, with its theoretical orientation, has contacts with working life." "There is a core curriculum but there are no specifications for the individual study plan for on-the-job training at the workplace." The employees' side, in contrast, thought that although the social partners were involved in curriculum construction, they were not sufficiently involved in the final decision-making process leading to the adoption of curricula. The representative of the SAK was even a little more critical on this item because there existed the possibility of individual study programmes being drawn up which are not based on official curricula accepted by our National Board of Education. The representative of the National Board of Education emphasised that even if the individual study programme is based on the official curriculum, the final decision is at the grass roots level when the individual training programme is drawn up to meet the needs of the particular individual worker as well as the company in question. However, we can state that the standards or level of requirements are fixed at national level. Future: two out of five respondents forecast that the situation will improve in the future.

Comment: the Finnish apprenticeship training system also meets this criterion quite well. The integration of theoretical education provided by training institutions with on-the-job training was the target of main criticism. I think it is a political question whether to stress theoretical education and curricula more as the teachers' union insists. This might lead, if overemphasised, to the fact that the real needs of trainees, the companies and work could be neglected or omitted.

#### **5.5.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

Employers' side justifications: "This is a hard job but it is very much in the interest of employers", and "there might be some deficiencies in small companies."

Employees' side justifications: "In small companies it is not always possible to keep in touch with economic and technological development, and there may be a lack of appropriate tuition and guidance because of a shortage of money and expertise."

The representative of the SAK believes that there are no major problems in this respect: According to him we do not need any "überbetriebliche Anstalten" such as in Germany for instance.

Future: in general, the respondents are optimistic and see improvement in this respect. This hope is very much based on the fact that we have trained 5,000 on-the-job instructors in Finland in small and medium-sized enterprises between 1996-1999. The scope of the training is two study weeks, and it is financed partly by the European Social Fund. During the next five years we aim to train 20,000 on-the-job instructors in our SMEs.

Comment: apprenticeship training is often appraised by education authorities as well as by teachers using traditional classroom criteria. This view underestimates the importance of such things as system knowledge, tacit knowledge (see e.g. Nonaka I. and Takeuchi H. "The Knowledge-Creating Company, 1995) networking, teamwork, etc, values which we know nowadays are vital for understanding learning and being socialised in work. In this sense apprenticeship training has had an advantage over classroom training and education. From our experience in the City of Helsinki Apprenticeship Centre the ability to keep up with developments depends on the industry or business, e.g. in the metal industry vocational schools cannot afford the latest technology and equipment, but the companies often have them. On the other hand, many a vocational institute has got the latest information technology, but smaller companies cannot afford them.

Regarding economic aspects, I think that learning through work in itself gives the trainee a more clear and comprehensive picture of what kind of business he is in and what the wider context of his particular job is; aspects which belong to the sphere of what human resources experts call "system knowledge."

#### **5.5.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers**

Employer side justifications: the role of the Chamber of Commerce is mostly that of providing information about apprenticeship training. Social partners are involved in the process e.g. by taking part in curricula development. Training of on-the-job instructors or trainers is currently on the shoulders of vocational training institutions. The representative of Finnish Entrepreneurs claimed that the responsibility of training the trainers should also be shared between the Chambers of Commerce as well as organisations of entrepreneurs.

Employee side: the representative of teachers excludes the possibility that social partners could be involved in training of trainers. On the other hand she could consider them having some role in the administration of apprenticeship training. The representative of the SAK pointed out that the curricula are controlled by our National Board of Education, but social partners are involved. Future: only the representative of the Helsinki Chamber of Commerce cannot take a stance on this item. Others are optimistic and see prospective improvements. The Steering Group for Apprenticeship training and Working Life Contacts appointed by our National Ministry of Education was seen as a way of improving matters in this dimension. This steering group includes representatives of social partners and other relevant institutions. Companies will be increasingly interested in organising vocational training including on-the-job training or training through work, but this will particularly concern adult further training.

#### **5.5.6. Control of training in enterprises by chambers and control of schools by public authorities**

This item receives the lowest score from the respondents. It is because in Finland the Chambers of Commerce do not have a similar role as in Germany, for instance. This explains the two zero ratings. On the other hand, the apprenticeship contract is a private law relationship and belongs to the sphere of labour law. Regarding apprenticeship training the role of municipal training advisors (training inspectors) has been very much like that of chambers of commerce in continental Europe. On the other hand, the representative of Confederation of Finnish Industry and Employers sees that there are too few training advisors in the municipal apprenticeship training centres in Finland. They lack the resources to monitor and effectively control the whole training process including on-the-job training and the education provided by training institutions. Those respondents more familiar with the real training process going on in training institutions also took up the point that even if we have a public control system for vocational schools and institutions, we fail in real control. Our new legislation enables registered associations or foundations to organise apprenticeship training in addition to municipal authorities. The representative of Finnish Entrepreneurs claimed that there might be problems if the apprentice or employer is not satisfied with the training provided and managed by a private school. One can complain only to the headmaster of that particular vocational school because there is no neutral body to approach. Future: our amended legislation that came into force in the year 1999 emphasises internal and external quality control. This explains the optimistic attitude concerning this item.

Comment: our National Board of Education has set up a working group aiming at developing quality criteria for apprenticeship training in Finland. The first pilot auditing will take place in 2001. In this work group there are the 15 biggest apprenticeship-training providers represented, including Helsinki City Education Department Apprenticeship Training Centre.

### **5.5.7. Involvement of enterprises in the financing of the practice part. The theoretical part is done by public financing**

On this item there can be seen a slight split between employers' and employees' sides. There are those who see this criterion totally fulfilled. The representative of Finnish entrepreneurs argues that the companies should get better compensation for the time and effort of on-the-job supervision of trainees. The teachers' representative had the view that the state often subsidises for jobs e.g. for unemployed, and thus apprenticeship training places, too. Apropos this item, the representative of SAK pointed out that our system differs from that of Germany, for example, and many other middle European countries. Companies are not involved in the financing of training by taxes or something similar. Future: the respondents see some possible progress also on this item indicating mainly that enterprises will be more interested in taking responsibility for organising apprenticeship training.

### **5.5.8. Training is ensured by qualified staff**

It is in this respect of the above item that the biggest difference is expected to exist between the current and prospective situation five years from now. The respondents believe that especially small companies may have difficulties in this respect. On the other hand, the representative of Finnish entrepreneurs thought that training institutions and vocational schools should develop their training in order to meet the special challenges of apprenticeship training. This would mean more flexible and modular training courses e.g., because apprenticeship training is based on individual study plans and observes qualification requirements, not the study plans drawn up for vocational schools and full-time trainees at schools. The teachers' representative is most critical on this item. She refers to the fact that we do not have any legal provisions concerning formal requirements for the qualification of instructors at workplaces. The representative of the SAK agrees with her on this.

Future: the respondents agree on that there will be improvement. Firstly, because we are training on-the-job instructors for companies. Secondly, the representative of the teachers and Confederation of Trade Unions both expect that we may have in the future legal provisions concerning formal qualification of these on-the-job instructors.

### **5.5.9. Validation of skills by exams organised with the participation of experts from the economic sector**

As mentioned before certificates are issued separately by an examination committee after the student has completed the skills demonstration test. Social partners and enterprises are represented on these committees. The criticism of respondents points to the fact that there are too many trainees who do not take the final skills demonstration test.

Future: the respondents believe that the number of those taking and passing the exams will increase significantly following upon

improvement of skills demonstration tests. The representative of SAK regards it as entirely possible that taking the skills demonstration test may become obligatory in the future.

Comment: there are projects aiming at amending skills demonstration tests in order to make them more flexible and closer to the reality of the work process. This could mean, e.g. that trainees demonstrate their skills and collect indicators of their expertise and know-how as part of their normal work. This would be cost effective, too, compared to tests taking from two to three days and based on more or less simulated tasks at training institutions or vocational schools. The City of Helsinki Education Department Apprenticeship Training Centre together with our National Board of Education has carried out an investigation in this matter. We were able to conclude that about 70 % of craftsmanship or expertise in the field real estate maintenance could be ascertained by other methods than by skills demonstration tests proper. These optional ways included interviews where prior work experience and know-how were taken into account. This was compared to the relevant skills demonstration tests, and we found that the traditional tests covered only 40 % of the craftsmanship in question.

### **5.5.10. 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**

Two of the five respondents believe that this criterion is fully covered in Finland nowadays. Those who see the current situation as less favourable for prospective apprentices with learning difficulties refer to the fact that enterprises do not recruit them. The representative of the SAK could not give a single rating on this item. He saw that the accessibility is 4. Regarding to the responsibility of recruiting apprentices he gave 5 points. In Finland the employer is always responsible for recruiting and makes recruiting decisions. The apprenticeship contract is a fixed term work contract and, thus, does not bind the employer or apprentice beyond the time period agreed on in the contract.

### **5.5.11. Integration of apprenticeship in the national systems of training**

Three respondents see that apprenticeship training is fully integrated into our national vocational training. Objectively, this is the case because apprenticeship training is one form of upper secondary level vocational training. The representative of our National Board of Education claimed that legally, apprenticeship training is fully integrated into the national training system, but functionally there is a split. To give an example, in the Development Plan for Education and University Research for the years 1995–1999 confirmed by the Finnish Government, the target to increase the number of initial apprenticeship trainees to comprise 20% of each cohort in Finland did not lead to any concrete action at the local level in municipalities and vocational schools. Those who gave lower points were indicating that we should develop new

management for apprenticeship training that would give the enterprises a more active role. Comment: I think that we should develop a new management model for apprenticeship training as a real public-private co-operation. Training and enterprise centres (TECs) in England could serve as a model example.

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#### **Summary – some future perspectives**

As regards the eleven benchmarking criteria we can make the general conclusion that the Finnish apprenticeship training system is very close to what UEAPME is seeking. The position of apprenticeship training in the Finnish system of vocational training has strengthened in the 1990s. The aim has been to develop apprenticeship training as an alternative equal to other forms of education. The major current challenges we are facing are the quality of apprenticeship training, expanding it to the polytechnic area and active exploitation of the so-called Europass document. The system of competence based qualifications already serves the purpose of quality assurance. We can expect that the quality of learning through work will improve by the current project of training on-the-job instructors in small and medium sized enterprises. It will also enhance the contacts between vocational schools and companies. In Finland we are on the verge of a great transition regarding vocational training at this moment in time. Our school based vocational training is now changing over to a new three years training including a half a year of learning through work period. Notwithstanding this amendment in our school based vocational education system, our Government's objective is to further expand apprenticeship training in the areas of initial and further vocational training. The average number of apprentices is estimated to increase from 28,000 in 1999 to 36,000 in 2003.

## **5.6. ACCEPTABILITY AND DEVELOPMENT IN FRANCE**

CHANTAL LISBONIS

### **Positions of the various French partners in respect to the UEAPME's criteria**

In France, the opinions are very different according to the place and the role of the speakers in the vocational training system.

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#### **The Ministry for Education**

The Ministry for Education agrees that the company plays a role in the practical part of the curricula if and only if the Ministry keep control of the national diploma in order to guarantee equal access of everybody to training having the same value and recognition all over the country. Within this predefined framework, the Ministry for Education leaves a certain flexibility in the teaching organisation of the practical part of the training.

#### **The Ministry for Employment and Solidarity**

The Ministry would like to develop and guarantee the possibility for everyone to validate their professional and theoretical knowledge on a lifelong basis and allows doing so an equal recognition as is acquired within the company, or within the training period of general education.

This position requires a reorganisation of the system of certification and, to do so, the Ministry for Employment and Solidarity is favourable to the development of a more substantial dialogue with the professional branches.

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#### **The Social Partners (professional branches, trade unions, employers' federations).**

Social Partners want to settle a recognition system of the practical and theoretical courses which they could provide on the same equal basis as the Ministry for Education. So, they agree with the whole of UEAPME's criteria system and wish to set up the British system of NVQ. Currently, in the process of implementation of the national White Paper on Vocational Training, they are in negotiation on these issues with the Ministry for Employment and the Ministry for Education.

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#### **Assesment according to UEAPME's criteria and comments for better introducing these criteria**

If we want to introduce the UEAPME's criteria in France, it is necessary to redefine a specific law for apprenticeship by redefining a role for the company and a law for apprentices which would be close to that of the student. It would thus be appropriate:

1. To act for a better knowledge of the training needs through the settlement of observatories providing up-to-date information for the quantitative and qualitative evolution of the qualifications, and the intensification of the dialogue of the socio-professional partners on their training needs;
2. To financially support the quantitative development of apprenticeship by giving to the apprenticeship training centres the adequate budget and equipment on the basis of the framework of objectives negotiated with the public authorities
3. To act on the information and the guidance of young people on the apprenticeship jobs, in partnership with the organisations existing in the field of information and guidance. By the generalisation, in the Chambers of Craft and Trade, of the department for guidance and information of young people, aiming at mentoring and coaching the young person for the building-up of their professional project, and implementing a better matching between supply and demand for training;
4. To improve apprenticeship's image towards young people through information and communication campaigns, the improvement of the quality of equipment and the infrastructure, the promotion of a specific statute of the apprentice and the settlement of a dynamic socio-cultural environment;

5. To improve the quality of training making an effort in three directions: improvement of the pedagogy aiming at developing, for the apprentice, skills such as autonomy, open mindedness, the capacity of analysis and synthesis, targeting persons with very diverse backgrounds and building up customised training pathways, reinforcement of the link between the Apprenticeship Training Centre and apprenticeship mentor within the company.
6. To develop the use of new information technologies;
7. To encourage the European transnational mobility of apprentices.

- The transnational mobility of apprentices and the workers: a long-term stake

Today, only a few companies are strongly concerned (mainly in crossborder areas, and with export activity), and this phenomenon, still relatively marginal, does not represent an important volume of new jobs.

However it is important, for the reinforcement of European cohesion, for a European policy on employment level and a better allowance of financial resources, to seek the means of developing transnational mobility and of looking further into the current reflexion on:

- the question of equivalence and mutual recognition of the qualifications and diplomas
- the legal and the financial problems related to the transnational mobility of apprentices;
- the setting-up of a European policy for language teaching.

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#### Interviewed persons:

- Chantal Lisbonis APCM
- René Doche APCM, Deputy General Director
- François Gandouin APCM, Director for Training

## 5.7 ACCEPTABILITY AND DEVELOPMENT IN GERMANY

MARC BEUTNER

This description is based on interviews with several experts. The experts are:

- Mr. Balsam from the employees' associations (trade unions, representatives of workers - Chamber of Handicraft), Cologne
- Dr. Hermann Hansis from the union of teachers (VLW - Verband der Lehrerinnen und Lehrer an Wirtschaftsschulen in NRW e.V.), Cologne
- Dr. Hanf from the BIBB (German Institute for Vocational Training), Bonn
- Mrs. Diedrich-Fuchs from employers' associations (craft, trades and SME organisations - Kuratorium der deutschen Wirtschaft)

#### General view

All German experts agree that the benchmarking criteria of UEAPME are mostly fulfilled.

They also support the opinion that the benchmarking criteria on European level are necessary and useful.

#### 5.7.1. Training in two places

Germany sticks to the idea of a 'dual system'. The dual system is the most important element of German initial vocational training and has the advantages of a combination of school- and enterprise-based training. All experts underline that the co-operation of two partners creates the duplication and addition of know-how.

The enterprise makes it possible to learn in a realistic work-situation. Even a simulation can never be equivalent to a real work-situation. So any kind of full-time school cannot reach the effect of learning in two places. However, the breadth of qualifications has to be ensured. Therefore full-time schools can be seen as a useful addition to the dual system.

Political discussions sometimes mention the time component of apprenticeship in two places. The enterprise wanted to enlarge the working-time of the apprentice. On the other hand, the schools still want the apprentices to attend school for twelve hours per week, caused by their claim to general education and training which is manifested by subject such as: language, mathematics etc. One expert pointed out that the differentiation between theoretical learning at school and practical learning at the enterprise would be continued with this benchmarking criterion. He said this differentiation should, in a modern apprenticeship system, be left behind, because schools also try to teach practical qualifications. Enterprises also try to submit theoretical knowledge. In Germany, there is a development to regard general qualification and professional / job-related skills as equivalent. Some Länder e.g. North Rhine-Westphalia restructured their educational system under the impression of these requirements, which means that they accept professional / job-related certification in the same way as general certification.

A lot of enterprises concentrate increasingly on special product fields. Therefore, some problems in fulfilment of basic training appear. The supra-company training centres situated in the enterprises, at chambers or employers' associations are able to fill this gap.

Even apprenticeship co-operation between different enterprises is realised to solve the problem.

#### 5.7.2. Apprenticeship contracts as a legal basis

Every expert quoted the total acceptability of apprenticeship contracts in Germany as a legal basis. For each profession the contracts are unique. The requirements for these contracts, stated in §4 of the Vocational Training Act (BBiG), are valid for every type of apprenticeship.

### **5.7.3. Fixed standards for content of practice and theory**

With regard to the number of jobless young people, rapidly changing structures and requirements on the one hand, and the desired standard nature of apprenticeship and its certificates, on the other hand, the discussion about how to fix standards and contents has become increasingly emphatic recently. The task of keeping the balance between assimilation and reaction to modern industrial and economic requirements, as well as transparency (where unification of training and certification is regarded as helpful) in apprenticeship affairs for each actor involved hardly seems to be fulfilled. The influence and the number of committees, which are involved in any decisions, with reference to apprenticeship in order to cover all the concerned interests, and the time that decisions take, cause this. Regardless of this problem, their multiple influence and involvement should not be diminished in order to keep the high level of standards and to ensure the employee's professional mobility through a transparent apprenticeship and its certification.

### **5.7.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

This point is evidently and intimately interlaced to the one before: fixation of standards. In Germany this problem has become a point of public interest with special regard to the fulfilment of actual tasks from the scholar side. Whereas most politicians and experts idealise towards keeping the current system, no one denies the necessity of improvements in the ways and in the speed of adapting contents to actual needs. In addition to that, different models and possibilities are being discussed in public. The majority of involved people do not ask for the changes to the complete dual system. They stick to the approved dual system and want to keep it up-to-date. To get closer to industry's requirements in this point, especially in the so-called "new media" sector, new apprenticeship profiles were being created to raise the attractiveness for both apprentice and enterprise. The problem in acting this way is the time lag between realisation and even recognition of necessity to act and the implementation. Many sectors frequently complain about the duration of adaptation processes as it endangers employability as well as their position in international economic competition. At least, this fact casts doubt on the whole apprenticeship system and its effectiveness. Therefore, recent measurements mostly aimed at shortening the process of implementing new contents into the (scholar) apprenticeship schemes, in fact means their modernisation and also creation of new profiles. Currently, following the discussion, the implementation of new contents or even schemes often exceeds, especially, the scholar capacities (training the teachers, new technologies and so on), whereas they are implicitly already introduced and practised within the company's training. Therefore, accelerating the processes of changing apprenticeship profiles in accordance to actual

requirements is regarded as a matter of utmost importance. In addition to that, efforts to strengthen especially the schools' position, their financial and personal background are plainly enforced in order to enable them to keep up with technological and economic development.

### **5.7.5. Role of chambers, organisations and institutions in the organisation of apprenticeship training**

To ensure the existing and acknowledged high level of apprenticeship in Germany, the participation of many different involved organisations is generally regarded as necessary in order to represent a comprehensive view of the matter. With regard to the craft sector, the chambers work as one of apprenticeship's most important advocates. Consequently the chambers are entrusted to perform most of the tasks which are related to apprenticeship in this sector within the legal framework. In fact, that means that most of the organisational and executing work is delegated to them – such as examinations, training the trainers or supervision. The chambers' work is executed in a partially informal network between teachers, enterprises and official bodies, which allows them to bundle together practical and theoretical knowledge. Although the chambers' work and organisation sometimes is the object of criticism, the chambers' position will not be subject to dramatic changes within the next few years.

### **5.7.6. Control of training in enterprises**

In-company vocational training is monitored by competent bodies, which are themselves under control of the appropriate "Länder" ministry. In the crafts sector, the monitoring of training in enterprises is mainly executed by the chambers and partially also by the labour unions. Monitoring usually consists of controlling the observance of stipulated apprenticeship contracts and rules which includes, for example, the correct conviction of all apprenticeship contents as well as competence of trainers and sufficient equipment. Additionally, chambers, unions and regional craft organisations entrust persons to deal with apprenticeship concerns as a special kind of monitoring. Of course some voices quote the insufficiency of this kind of control. As apprenticeship is completely voluntary and as there is an active market of apprenticeship places in Germany, this problem is not overly debated at present.

### **5.7.7. Involvement of the enterprises and public in financing of practical and theoretical part**

There are widely different public estimations as to how much one average apprentice may cost the public and the enterprises per year in Germany. They all agree on one point: a very expensive part overall is the scholar education, which in Germany is mainly financed by the public, as well as governmental and ministerial administration of apprenticeship. The general organisation and

framework for apprenticeship is mostly effected by the chambers, which are paid by the companies and also receive public financial means. The in-company vocational training part is carried out by the enterprises themselves. Small enterprises may receive special subsidies on request. It is widely accepted that scholar and administrative costs have to be carried by the public, whereas the companies' arguments against apprenticeship are often based on the excessive amount of expenses. Nevertheless, at the moment, a general discussion about the effectiveness of the German apprenticeship system is taking place, which concentrates mainly on administration and the vocational school system. In view of diminished expenditure for scholar education, in spite of rising requirements, tightening up administration is of particular importance. Recent discussions about internalisation of external costs of apprenticeship, which effectively would lead to a complete payment by the companies for apprenticeship, have calmed down in the view of jobless youngsters and the demand of qualified employees. Therefore, any fundamental changes in this point are not at all foreseeable.

#### **5.7.8. Training ensured by qualified staff**

Each trainer has to prove his advisory skills. This improvement is carried out by a special certification or, in the crafts sector, by the master examination. These abilities and competencies can be acquired in seminars included in the master's education. Both include conviction of general pedagogical and psychological, as well as social, abilities. Although these parts are often regarded as a kind of artificial blow-up of trainers' qualifications in addition to his practical competencies, their necessity becomes less disputed in view of the current lack of competent apprentices and of the number of unfinished apprenticeships. In addition to that, the increasing demands in every sector will furthermore underline the necessity to improve knowledge about apprenticeship contents.

#### **5.7.9. Validation of skills by exams with participation of specialists from the economic sector**

In principle, no one can severely deny the sense of involving specialists from the economic sector into the validation of skills. This applies all the more, as questions of economy become more and more important and determines even simple decisions in the crafts sector. Apart from its use, the recruitment of competent and flexible persons becomes increasingly difficult due to financial and time aspects. Nevertheless, it is more or less undisputed that both experts in theoretical affairs and experts from the practical side should be entrusted with validation of skills. Therefore, the mixture of involved and entrusted people should, as far as possible, represent the needs in each of these fields.

It has to be considered whether the preparation of the examiners for their task should be improved with special regard to pedagogic aspects.

#### **5.7.10. Range of training which is accessible for very gifted people as well as for people with difficulties; Enterprise is responsible for recruiting its apprentices**

Currently in the crafts sector we have to score a strong tendency of "low achievers", which in fact means apprentices with a low level of former scholastic education or under average final school exams. At the same time, apprentices and employees are urgently needed. This is due to the image of craft professions as well as to the average payment which is provided in this sector. There, this fact leads to a kind of concentration of apprentices, who are usually not used to learning theoretical contents or who show a conspicuous lack of motivation. Nevertheless, a lot of practically gifted and motivated apprentices should not be neglected. Thus, a discussion about more distinct differentiation has recently started and has not come to a satisfactory conclusion yet. Prolongation of apprenticeship time and additional fostering (usually organised by vocational schools) has been the general supportive measures in these cases. Special arrangements or even especially created apprenticeship schemes mostly cover handicapped people. Over-average gifted apprentices usually can prove their skills in regional or national professional competitions. Many efforts and campaigns have been effected in order to raise the "low level" image and reputation of the crafts sector. These developments hint at the existence of an active apprenticeship market in which, generally, the crafts sector has to compete with administrative and economy-oriented professions. The continuation of market mechanisms takes place in the enterprises' responsibility for recruiting their apprentices by themselves. According to general esteem, the reputation of a company and the expectations of the provided quality of apprenticeship play an important role in the choice of the apprentice. As applicants for jobs and apprenticeships and their skills have to suit the general and special requirements of the companies, there are no endeavours to deviate from the company's responsibility for recruiting apprentices.

#### **5.7.11. Integration of Apprenticeship in the systems of training**

In general, apprenticeship in Germany is perfectly integrated in the whole training system. Therefore, its standing in general is quite good, and in many cases school leavers start their professional career with an apprenticeship regardless as to how they eventually may continue their training. Also, from the employers' point of view an apprenticeship as the first and intensive experience of working life commonly has a good reputation. An apprenticeship may foster the most different career plans and prospects. For those pupils who leave school at the lowest degree possible, an apprenticeship may, as one step, open a lot of further education opportunities - up to studying at college. On the other hand, well academically educated apprentices (mainly in the administrative sector) often regard their apprenticeship as a well-planned platform for further professional education. This is all made possible by the good embedding of apprenticeship in the vocational training system. Thus,

apprenticeship offers various different opportunities to individual career planning and prospects. The immense advantage of this system is, at the same time, also its problem: The different opportunities and possible arrangements may lead to confusion and a lack of transparency. Many apprentices are not well informed about their possible educational opportunities and prospects. This is not only due to the number of fundamentally existing ideas of professional education, but also to their partial variety between the "Länder", which are autonomously competent in this subject. Therefore, many efforts aim at a complete unification of the whole system and equality as well as a mutual acknowledgement of different certifications between the "Länder". Nevertheless, the total integration of apprenticeship in the education system supports a high level of openness in relation to access, as well as to future job prospects, career planning opportunities and individual development. According to common sense this point is not subject to changes in the near future except from the mentioned weak points.

#### Summary

According to the common point of view, most of the UEAPME criteria are both accepted and fulfilled in Germany. Of course, there are some areas subject to critical discussion and future improvement. Critical voices especially refer to the costs, duration of apprenticeship (with special regard to the school schedules) and the inclusion of new technical, economic and technological developments. Apart from these points, fundamental changes will probably not take place within the next five years.

## 5.8 ACCEPTABILITY AND DEVELOPMENT IN THE UNITED KINGDOM

GRAHAM ATTWELL

#### Introduction

This section is based on a series of interviews undertaken as part of the study. Interviews were held with:

Mike Coram	Head of Vocational Training (University of Wales Institute Cardiff) and External Verifier (Hospitality)
Sheridan Jeffrey	Industry Partnership Executive (South Glamorgan Training and Enterprise Council)
Alana Young	Careers Advisor Post-Education (Careerpaths)
Jenny Hughes	Director, Centre for Research and Education Development, Abergavenny, Wales
Alyson Waters	Youth Worker, Cynon Valley, South Wales
Jackie Rafferty	UNISON (public sector trade union)

#### Modern Apprenticeship - The Current Situation

The interviews revealed a surprising lack of consensus regarding the effectiveness and organisation of the Modern Apprenticeship. Not

surprisingly interviewees were also divided as to the extent to which the Modern Apprenticeship met the benchmarking criteria. To some extent this may reflect difficulties in interpreting the criteria, but it also reflects considerable disagreement over the effectiveness and potential of the Modern Apprenticeship. Differences in opinion between interviewees provide insight into areas of contention within the Modern Apprenticeship programme.

#### Modern Apprenticeship – Development over the next five years

In exploring the development of the Modern Apprenticeship scheme over the next five years a great deal of ambivalence to change was expressed. Some interviewees recognised the need for change, particularly in regard to raising the profile of the scheme. However, most felt that wide scale changes were unlikely. The prognosis for Modern Apprenticeships in the hospitality sector was perceived less positively than within the engineering sector. But it was generally felt that government commitment to development of the scheme was critical for its future scope and validity.

#### 5.8.1. Training in two places

It was generally felt that the division between practice elements of training (in the workplace) and theoretical elements (provided in an educational setting) was a fundamental concept to Modern Apprenticeships. However opinions varied as to the extent this was achieved in the actual delivery of the programme. In particular, training providers felt that the theoretical and practical components lacked meaningful integration, weakening the overall learning experience for the apprentice. It was also suggested that the theoretical content of Modern Apprenticeships frequently lacked an industry orientation. It was generally acknowledged that some discrepancies exist between industrial sectors in balancing the practical and theoretical content and in the quality of these components.

Whilst major change was felt to be unlikely in the dual nature of the training process, it was generally recognised that the further integration of curricula and training programmes for the practical and theoretical parts of apprenticeship was needed.

#### 5.8.2. Apprenticeship contract as a legal basis

Some interviewees were unsure as to the legal status of the modern apprenticeship contract signed by apprentice and employer. Whilst a formal contract is intrinsic to modern apprenticeships, it appears that this is not legally binding. Instead it represents more a contract of 'goodwill' regarding responsibilities related to the apprentice experience. Therefore if an employer could not continue to employ the apprentice (for example, following the closure of their business) then the employer may endeavour to find the apprentice an appropriate alternative, but there is no legal obligation to do so. The lack of a legally binding agreement was not perceived as particularly problematic and therefore change over the next five years was not thought to be necessary.

### **5.8.3. Fixed standards for content of practice and theory**

It was agreed by all but one interviewee that this criterion was totally fulfilled by the current Modern Apprenticeship scheme. The interviewee who disagreed felt that the differences between sectors meant that the standards could not be described as 'fixed'. However, the incorporation of NVQ Level 3 into all Modern Apprenticeship schemes, regardless of sector, ensures some fixed measure of attainment. It was generally agreed that quality of delivery varies between employers and training providers. Fixed standards need to be accompanied by on-going evaluation of teaching and learning processes. Fixed standards can be inflexible in meeting the changing needs of industry. In particular the need was identified for a focus on more generic transferable skills to improve apprentice's future employability. Interviewees expressed a preference for more flexibility in standards to improve individual learning provision and to allow training programmes to meet the needs of apprentices.

### **5.8.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

Interviewees disagreed as to whether training was flexible in responding to technological and economic advances. Several interviewees felt that lack of consultation with industry in standard setting was contributing to a divide between what industry actually needed and what was being delivered. Some interviewees felt further change and development was needed to meet this criterion.

### **5.8.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers**

Chambers do not have the formal role or degree of organisation as in most other European countries. Responsibility for the standards and overall organisation of the apprenticeship system lies with central co-ordinating organisations for industry and commerce. However the delivery of the curriculum is largely in the hands of local employers and the training organisations and colleges. They are also responsible for training the trainers, although once more to standards laid down by central bodies. Whilst the need for change was agreed, there was little consensus of what direction and form this change should take. Given that Training and Enterprise Organisations will be abolished in the coming period there is clearly a need for new co-ordinating bodies at local and regional level. Similarly there is the need to involve the social partners in the management and implementation of the programme.

### **5.8.6. Control of training in enterprises by chambers and control of schools by public authorities**

Training and Enterprise Councils have responsibility for overseeing the provision of training in enterprises. However, the enterprises themselves are responsible for day to day provision of training. As

was explained above Chambers have a very limited role in England and Wales. The schools or colleges of further education are largely funded by public authorities. However this funding is administered by regional funding councils and the colleges themselves are constituted as self governing, private bodies, with appointed boards of governors. From later this year, in England the colleges are subject to inspection by the government appointed national schools inspection organisation (Ofsted). There was considerable uncertainty as to what direction change might take in the forthcoming period. It seems likely there will be more investment in the school system which has suffered from persistent and chronic under-funding in the last two decades. It also seems likely that new funding and quality management systems will be introduced.

### **5.8.7. Involvement of enterprises in the financing of the practice part. The theoretical part is done by public financing**

This criterion refers to two separate issues. Whilst wages for apprentices on the employer route are paid by the enterprises, the cost of training provision is met by public authorities. Theoretical training in the schools or colleges is also financed by public funding. Given the lack of commitment on the part of employers in the UK to education and training, it seems unlikely that the present policy of subsidies for both practical and theoretical training will change. Despite pressure from trade unions and from some researchers for a training levy, this is vehemently opposed by employers and does not enjoy government support.

### **5.8.8. Training is ensured by qualified staff**

Training should be delivered by qualified staff. However in practice this varies between different sectors and there are differences in the level of qualification required. Considerable differences exist in training methodologies (often dependent on the strengths of individual trainers). It was suggested by one interviewee that the high drop-out rate on Modern Apprenticeship schemes could be attributed to the 'back to school' approach taken by some training providers, although research evidence has not been found to support such a viewpoint. Concern was expressed by one interviewee that future expansion of the scheme might result in more unqualified staff being employed on the Modern Apprenticeship. It was agreed that staff qualification is critical to the future success of the Modern Apprenticeship, and that further effort was needed in this direction.

### **5.8.9. Validation of skills by exams organised with the participation of experts from the economic sector**

Vocational education uses the term 'assessment' rather than 'examination'. Apprentices are required to show they can meet national standards as laid down in competence standards to stated performance criteria and accompanying knowledge. Validation is the responsibility of the training provider, although this is

undertaken as a joint process between trainers and employers. Assessors must be qualified though the appropriate unit based qualifications, and validating centres must be approved by the examining and accrediting organisation. There is some controversy over the rigour and validity of the assessment process. One interviewee suggested that the assessment process might suffer from 'corner cutting' due to pressure on employers to get apprentices through training. It is therefore important that assessment targets are clearly specified and agreed between training experts and enterprises. There is the need for further change to ensure the validation process is both valid and reliable. This might include the introduction of written examinations, to supplement the present competence based assessment.

#### **5.8.10. A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. Enterprise is responsible for recruiting its apprentices**

Interviewees felt that this criterion relates to two separate issues. Firstly, is the Modern Apprentice scheme flexible enough to accommodate lower ability students who may have difficulties meeting the requirements of the scheme? Secondly, is the scheme presented as a valid option for more gifted students? The requirement of 5 GCSE passes for entry onto the Modern Apprenticeship scheme may exclude students of lower ability. On the other hand the more able students may well not perceive Modern Apprenticeships as a valid option. This is due in part to a lack of understanding by schools as to the target group for the scheme, but also due to a societal slant towards full time higher education study. Differences exist between occupational sectors with engineering (particularly the aircraft industry) recruiting the highest calibre of Modern Apprentices whilst the hospitality industry tends to attract apprentices with lower academic abilities. It was generally agreed that equal opportunities in recruitment to Modern Apprenticeships is crucial to its future success. There is considerable room for improvement. At present better qualified students are continuing in academic education, whilst those leaving full time schooling frequently do not possess the necessary 5 GCSEs. Respondents agreed there was a need to review the entry requirements and procedures.

#### **5.8.11. Integration of apprenticeship in the national systems of training**

Modern Apprenticeships form one of three different routes for post compulsory education and training. Despite a formal system of equivalence between routes, different routes have different esteem with employers, students and parents. Modern Apprenticeships have tended to become a default choice for the middle group of students who do not fit into another programme (usually due to academic ability). However, there are very real differences between occupational sectors. In some sectors, such as engineering, apprenticeship is well integrated into qualification and progression

structures, whilst in others it sits somewhat uneasily alongside better established qualification patterns.

Whilst the Modern Apprenticeship is integrated in the national system of post compulsory education, it still lacks prestige and esteem when compared to general and full time education. In order to promote Apprenticeship it is necessary to expand its appeal to a wider student cohort and in more occupational sectors.

#### **Summary**

A major challenge exists in promoting Modern Apprenticeships as an attractive option for students. In fields such as engineering, opportunities for short- term promotion and long term career progression are high, particularly in comparison to arts careers. However, the differences between occupational sectors in the delivery, adoption and support of Modern Apprenticeships are a matter of concern. Good practice in some sectors should be used as a role model for adaptation to other sector requirements. Particular effort needs to be made to encourage more women to enter apprenticeship and to attract apprentices from a wider range of socio-economic groups. The organisation of the apprenticeship system needs further development and reform to ensure the full involvement of all the social partners.

## **5.9 ACCEPTABILITY AND DEVELOPMENT IN GREECE**

PARASKEVAS LINTZERIS

### **5.9.1. Training in two places (school and enterprise)**

This criterion is accepted and implemented fully in Greece. It is the belief of all those who associate themselves with the application of the system of apprenticeship, that the performance of this form of initial training, from a professional reinstatement point of view, is concerned with practical (on-the-job and through-the-job) training. The work experience is the core of education and it is with this that the learning process of the professional skills, which do not abstain from the real needs of a specific professional specialism, becomes faster. The educational structure [1 year of theoretical and practical training at the apprenticeship school (TVS) of OAED (Greek Manpower Employment Association), 2 years of alternate (parallel) training: 4-5 days per week of practical training in a work environment and 16 hours of study per week at the Apprenticeship Technical Vocational Schools of OAED], is considered efficient for a complete education (successful interaction between theory and practice). The efficient implementation of the apprenticeship in action depends enormously on the nature of the business field where the trainees are employed and on the level of each instructor and trainers' capability. It is important to state that

with the exception of large cities (mainly Athens and Thessaloniki), where on-the-job-training is applied in larger and well organised businesses from the private and public sector, in the rest of the country the search for businesses is done, on a local basis, by the educational personnel of OAED. The result is the application of practical training in small businesses, where the possibility of future employment and stability is enormous, though lacking in infrastructure trained trainers, educational methods and processes. In general, experienced instructors with educational standards, methodology and with certain prerequisites do not conduct the training, during the phase of employment in the business. In small business the instructor is usually the entrepreneur.

### **5.9.2. Apprenticeship Contract as a legal basis**

The Apprenticeship Contract is, and should be in the future, the structural basis of the system of apprenticeship, according to all those who were confronted with the issue. It protects the trainee in the work environment and directs, in a satisfactory way, training and working conditions. The continual observance of the conditions of the agreement from all sides involved (trainee, business and OAED) is essential for the efficient implementation of the practical training in the work field. Some interviewees (the employees and some of the apprentices) believe that the specific form of apprenticeship contract used by OAED should describe the conditions of employment - training in the enterprise in a more detailed and binding way. In addition, they claim that a clearer reference to the national labour legislation, in terms of the protection of the working conditions of the apprentices, must be included.

### **5.9.3. Fixed standards for content of theory and practice**

The OAED Technical Vocational Schools of Apprenticeship is a typical form of training within the context of secondary education in Greece. The context of the training process is based on certain regulations and sufficient scientific proof in most specialisms. The weak point, according to the most of the interviewed people (mainly employers, chambers and unions), is the tardiness, in terms of responding to and implementing the training programmes, due to economic, technological and productive modifications in each sector. The problem is focused mainly in technological and technical sectors. The professional organisations, both those of employers and employees, state that they were able and willing to contribute to a positive confrontation of the matter. Regarding the practical training process (enterprises) the problem is greater, because most of the time approved analytical educational programmes are not implemented the way they should be. Both the employers' side and the apprentices stress this. Various businesses do not apply a certain educational working plan. However, many of those who have been asked in point on this issue estimate that there will be improvement in the near future.

### **5.9.4. Guidance and adaptation of training contents and methods in relation to technological and economic progress**

Vocational guidance is not implemented in a systematic and continual manner, neither during the student's rise through the system of apprenticeship nor during his/her studies in the apprenticeship schools of OAED. Some dispersed measures of professional orientation remain insufficient and do not change the entire negative image. The Greek Manpower Employment Organisation (OAED), in conjunction with the various social partners, agree that there must be a link between the system of apprenticeship and the various advisory services concerning vocational guidance, which are being developed in Greece over recent years, as part of the official educational system and the multiform processes of continuing training. Almost all of the interviewees agree that it is possible to achieve a significant improvement on that matter in the near future.

### **5.9.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers**

All of the interviewees maintain that the (non-) participation of social partners, professional organisations, chambers and institutions is the most important problem connected with the function and operation of the apprenticeship system. The social partners (chambers, unions, professional organisations etc.) do not participate in any phase of the implementation of the system of apprenticeship. They do not participate in the process of developing the context of the training programmes and methods, in the training of instructors and trainers, in the evaluation of the apprentices etc., even if there is a desire for participation from those organisations. Perhaps the only exception, which is not considered as a generalised practice, is the search for enterprises capable to host apprentices in their second and third year of apprenticeship, by some professional organisations. In addition, a form of indirect participation in the operation of the apprenticeship system is considered to be the participation of social partners (employees, employers) in the administrative council of OAED. However, more and more social organisations and professional unions are starting to create, in an intense rhythm, a proven scientific basis for issues surrounding initial and continuing training. It is certain that in the years to come, the various social organisations will be updated in terms of apprenticeship. The interviewees coming from social partner organisations underline their willingness and capability to participate in the operation of the apprenticeship system. In addition, OAED, which is the public organisation in charge, appears to accept the perspective of an extended participation of the social and professional organisations in the operation of the apprenticeship system.

### **5.9.6. Control of training in enterprises by chambers and control of schools by public authorities**

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The control of training, both in enterprises and in apprenticeship schools, is done by the Greek Manpower Employment Organisation (OAED). Other social, public or private organisations do not participate in the control / quality assurance of training. It is not considered to be, at this particular moment, very important nor has there been any change owing to the fact that more emphasis is placed on other issues, such as the participation of social organisations. However, the interviewees coming from social partner unions and chambers claim that their organisations should play an essential role in the control of training in enterprises.

### **5.9.7. Involvement of enterprises in the financing of the practice part. Public authorities finance the theoretical part**

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Up to now, financing for the Operational Programme of the Ministry of Education (Initial Training and Education) has conducted the system of apprenticeship. Until 1997, European Social Fund (ESF) financing was 75% and it rose to 80% of the total cost between the years 1998-1999. The national financing comes from the resources of the Greek Manpower Employment Organisation (OAED) and not from the state budget. A very interesting element is that the firms that employ trainees are financed up to 80% of the cost for each working position. There is also hesitance, and negative behaviour, from the smaller firms in undertaking larger expenses in relation to apprenticeship. There has not been any sign as to what may happen with the financing for the system of apprenticeship from the Third Communal Programme of Support, an issue that must be finalised by the Summer of 2000. Employers' organisations argue that the enterprises should contribute to the financing of the practical part to the extent that their participation in the management of the apprenticeship system will increase.

### **5.9.8. Training is ensured by qualified staff**

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Education at the Apprenticeship Schools (TVS) of OAED is conducted by the educational personnel of OAED with regard to criteria such as studies, practical and professional experience etc. that are implemented at national level. In contrast, instructors who do not have certified qualifications conduct the practical (on-the-job) training on many occasions. Instructors are usually the executives in the various businesses who do not have any previous educational or pedagogical support. However, many social organisations, in agreement with OAED, suggest the implementation of a system which will determine the content of training in every featured item as well as the minimum requirements of participation of every business in the system of training. In addition, most of the interviewees agree that a more severe system of evaluation of the trainers, as well as a system of continuing training of trainers, both in theory and practice, must be promoted.

### **5.9.9. Validation of skills by exams organised with the participation of experts from the economic sector**

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Although an evaluation system is being implemented through written examinations at the end of each course, there is a concern from the employers' side about the lack of an evaluation system surrounding the skills during the practical training in every business field. Most of the interviewees underline the necessity of a system for the evaluation of the skills that has been acquired by the apprentices in the enterprise, although they agree that it is quite difficult to establish an acceptable and effective one. The professional organisations ask for participation in the evaluation of vocational skill processes with the help of experienced professionals and experts. OEAD seems to accept such a perspective and will make the relevant changes regarding the validation of skills procedures.

### **5.9.10. A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. Enterprise is responsible for recruiting its apprentices**

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Facilitation is not being implemented to a large degree for people with special needs. Some interviewees (mainly from the social organisations' side) believe that a satisfactory conclusion of the matter is related to the nature, as well as to the necessary technical equipment, of each featured item of apprenticeship. However, there is a belief, mainly by OAED, that in the years to come there will be progress in the preconditions and facilitation for people with special needs as well for very gifted people.

### **5.9.11. Integration of apprenticeship in the national systems of training**

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The system of apprenticeship in Greece attracts young people who complete compulsory education and are not able, or do not wish, to continue in High School or in the Technical Vocational Schools ('A' cycle) of the Ministry of Education. People who graduate from OAED Apprenticeship Schools have little opportunities to further their studies (therefore to develop their work position). In accordance to recent legislation, graduates can further their studies at the Technical Vocational Schools ('B' cycle - period of one year) of the Ministry of Education and after can continue (under certain conditions) at the Technological Training Educational Institutes (tertiary - non-university education). Almost all of the interviewees argue that recent development improve the position of apprenticeship within the overall Greek system of training. However, OAED apprenticeship is still considered to be inferior compared with the technical and vocational schools' model of training. Employers and employees ask for more distinct measurements leading to the complete integration of apprenticeship in the national system of training (e.g. opportunities for further training after the end of apprenticeship period).

## General Notes regarding the operation of the Apprenticeship Training System in Greece

The main remarks made by the people and organisations that were asked are:

The foremost problem that is linked to the implementation of the system of apprenticeship in Greece is the small number of people to whom the system is addressed in contrast to the people who graduate from compulsory education. This is owing to the lack of an effective system of information as well as to various functional difficulties at the Greek Manpower Employment Organisation (OAED), which implements the whole system. However, all the people that were asked are in favour of a more diverse system of apprenticeship, which they consider to be a more productive kind of connection between knowledge and the needs of production.

The absence of a unified system of initial and continuing vocational training creates confusion in the organisations involved, in the training programmes and in the educational methods.

As evaluated by the Economic and Social Committee (which has made a synthesis of the opinions of the social partners concerning the issue of training), "the planning and development of the training policies in Greece are not determined always by the real needs of the labour market [ ... ], but from the financing by the European Union". In addition, the conjunction between the institutions that monitor the labour market and the organisations surrounding the planning of training is tenuous.

The debasing of technical and vocational education, which is an old problem for the Greek economy and society. This reality leads the studies (and the people associated with the degrees of those studies) of technical / vocational direction, to be considered as an education and training of lower level, in conjunction with the studies that lead to the university level. The result is that young people predict the beginning of their technical and professional training not because they want to learn the practice of a particular profession, but mainly because they cannot continue at High School level which eventually leads to university level.

The role of the social organisations is restricted to express opinions without having any essential participation in the development and implementation of policies of training and particularly apprenticeship. There is an essential lack of information especially in smaller businesses for the operation, the needs and the capabilities of the system of apprenticeship.

Professional guidance is limited to minimal training hours in the programmes of apprenticeship. No essential advisory services are provided to the apprentices. The implementation of practical training does not provide the necessary scientific basis of preparation, assessment of the characteristics of every field of study, schedule of the educational program, insurance of needed educational means and finally the qualified educational personnel. There are not the necessary links between initial and continuing training (in terms of educational programs, organisations and authorities involved, degrees, validation processes etc.), as well as the links between the apprenticeship and the various employment policies and measures.

The majority of the people who had been asked, believe that the implementation of the system of apprenticeship in Greece consists of some positive elements:

- A larger percentage of reinstatement, in terms of employment, in relation to other systems of initial training.
- Utilisation of the work experience of the students.
- Specialisation with demand in the national and local labour markets.
- Efficient control of implementation of the system.
- Satisfactory Apprenticeship Contract
- Attempts to respond to the changing productive environment.

According to the people who were asked, the above mentioned elements should contribute to the improvement and upgrading of the apprenticeship training system in Greece, as well as to the rise of its importance in the near future.

## Conclusions and Summary

The interviewees agree that UEAPME's criteria on the quality of apprenticeship are very important in principle (independently of the degree of their adoption in Greece). All the interviewees acknowledge the significance of UEAPME's criteria and accept that their complete application should lead to a great improvement in the Greek apprenticeship system. Although the current situation in Greece is characterised by a deficient application of some important criteria (criteria n°s: 4,5,6,7,10,11), most of the interviewees agree that in the near future significant positive changes will be realised. Partially, they debate that the participation of several social and professional organisations in the management as well as the operation (evaluation, control, financing, training of trainers etc.) of the apprenticeship system will be extended. In addition, there is the belief that the process of integration of apprenticeship in the national system of initial training will make an essential advance due to recent legislative developments.

## Interviews

- 1 Dimitrios Konstantopoulos, Director of Apprenticeship - The Greek Manpower Employment Organisation (OAED)
- 2 Konstantinos Kontzopoulos, Direction of Apprenticeship - OAED
- 3 Elisabet Dimopoulou Direction of Apprenticeship - OAED
- 4 Dimitrios Somakis Direction of Training - OAED
- 5 Natasa Sakka Direction of Training - OAED
- 6 Katerina Tsakmaki Director of Training - Chamber of Crafts and Small Bushiness of Athens
- 7 Vasilis Papadogamvros Director of Training, Vocational Training Centre of the Institute of Labour - The Greek General Confederation of Labour
- 8 Konstantinos Dimoulas Consultant of the Institute of Labour - The Greek General Confederation of Labour
- 9 George Motsos General Secretary of The Greek Confederation of Small and Medium Sized Enterprises (GSEVEE)
- 10 Stergios Vasiliou Head of the Documentation Office of The Greek Confederation of Small and Medium Sized Enterprises (GSEVEE)

11 Gerasimos Sourbis Consultant of the Vocational Training Centre  
– The Greek Confederation of Small and Medium Sized Enterprises

12 Thanasis Markou Representative of The Association of Greek Industries

13 Apostolos Rizakos Director of Training of Vocational Training Centre of The Greek Confederation of Trade

In addition, the Ministry of Education provided us information concerning the operation of the initial training system in Greece. Additional interviews have taken place with four (4) employers who employ apprentices as well as with ten (10) apprentices.

## **5.10 ACCEPTABILITY AND DEVELOPMENT IN IRELAND**

EAMON FRENCH

The following are the names of the people who contributed to this part of the report:

- Mr. Pat A Houlihan, Assistant Principle in the Employment and Training Strategy Unit, Department of Enterprise, Trade and Employment.
- Ms Alice Prendergast, President of the Teacher's Union of Ireland, 1997-99. Member of the Board of FÁS and member of the National Apprenticeship Advisory Committee of the Standards Based Apprenticeship.
- Mr. Pat Delaney, Director of the Small Firms Association
- Mr. John Madden, Hotel Proprietor, Member of the Irish Hotel Federation and the industrial representative on the National Tourism Certification Board.
- Mr. Frank O'Malley, Branch Secretary of the Hotel, Restaurants and Catering Branch of the Services Industrial Professional and Technical Union (SIPTU), Member of the Council of CERT and the National Tourism Certification Board.
- Mr. Finn Lawless, Assistant General Secretary of the Technical Engineering and Electrical Union and the representative of the Irish Congress of Trade Unions, on the National Craft Certificate Committee of the Standards Based Apprenticeship.
- Mr. Peter McCabe, Director, Training, Safety and Environmental Services of the Construction Industry Federation. Member of the National Apprenticeship Advisory Committee of the Standards Based Apprenticeship.

### **Summary**

It is apparent from the comments of the contributors that there is a large degree of acceptance by them of the UEAPME criteria, but there are also important areas of disagreement.

Criterion 1: In Ireland, training in practical skills off-the-job is a feature of both the FÁS and CERT models. In the case of the Standards Based System, the integration of practical skills training with theory off-the-job, is a fundamental principle of the system.

The responses of the national representatives show that they favour a continuation of this approach. In the case of criterion No 6, - who controls the training that takes place in the enterprises, half of the contributors from the unions and employers want some supervisory role here for the public bodies, as is case in the FÁS and CERT models. For criterion no. 7 - financing, there is a clear preference for financing the whole system through some form of joint funding. Validation of skills (no.9) is another area where there is some difference from the UEAPME approach. Both the Irish models use a number of assessments spread throughout the apprenticeship to validate the skills, including at the end of training, In regard to the recruitment of apprentices (No. 10) there is a clear division between the position of employers and unions with the unions strongly favouring some supervision/control on the part of the public authorities. One other general difference in relation to Ireland is the fact that the chambers of commerce do not play any role in the training of apprentices but rather it is the employer bodies and trade associations, and the indications are that this will remain the case in the future. The rest of the criteria are very acceptable to the national representatives, with some resistance to the concept of the master craftsman.

### **5.10.1. Training in two places.**

There is acceptance of training in two places but there is also acceptance that the training off-the-job should include, where appropriate, practical training along with theory.

One point made by the Unions is that a large amount of the enterprises providing apprenticeship training are too specialised in the type of work they carry out. In these cases apprentices would not be sufficiently skilled at the end of their apprenticeship to move to another employer. They think it is important therefore that a large amount of time is spent in off-the-job training, in both practical skills and theory.

### **5.10.2. Apprenticeship contract as a legal basis**

There is acceptance of the main criterion, though all employers would not find it acceptable to include social conditions in the contract.

### **5.10.3. Fixed standards for content of theory and practice**

This criterion is accepted by all of the contributors and is part of the Irish models

### **5.10.4. Guidance and adaptation of training content and methods in relation to technological change**

This is accepted by all the contributors and is a feature of both the standards based apprenticeship model and the Cert model.

### **5.10.5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers.**

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The social partners in Ireland in the form of government departments, employer bodies/associations; and unions already play a significant role in the organisation of apprenticeship training and there is agreement that this should continue. The chambers of commerce are not involved in apprenticeship training in Ireland. In a recent development the Government announced the introduction of a new Training Networks Programme on a pilot basis. This new training initiative has been launched in 1999 and has initial funding of £3 million per annum for a three-year period. This approach to vocational training is aimed at people already in employment. A new company has been established, Skillnets Ltd, to provide a structure within which the programme will operate. The Board of the company is comprised of representatives of the Department of Enterprise, Trade and Employment, Business/Employer Organisations and the Irish Congress of Trade Unions.

Key elements of this new approach to training are:

- An employer led structure to oversee the programme,
- Groups of enterprises will establish training networks to develop strategic answers to their training needs,
- The training networks can be any group of enterprises provided they have a strategic and long-term interest to pursue in relation to the development of human resources.
- The areas of common interest may be sectional, geographic, or focused on specific human resource development needs e.g. management, technician level, operatives etc.
- A typical training programme is expected to be of 1 to 2 years' duration and can be, on-the-job, off-the-job or any combination of both.

### **5.10.6. Control of training in enterprises by chambers and control of schools by public authorities**

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This criterion does not have general acceptability in Ireland. Both the unions and employers agree that there should be some input/supervision by public bodies like FÁS and CERT in to the training that takes place in the enterprises.

### **5.10.7. Involvement of enterprises in the financing of the practical part.**

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The theoretical part is done by public financing  
The social partners in Ireland are in favour of vocational education and training being financed on a joint funding basis. The Department of Enterprise, Trade, and Employment point out that funding of apprenticeship in Ireland is by both the private and public sector contributing to the funding of the entire system. It states that the government has recently announced, and is in the process of establishing, a new national training fund to which

industry will contribute and this fund will finance a wide range of vocational training. Employers would like to see financial support for small and medium sized enterprises that provide on-the-job training in order to encourage them to recruit apprentices. Unions are in favour of greater involvement of employers in financing the training but favour this happening under a system of partnership between the public and private sectors. In conjunction with the introduction of the National Training Fund, both the current Apprenticeship Training Levy and the Industrial Training Levy which are paid directly to FÁS are being abolished. These levies amounted to a total of approximately 5.8 million IEP in 1998, (Source: FÁS annual report 1998). To finance the fund, 0.7% of most employer's total Pay Related Social Insurance, (PRSI) payments will go into the fund. The Minister of Finance has estimated that this will raise 120 million IEP in a full year.

### **5.10.8. The training is ensured by qualified staff**

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The representatives largely accept this criterion. But in regard to training on-the-job, an employer's view is that it is more important that the conditions in the enterprise are such as to allow the apprentice to be trained in the relevant skills. Some employers do not see the title of master craftsman as being relevant in Ireland.

### **5.10.9. Validation of skills by exams organised with the participation of experts from the economic sector**

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There is acceptance of the need to involve the economic sector in validating skills. It is in the method used that Ireland would differ from the UEAPME criterion. Both Irish models of apprenticeship use a combination of on-the-job assessment, in-course assessment and end of training assessment to validate the knowledge and skills attained. This approach has been adopted with the agreement of the social partners.

### **5.10.10. A range of training which is accessible for people with apprenticeship difficulties as well as for very gifted people. The enterprise is responsible for recruiting its apprentices**

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There are two criteria mentioned here. There is acceptance of the first part i.e. range of training. Employers are in favour of pre-apprenticeship courses for women and disadvantaged people in order to encourage them to take up apprenticeships. They are also in favour of accreditation of prior learning in order to facilitate the entry of adults into the craft occupations. Ireland is moving in the direction of this criterion and an example of this is the Traineeship programme that began in 1995. The Traineeship Programme is an alternance type training programme that was initiated arising from discussions with the Department of Enterprise, Trade and Employment in the context of the Operational Programme for Human Resource Development 1994-99. The Traineeship Programme has been developed to relate the provision of initial training for young labour market entrants and unemployed persons

more finely to labour skills and needs, and to deepen the involvement of employers in the design and delivery of this provision. The White Paper on Human Resources Development (1997), which was published by the Minister for Enterprise, Trade and Employment, stated: "... the government has decided that, over the next 3-4 years, the National Traineeship Programme will be developed as the primary vocational skills and pre-labour market entry programme for young labour market entrants. The ultimate objective is that the National Traineeship Programme will provide an option for all young people who seek to enter the labour market after secondary schooling. ....".

While the numbers of apprentices within the Standards Based System is increasing, it is the Traineeships Programme that is extending into the non-craft occupational areas, e.g. electronics, industrial automation, retail butcher, teleservices, internet services. In 1999 there were approximately 1000 trainees on Traineeship Programmes run in 46 Occupations. (Source: FÁS)

The framework for each of the Traineeships is agreed between FÁS and industry, i.e. national industry/trade associations or group of companies. At present the duration of the Traineeships vary from 9 months to 2 years, depending on the scope of the curriculum, the skill requirements of the occupation and the entry level of the trainee. The duration of the off-the-job training also varies considerably at present, under the different approaches being tested. Traineeship participants are deemed to be FÁS Trainees for the duration of the Traineeship and receive a FÁS training allowance. Host companies are under no obligation to employ trainees on completion of the Traineeship.

Graduates receive a national certificate if they pass a practical and theoretical examination at the end of their training. FÁS reports that in 1999, 50% of Traineeships had the involvement of national industrial associations in the steering group, with the rest being local sectional industrial groups, 50% of the Trainees were female, 12.5% of trainees were long term unemployed and 33% of trainees had less than Leaving Certificate qualifications

FÁS points out that while it has responsibility for the Traineeship Programme on behalf of the government, it is a national programme. Developments in the area of Traineeships include: Discussions between FÁS and other government agencies, i.e. CERT and Teagasc, the Agricultural and Food Development Authority, on the extension of the Traineeships into their areas.

The decision to have a minimum of 9 months duration on all Traineeships programmes.

Enterprise is responsible for recruitment of apprentices:

The employers are in agreement with this but the unions are of the view that public bodies should have a role. The unions point out that minority interest such as disadvantaged, disabled and women do not fair well in open market recruitment. They also think that it important that there is supervision by public bodies to ensure that apprentices are allowed finish their apprenticeship. Ireland is moving in the direction of this criterion and it is a condition of access to the standards based apprenticeship.

### **5.10.11. Integration of apprenticeship in the national systems of training.**

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All parties accept this criterion. In relation to this, the Department of Enterprise, Trade and Employment state that Ireland is committed to developing its educational and training systems to meet this criterion and has recently set up the National Qualification Authority, which has integration as one of its main objectives. Employers are not in total agreement with the concept of master craftsmen. The National Qualification Authority of Ireland (NQA), will co-ordinate under one framework, all the educational and training qualifications issued by the numerous institutions in the state, including FÁS and CERT. The universities are not included, but are expected to co-operate with the new Authority. The NQA will function as an 'overarching body' and will have as its aim "the establishment and maintenance of a framework of qualifications for the development, recognition, and award of qualifications in the State based on standards of knowledge skill and competence to be acquired by the learners".

This framework will include the provision of access, transfer and progression for learners within that framework. The NQA will oversee the work of two other institutions that will also be established, i.e. the Further Education and Training Awards Council and the Higher Education and Training Awards Council. Apprenticeship certification will come under the authority of one these institutions.

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### **Conclusions**

In the Standards Based Apprenticeship, Ireland already has an apprenticeship model that conforms very closely to the UEAPME Benchmarking Criteria. The European Social Fund's 'Evaluation Report on Apprenticeship and Traineeship' concluded that both employers and participants are very satisfied with the system.

There is no evidence, at present, that the system will extend towards less traditional sectors of employment, in particular the new occupations in information technology, manufacturing or services. Factors working against this happening are:

- The 4 years duration of the current apprenticeships (under review)
- The relative expensive nature of this type of apprenticeship training
- The lengthy process involved in bringing new trades in to the system.

The CERT model also already conforms to the majority of the eleven criteria. Though the numbers in the system are not large and participants on the programmes are trainees of CERT rather than employees of an enterprise.

The formation of the National Qualification Authority will move all the models of apprenticeship type training in the direction of the benchmark criteria by integrating apprenticeship training into the national systems of education and training.

The evidence indicates that over the next five years the Traineeship programme is likely to be the model used to extend alternance type

training into the non-craft occupations. The extension of the Traineeship model is likely to lead to development towards the first part of the criteria No. 10, i.e. a range of training which is accessible for people with apprenticeship difficulties as well as very gifted people. Master craftsmen is an area where Ireland is at present not meeting the benchmarking criteria. While CERT is in the process of introducing the requirement that on-the-job trainers must have Training of Trainers qualifications, there is at present no national standard for the training of on-the-job trainers or master craftsmen. This will require the identification and agreement, by the social partners, of national standards for this area and the development of a national system of training and certification. This could be developed under the direction of the National Qualification Authority. FÁS reports that it is currently developing a policy for master craftsmen and training of trainers, in relation to the Standards Based System.

## **5.11 ACCEPTABILITY AND DEVELOPMENT IN ITALY**

MICHELA STASIO

### **5.11.1. Training in two places**

This criterion is accepted. The first law on apprenticeship, in 1955, already established that apprenticeship should be composed of work and theoretical training, and that the theoretical training has to be complementary to the work. Nevertheless, the law had been put partially into operation only for Fifties and Sixties. Then, it was not put into operation until 1997, with the reform of apprenticeship. This reform is based on the Agreement for Labour, made by the Government and the sectoral organisations in 1996. At present, the apprentice must attend out-of-company training for at least 120 hours per year. In Italy it should be noted that the public authority concerned with vocational training is the region, while the State maintains competence concerning determination of the general objectives, co-ordination, and relationships with the European Union. Total cover: As the reform is very recent, it has not been put completely into operation. It is necessary to make other laws, to get more financial resources, and to build a system of administrative organisation. According to experts, it is foreseen that in the year 2000, 25% of the request of out-of-company training will be satisfied. Probably, it will be possible to reach total cover in 4-5 years.

#### **Extension of the duration of out-of-company training**

The unions hope that there will be another reform to extend the duration of out-of-company training, at least for apprentices aged from 15 to 17 years. According to law, this group has to complete the educational pathway. It is a group composed of school-leavers with low level qualifications, which need to acquire more skills.

Employers' organisations do not completely agree. They think that the education system must give the basic skills (such as linguistic or mathematical skills) to young people, while apprenticeship must give professional skills. All the sectoral organisations and the Department of Employment itself think that it is important to improve the quality of professional training, according to the characteristics of the different sectors. The debate will continue. Regional Governments and national Governments have signed an agreement on out-of-company training for apprentices aged between 15 and 17 years old: out-of-company training could have a duration of 240 hours per year, at least. Part of this training (120 hours) will concern basic and "transverse" content. A reform law may be approved.

### **5.11.2. Apprenticeship contracts as a legal basis**

This criterion is totally accepted. Apprenticeship is regulated by a contract. In the contract the following are defined: Qualification; duration; characteristics of the work; characteristics of out-of-company training; salary; insurance against accidents; holidays and leaves; maternity period; rights and duties of the apprentice; rights and duties of the employer. No changes to this criteria in Italy

### **5.11.3. Fixed Standards for Content of Practice and Theory**

This criterion is accepted. According to law, at national level (the Department of Employment) must fix standards for content, i.e. the objectives of the training and the relative content fields. This determination must be made in partnership between the Government and the sectoral organisations. The particular content must be fixed at regional and local level, according to professional needs and apprentices' professional roles. In fact, every area has specific needs and economic characteristics, so it is impossible to determine each particular content at national level. Part of the standards was already fixed in 1998, concerning "transverse" contents. At present, the Commission for professional content is working on this. The members of the Commission represent the Department of Labour, the Department of Education, the Regions, the Unions and the business organisations. We cannot state how much time the Commission needs to determine professional content, but surely it will conclude quickly (in less than 2 years). In fact, the definition is essential in order to programme out-of-company training.

### **5.11.4. Guidance and Adaptation of Training in Relation to technological and economic Progress**

This criterion is accepted. Everyone knows that adaptation of content and methods to technological and economic progress is fundamental for vocational training and for apprenticeship. However, in Italy there is no organised system to check the professional needs periodically. Probably, in 3-4 years, Italy will organise a system to check professional needs.

During the last few years, the Chambers of Commerce and the sectoral organisations have conducted some important studies at national level, so a framework is being defined including the bases for a system of analysis of professional and economic needs. In Italy, a reform of Labour Services is in progress. One of its objectives will be to create a system of periodic checks at national and local level. The following points are essential: a common methodology, an informative system, and a system of comparison organised at national level. In fact, the objective must be adapted at national level while the particular contents, established at local level, must respect the national objectives.

All the institutions involved (public institutions and sectoral organisations) are concerned with determining needs, in order to improve the quality of professional content. It is probable that the partnership will be strategic in organising an efficient system.

#### **5.11.5. Role of Chambers, Organisations and Institutions:**

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The Regional Government (not the Department of Employment) is the authority concerned for the organisation of the training. In Italy there are six big national experimental projects concerning training for the apprentices. The sectoral organisations have gained a role in organising training (individuating the apprentices, contributing to the selection of training centres and to definition of professional contents). There is a common consensus that the organisation and management of training concerns the Regional Government. However, the sectoral organisations must have an important role, also in the future, in defining the system, at national and local level. That is contributing to the definition of the objectives and the content, to the individuation of professional needs, to the diffusion of information, to the discussion on some organisational aspects (e.g. the maximum distance of the centre from the enterprise).

#### **5.11.6. Control of Training:**

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This criterion is only partially applied. Only the company is responsible for in-company training and there is no system of external check, apart from inspections by the Department of Employment (regarding health assurance, conditions of labour, attendance of training). Every Regional Government, responsible for out-of-company training, can organise some checks in the centres and choose the methods and the tasks. No control on in-company training done by an external authority will be established. The sectoral organisations can decide to make some checks on the quality of training.

Regional Government will be responsible for checks on out-of-company training. It is important to determine professional standards, to carry out an efficient monitoring and evaluation of the training. When a new law about the qualification of the centres is ready, there will be an initial control on the quality of the centres themselves (structures, equipment, qualified staff, experience)

#### **5.11.7. Involvement of Enterprises and Public concerning financing:**

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This is applied. In Italy, public resources (national, European and regional) finance out-of-company training. Regional Government decides to allocate a stock of resources on apprenticeship and decides the criteria necessary for assigning resources to the centres. The enterprise pays the entire salary, but not pension contributions. There are no changes to this criterion in Italy.

#### **5.11.8. Training ensured by qualified staff:**

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This is partially applied. In Italy, there are no national standards for trainers, while there is a specific qualification for schoolteachers. At national level, there is only the National Contract of the Sector. The Contract defines professional requirements and relative skills. The Contract is an important base, but it is not a national law. Some Regions have established some criteria for the selection of the trainers, for instance, examination or determination of professional access requirements. The Department of Employment has recently determined the characteristics of in-company tutors, after a long discussion with sectoral organisations. He/she has to be a qualified employee, engaged in the same field as the apprentice. He must have the same or superior qualifications to the one obtained by the apprentice at the end of his training. If it is possible, the tutor should have worked for 3 years, at least, in the enterprise. The tutor's role and skills are to orient and support the apprentice and to assure a link between work and out-of-company training. The tutor must attend a period of training of at least 8 hours to understand his role and the requested skills. There is a general opinion that it is important to have national standards for trainers, but none can state when this kind of reform will put into operation, and, above all, the methods and the content of such a reform.

There are two kinds of problem:

Regional Government is the authority concerned with vocational training, indeed, also with the definition of trainers' requirements;

It is difficult to determine the exact skills requested to the trainers involved in teaching professional content. This is caused by the extremely varied nature of so many professional roles and relative skills.

#### **5.11.9. Validation of Skills with Participation of Specialists:**

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Validation of the skills is a very complicated subject, not only in the field of apprenticeship, but also for all education and vocational training. The law on apprenticeship establishes that the apprentice will receive a certification of the skills for out-of-company training from his/her training centre, while he/she receives a simple "declaration" for in-company training from the employer. There is extensive debate. Some Regions are preparing a model for validation. At present, the Department of Employment must determine the criteria for validation in order to serve all kinds of vocational training. The Department of Employment and the Department of Education agree that is important to establish

common basic criteria to make the different kinds of validation comparable at national and European level. However, it is necessary to respect the competence of the Regional Governments regarding vocational training. Regional Government and National Government have signed an agreement on validation of the skills, to make validation of vocational training homogeneous in the national and European area. Indeed, we are waiting for a new law concerning basic criteria of validation.

#### **5.11.10. Range of Training accessible for gifted people and those with difficulties. Enterprise is responsible for recruiting its apprentices:**

This criterion is accepted. Traditionally, in Italy, apprenticeship has always been intended for school leavers with low level qualifications, often belonging to lower social classes. In fact, the 1955 law established the age limits as 14 and 20 years old. At present, the general situation as regards young people has changed. There is a much higher level of education, in fact, a wide majority of adolescents attend high school and get a diploma. Thus, also the target group has changed and many qualified young people (that are young people who have obtained high school diplomas) can become apprentices. Within the specified age limits, graduates can also become apprentices. However, some reserves exist regarding the inclusion of every category, including university graduates, to apprenticeship as a training pathway. Probably, laws about "on/off-the-job" training and apprenticeship will be soon specified, and a specific contract for young people aged over 25 years old will be defined.

#### **5.11.11. Integration of Apprenticeship**

This is accepted. The 1997 law established that the validated skills, acquired during apprenticeship, could be used in the integrated education system. That is every school, university or training centre can decide to "credit" to apprentices skills as a part of further training or education. In Italy there is no "credit" system, but there are some important laws (regarding education and university) that establish credits. At present, every school can decide to give a credit to a student for his skills (that he has acquired by studying, working, doing sports, and so on). Moreover, the 1999 law has made apprenticeship equivalent to education and vocational training, in order to complete the educational pathway.

In Italy there is no organised system of continuing training, but there are a lot of training activities for adults in general, unemployed people, workers, managers, technicians and so on. Thus, it can be considered that apprenticeship is both one of the opportunities of training for adults and the first step of continuous learning. There is a political debate about putting integration into operation, above all regarding:

- 1) Out-of-company training duration for apprentices between 15 and 17 years old. The Department of Employment and the unions prefer to extend the duration from 120 hours to 240 hours;
- 2) Integration with higher education: it is necessary establish which

levels of education a young person without a high school diploma can attend after apprenticeship. The Department of Employment is already preparing a law on integration. To put integration into operation it is necessary to allocate more resources and to determine the methods of the validation, for apprenticeship and for every educational pathway.

#### **The UEAPME Criteria in Italy - Summary**

In Italy, these criteria are partially accepted. The law and the employers/workers organisations have completely accepted, for instance, that the contract must be the legal basis, or that the apprenticeship is based on "training into two places". Nevertheless, there are some doubts concerning financing, in particular on the involvement of the enterprises. Probably, national criteria for the recruiting of the trainers will not be fixed, because this is considered a Regional Government responsibility.

Some criteria (for instance, the fourth and the fifth) are accepted, but it is not realistic to foresee the realisation of a monitoring and guidance system extended throughout the national area. The firms do not accept any control on their work by public authorities. Perhaps it is possible to have monitoring organised by employers' organisations. Indeed, there is a general good acceptance of the criteria, with some important differentiation.

#### **Interviews**

Armando Occhpinti, National Confederation of Small and Medium Sized Industries (CONFAPI), Director of Industrial Relations, Rome  
Paolo Inghilesi, National General Confederation of Labour (CGIL), Director of Federation for Education, Vocational Training and Research, Rome,

Pietro Gelardi, Italian Confederation of Trade Unions (CISL), Director Responsible for Education and Vocational Training, Rome  
Giovanna De Lucia, Italian Confederation of Craft Companies (CONFARTIGIANATO) Responsible for Labour Vocational Training, Rome  
Fiorina Ludovisi, Italian Confederation of Industries (CONFINDUSTRIA), Officer in the Area for Education, Vocational Training and Research, Rome

Sandra D'Agostino, Researcher at the Public Institute for Vocational Training (ISFOL, of the Department of Labour), Rome

## **5.12 ACCEPTABILITY AND DEVELOPMENT IN LUXEMBOURG**

MARC ANT

With regard to the situation concerning the benchmarking criteria, it can also be clearly stated that in the Grand-Duchy of Luxembourg, the apprenticeship system corresponds, at least from the legal point of view, entirely to those set up by UEAPME. As we have underlined in part one, the three existing different apprenticeship models CATP, CITP and CCM correspond to the criteria, as :

- they are being organised as training in two places, as in most cases pupils follow at the same time their education in school and their training within a company;
- the relationship between the apprentice and the employer is regulated by an apprenticeship contract;
- the standards for theory and practice are fixed on the basis of predefined curricula;
- these curricula are regularly updated and even new ones are created in order to respond to the changing needs of the economy;
- the overall responsibility concerning apprenticeship is ensured both by the Ministry of National Education, Vocational Training and Sports, as well as the different employer's and employee's chambers;
- the same is true for the controlling of apprenticeship, as apprenticeship counsellors, working under the auspices of the Ministry and the chambers are in direct contact with the companies and the apprentices in order to ensure the respect of regulations and the maintenance of a general quality standards;
- companies pay their apprentices the salary foreseen by the legal dispositions and the Ministry, via the technical schools, is financing the educational part;
- apprentices can only be trained by staff, which is qualified as for instance in the craft's sector, one must be in the possession of a master title in order to be able to train apprentices;
- the validation of skills clearly involves representatives from the concerned economic sectors;
- as the apprenticeship system is subdivided into three parts, especially CIP and CCM are foreseen for pupils with learning difficulties, also pathways to higher level systems are possible, although hardly used;
- apprenticeship is not only an integral part of the national education system, but one of its main components.

In that sense, for the Grand-Duchy of Luxembourg, it is not a question of whether the country accepts these benchmarking criteria or whether there is a tendency towards these, but simply the apprenticeship system within the Grand-Duchy of Luxembourg is constructed in such a way that these criteria are respected beforehand. Even more, as we have shown in the previous section, for each of these criteria, a legal basis exists with precise indications concerning the practical implementation of the apprenticeship system (especially the regulation of 1945). However, three restrictions must be made. First of all, although there is a legal basis for each one of these criteria, from the practical point of view, they are not always applied in the strictest sense possible. It can be assumed that the Grand-Duchy of Luxembourg does not necessarily make available all the means in order to implement these criteria on a daily basis – and this for political reasons. Furthermore, it can be assumed that a strict implementation of these regulations would imply a rather strong opposition from the side of the schools.

Second, although these criteria exist, it must be seen to what extent their application is based on high quality standards. As for example,

although the training for the degree of a master craftsman includes pedagogical training in order to prepare them for the future task of a trainer for apprentices, this training surely needs to be improved. Also, this does not necessarily mean that the apprentices are following high quality training within the company. On the other side, many efforts are undertaken to increase the quality of apprenticeship on all levels, but especially the parts undertaken within the companies. Third, there is a clear tendency on the side of the companies to support apprenticeship, which is fully organised in schools – rather than the one, which is organised in a dual way. This is certainly due to the fact that companies wish to concentrate on their core business and expect that the schools provide more or less fully trained apprentices. Thus, in order to improve the application of the criteria on a practical level, one would need, as the representative of the Chamber of Labour expresses it, a whole lot of political courage. However, on the side of the overall national education system, there is also a tendency to implement more and more alternance-based education and training systems, with all kinds of practice periods on all kinds of levels. But here, we cannot only consider apprenticeship as a dual system. The tendency is clearly to establish further links between schools and companies in order to facilitate the transition from school to working life. One of the ways to achieve this goal is certainly to foresee more and more practice periods within companies during school education. But, further to these considerations, the establishment of such criteria must not only be seen from a national perspective, but also within a European context. As the Grand-Duchy of Luxembourg is confronted with an intense labour shortage, a very large percentage must be "imported" almost on a daily basis. As matter of fact, 30 % of the total population is foreign and out of 223.824 employed persons, 80.000 do cross the borders everyday from Germany, France and Belgium in order to work in Luxembourg. So, due to this situation, for many companies, while they recruit new collaborators, it is very difficult to recognise all the different educational pathways and diplomas, which the different candidates present. But as on the other side, it is probably unthinkable that on a European level, we will ever go into the direction of a harmonisation of the different education systems, the establishment of such transnational criteria is a step in the right direction. At least, their generalisation would have as an effect that company managers can rely better on the indications delivered by such diplomas. Furthermore, we also think that the introduction of such criteria on a European basis by an European body could have as an effect the creation of an European alternative of national apprenticeship systems. Indeed, due to the restrictions imposed by subsidiarity in educational matters, it should be possible that the European Commission develops new apprenticeship pathways, which are not interfering directly with the national systems, but which would represent a different model with a strong transnational component. In that sense, the newly launched European pathways for apprenticeship, in their original setting, represented a move in that direction. But, unfortunately, the European Commission did not persevere in its original idea so that the outcomes are rather limited: these pathways are nothing more than the documentation of transnational exchange programmes and have only a limited added value, if any at all. So, it

can be concluded that at least from the theoretical or legal point of view, Luxembourg fully complies with the benchmarking criteria defined by UEAPME with regard to its three models of apprenticeship CATP, CITP and CCM. However, it must be acknowledged that these criteria are not always being fully applied, for either practical or political reasons. As the apprenticeship system is based and governed on a tripartite basis, it is clear that the outcomes are also always the result of negotiations and arrangements for the benefit of all partners. Furthermore, it is questionable whether these criteria are being fully applied from the qualitative point of view. Although control and monitoring mechanisms exist, in many cases, the quality of in-company training is insufficient and apprentices are too often considered as cheap labour rather than young persons in which the company wishes to invest on a long-term basis. In that sense, it is difficult to predict the future of apprenticeship, but in any case, this future can only be satisfactory if it will be possible to ensure high quality education and training. Apprenticeship must directly correspond to the needs expressed by the economy and its curricula must be based on high quality pedagogical standards. But here, Luxembourg still has an enormous gap to fill, as there are hardly any institutions active in this field. If apprenticeship should remain attractive, then the quality of its teaching and training must constantly and systematically be revised and updated. Otherwise, the companies will lose their interest in apprenticeship and hire more and more highly qualified persons for so-called low skills functions.

The author would like to thank the following persons for their oral or written contributions to this analysis:

- Aly Schroder, Directeur à la formation professionnelle, Ministère de l'Education Nationale, de la Formation Professionnelle et des Sports;
- Ted Mathgen, Directeur-adjoint, and M. Paul Krier, attaché, Chambre des Métiers;
- Fernand Speltz, Conseiller, Chambre de Travail

## **5.13** ACCEPTABILITY AND DEVELOPMENT IN THE NETHERLANDS

WILL SEIGNETTE

### **Names of interviewed people**

Mr. Louis Rutten, Labour Union Federatie Nederlandse Vakvereniging, Woerden.

Mr. Roel Ender, Ministry of Education, Directie BVE, Zoetermeer.

Mr. Justus de Hooge, National organisation of schools for vocational training BVE-Raad, De Bilt.

Mr. Kees Hoogendijk, Employers organisation MKB-Nederland, Delft

### **Acceptability of UEAPME criteria**

As far as policy is concerned there is not much difference between the employers' organisations, the labour unions and the government. This consensus is laid down in a letter of intent called Hoofdlijnenaccord Versterking Werkend Leren. The different parties are unanimous in the conviction that learning by working as a means of vocational training is the best form of vocational education. Where UEAPME speaks of apprenticeship as a form of working and learning the Dutch parties consider this the best form for all sorts of vocational education. The new law is based on this conviction and has made employers' organisations and trade unions responsible partners in the organisation and execution of vocational training. The benefits of the apprenticeship scheme have been broadened to all forms of vocational training on levels 1 to 4. In that sense, The Netherlands fully accepts the main idea behind the benchmarking criteria of UEAPME.

### **Direction of development**

In the Netherlands, a development can be seen towards the benchmarking criteria. The contribution of the companies is increasing and so is their responsibility. Co-operation between schools and companies is harmonious after a cold start. Schools lost much of their independence since the passing of the last law. This made them hesitant in the new co-operation with companies. This goes in a more extreme way for the co-operation at a national level. National bodies were no longer directed only by employers' organisations and labour unions but also by the national organisation of schools for vocational training. This party had lost responsibility over the content of the programme. Over a short period of time the benefits of national standards became visible for the schools and co-operation is harmonious now. In fact, the concept is so successful that the next step, extending the concept to the higher vocational education, is considered.

### **5.13.1. Training in two places**

Training in two places is fully accepted for vocational programmes levels 1 to 4. In a number of sectors employers co-operate regionally to organise apprenticeship training. The co-operation recruits the apprentices and is responsible for the practical training. The apprentices can work in teams together with tutors and carry out work for the member companies. This form of co-operation is popular in the construction sector. The employers see it as a quality-impulse, but the labour unions are reluctant because they do not participate in the co-operation. The co-operation is strong and demanding partners for the schools who see co-operations as a risk. Co-operation has the practical training organised on a high professional level and they are in favour of taking over the theoretical training and taking full responsibility for the apprenticeship programme.

### **5.13.2. Apprenticeship contracts as a legal basis**

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Contracts are the legal basis for the co-operation of the different parties, which are responsible for apprenticeship training. It is important to note that the school is ultimately responsible for the programme and enters into a contract with the apprentice. The relation with the company is arranged in another contract, a sort of sub-contract. The employers' organisations are of the opinion that the company should be ultimately responsible and that the school should be contracted for its part. All parties see the contract form as the best form of co-operation and they stress that the responsibility of the apprentice can be made clear much more easily. In a number of sectors, companies can receive financial compensation from sector funds for every contract they sign. Sector agreements between employers and trade unions can be based on apprenticeship contracts. Companies with apprenticeship contracts receive tax benefits from the government.

### **5.13.3. Fixed Standards for Content of Practice and Theory**

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This criterion is fulfilled in The Netherlands. The basis of the standards is the qualification structure. This is a coherent structure of qualifications made up of the 22 sector structures. All qualifications are defined within the same format and developed by the national bodies. Qualifications are described in the official document in terms of tasks and characteristics of the labourer. This enables companies to provide adequate form to the practical training but makes it difficult to define the necessary theory. It took some time to work this out. The outcome is that beside the document in which the qualifications are described in terms of performance on-the-job, another document is necessary in which the theoretical and practical goals are laid down. Within the national bodies this has become standard practice, and all three parties united in the national bodies are responsible for the quality of this document. There is strong pressure on the government to give this practise a legal basis. From the advisory committee of the Minister of Education a discussion has started over the way qualifications should be described. The committee suggests a more social approach in which qualifications are more described in terms of competence. The schools welcome this discussion since it gives them an opportunity to reclaim some say over the content of the programme. They find the trade unions on their side who believe qualifications should be less firmly related to professions. The employers' organisations hold on to the qualifications described in terms of performance.

### **5.13.4. Guidance and Adaptation of Training in Relation to technological and economic Progress**

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Technological and economical developments create new qualifications and revise old qualifications. The speed, with which this takes place, for instance in Information Technology, is stunning. This has been acknowledged by the government and

regulated in the new law. The parties responsible for the qualification structure are also responsible for updating, relevancy and completeness of the structure. Every qualification document has a date of expiration to ensure proper maintenance. Most national bodies have established a maintenance and innovation system based on available research and development carried out by sectoral organisations. The initiative of parties to set up another document containing the goals makes maintenance easier. Technological developments can be followed by adaptation of educational goals without changing the formal qualification. The fact that revision of a qualification in the central registration of the Ministry of Education has to be followed by a year of implementation time for the schools means that new qualifications which are detected take up to two years before a school can start a new programme. For a qualification with a programme of four years this means that it takes 6 years before qualified workers for the new qualification become available. This is considered to be too long a period. Trade unions are afraid that the number of qualifications will grow and grow and that qualifications tend to be more specialised than generalised. Employers' organisations stress that the qualification structure should be as flexible as possible and should not be the playground for bureaucrats in educational science. Economic sectors in society should feel mental ownership of the qualification structure is the opinion of the government as well.

### **5.13.5. Role of Chambers, Organisations and Institutions:**

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Chambers of commerce plays no role in the vocational education programmes. The Netherlands has the national bodies where employers' organisations, trade unions and the organisation of schools for vocational training monitor the vocational training system under the supervision of the Ministry of Education. Before the law was passed, the apprenticeship system was legally based on a smaller scale, but the national bodies were also responsible for the quality of practical training. The companies were supported by the national body, which had facilities for guidance of apprentices, training of tutors and practical examinations. Both employers' organisations and trade unions think it is a great loss that these tasks have gone under the responsibility of schools under the new law. The task was given to the schools as a compensation for the loss of freedom of programming. Under the new law the national body is a facilitator for the practical training over a wider field of vocational education. The schools are regional centres of vocational education, which seek co-operation with regional organisations and larger companies in their region. This does not cross lines with national co-operating parties, but is supplementary.

### **5.13.6. Control of Training:**

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As was said under criterion 5, the national bodies were responsible for the quality of the practical training under the former law. Under the new law this responsibility was passed to the schools. As the schools lost responsibility for the content of

the programme it was considered to be a swap on mutual terms. Schools have the idea they have to perform a task for which there is no funding. In many schools the teachers do not have contact with the companies, but with facilitating staff members. This causes many problems and control of training is not efficient and not effective. Companies carry on their task under the new law as they did under the old law and rely on their own expertise in this task, but inspiration is lacking. Employers' organisations and trade unions are dissatisfied with the current situation and should like to see rapid improvement in the way schools carry out their task. They find it strange that no organised transfer of expertise has taken place between national bodies and schools on this matter. The national bodies are responsible for the quality of the apprentice-place in the company and have limited manpower to advise companies. Companies demand more guidance and turn to the national bodies.

Schools find it difficult to communicate with companies, which have apprentices. The teachers see the companies primarily as an extension of their own institute and have little understanding for the economic reality that companies are in. Tutors in companies see the theoretical training at school as a supplement to the training they carry out. Schools, in their view, are not leading, but supplementary. Control of theoretical training lies with the inspectors of the Ministry of Education. Schools need to have a system of total quality and the inspectors perform audits.

#### **5.13.7. Involvement of Enterprises and Public concerning the financing:**

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The Netherlands fully meets this benchmarking criterion. The company pays all costs of practical training itself although some sectors have funds from which companies are partly compensated. Organised companies contribute to these funds. The Ministry of Finance rewards companies with apprentices with special tax facilities. The Ministry of Education funds the schools. Employers' organisations hesitate to invest in co-operation with schools because they have the feeling that it is the intention of the Ministry of Education to extend the financial responsibility of the companies. Once you start paying, the government stops funding is the idea. For companies, training apprentices does not have to be profitable, but it has to meet the cost. Therefore, there must be a balance between the cost in training and wages and the production of the apprentice.

#### **5.13.8. Training ensured by qualified staff:**

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The Netherlands again fully accepts this criterion. Qualification of the trainer in the companies is ensured by the necessary certification of the company to be an apprentice-training place. The national bodies have reached agreement on the professional standard of the trainer and of the facilities in companies needed to become an apprentice-training place. All companies are audited and certified before their data are kept in a database by

the national body. Schools that need an apprentice-training place can pick one from this database. The tutor must have the certificate of vocational training of the profession for which he tutors and at least five years experience in the profession. He must also have a tutor certificate. These certificates can be obtained by attending tutors' training course of the national body. Revision of this certificate is necessary every five years. The certification of the company as an apprentice-training place also ensures that the employer supplies the tutor with the proper facilities. Although agreement was reached on the skills necessary to be a tutor, tutors training courses by the national bodies differ in length from five days to three months. The national standard needs refining. The Ministry of Education and the school board ensures qualification of teachers in schools. Teachers have to be appointed by the government and can only be appointed if they have the proper certificates. In many sectors national bodies offer refresher courses for teachers.

#### **5.13.9. Validation of Skills with Participation of Specialists:**

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Validation of skills with participation of specialists is not ensured by law. The schools are responsible for the examination and can perform this examination without the participation of any other party. The examination has to be formally approved, however, by an independent examination institute. All national bodies have an examination institute and in a number of cases these institutes are requested to approve the examinations of the schools, although schools have also established their own examination institute. Employers consider this to be a hole in the law and want the law to be changed on this point. In the view of the employers organisation MKB Nederland there should be a system of 50% school examination and 50% central national examination. Independent experts should play an important role in examinations in this system. In everyday practice tutors and national bodies work together with schools to give examinations the necessary quality. Tutors do the practical examinations in some cases or practical examinations are organised by the national bodies using experts from companies. Schools do theoretical examinations although in some cases national bodies and schools work together to produce examination tests. This proves to be efficient and reliable.

#### **5.13.10. Range of Training accessible for gifted people and those with difficulties. Enterprise is responsible for recruiting its apprentices:**

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This criterion is accepted in The Netherlands. Traditionally the apprenticeship training was considered to be the training form for people of many different abilities. This can be the case because the apprenticeship system is a kind of individual education and that required the system to be flexible. This characteristic made the system an alternative for pupils who

had trouble surviving in highly standardised education in large groups. These pupils were successful and gave the system a bad name at the same time. In the eyes of many, it was considered to be the system for intellectual losers. In the late seventies, employers' organisations complained to the government about the quality of full-time vocational education. They wanted to have a greater say in the programming and a firmer grip on the quality of training and examination. The apprenticeship system was given as an example of how this should be done. This was acknowledged by the government and formed the basis of the new law. This emancipation of the apprenticeship system in the hands of the employers (and labour unions) went along with the findings of educational researchers that the educational merits of the apprenticeship system and other forms of dual learning were considerably higher than full-time education in schools. The flexibility and the individual character make it not only accessible, but also even preferable for gifted people as well as for people with learning difficulties. This creates a positive image and results in a rise in the number of apprentices of about 10% per year. Employers' organisations feel that the companies should recruit apprentices, but in the current system this is done partly by school, partly by companies.

#### **5.13.11. Integration of Apprenticeship**

The apprenticeship system is fully integrated in all other forms of education in The Netherlands. Within vocational education it is one of the forms of education that can be chosen to acquire a qualification. Because qualifications are independent of educational systems, and because certificates of qualification open access to higher forms of education, apprenticeship training as an educational system is equivalent to all other systems in The Netherlands. Employers' organisations and labour unions agree to the fact that since this situation is limited to the qualifications of levels 1 to 4 it underlines the need to specify qualifications on higher vocational levels.

#### **Summary**

The Netherlands meets all the benchmarking criteria for apprenticeship in Europe. A strong point in The Netherlands is the legal basis in contracts and the responsibility divided over the different parties and the qualification of the training staff. It is fully integrated in the Dutch educational system and the participation of companies is professional. The national bodies play an important role in maintaining up-to-date qualifications, professional standards. They are the platforms of negotiation and consensus between the responsible parties. Understanding between schools and companies could be better. There is no tradition for companies to have a subcontract relation to schools. Companies should like to be more involved in examinations. The new law emancipated the apprenticeship system and made it popular. Other forms of vocational training adapt the

## **5.14 ACCEPTABILITY AND DEVELOPMENT IN PORTUGAL**

CLARISSE TOMÉ

The Criteria for Quality of Apprenticeship in the European Union, proposed by UEAPME, were translated and analysed within the scope of the National Apprenticeship Commission, in Portugal. This is the body responsible for the strategic guidance, at national level, of the Apprenticeship System, and also for the system follow-up.

The criteria were explained and previously distributed to all the members of the Commission, and also to the Association of Portuguese Industry's national representative on the UEAPME Committee for Vocational Training, and they were the subject of debate and consolidation in plenary session, on 20th January 2000 and on 11th February 2000

#### **The participants in this process are those listed as follows**

- Maria Cândida Soares (President) and Francisco Madelino (Vice-President): Representatives from the Ministry of Employment and Solidarity;
- José Alberto Leitão and Alexandra Figueiredo, Representatives from the Ministry of Education;
- Jorge Filipe de Jesus Correia, Representative from the Department of the Secretary of State for Youth;
- Jorge Manuel Rafael Corregedor Abegão, Representative from the Ministry of Economy
- Rui Sílvio Tenreiro Patrício, Representative from the Ministry of Social Welfare
- Fernando Costa, Representative from the Ministry of Agriculture, Rural Development and Fisheries
- Elda Maria Fernandes Gonçalves Pedro, Representative from the Autonomous Region of Madeira
- Teresa Augusta Carvalho Madruga, Representative from the Autonomous Region of the Azores
- Alfredo Morgado and Carlos Chagas, Representatives from the UGT (Union Confederations)
- Maria da Luz Ribeiro Nogueira, Manuel António Pinto André and António Manuel Braga Correia: Representatives from the CGTP (Union Confederations)
- Sílvia Veríssimo: Representative from the CAP (Employers' Confederations)
- Rui Teixeira da Mota and Vítor Rui Loureiro de Carvalho: (Representatives from the CIP)
- Alexandra Costa Artur and Carlos Cardoso de Sousa: Representatives from the CCP
- Norma Rodrigues: AIP representative to UEAPME

#### **Current Situation and Prospects for Development**

The following analysis is the result of a general consensus reached within the National Apprenticeship Commission regarding the criteria proposed, and also the current situation of the system, in Portugal, in relation to these criteria and the development predicted for the coming years.

### **5.14.1. Training in two Places**

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In Portugal, apprenticeship is developed in two areas: the socio-cultural and the scientific-technological within the context of training. The practical training in the work context corresponds, by law, to about 30% of the total duration of each course in the Apprenticeship System. This percentage should not, however, exceed 50%. The number of hours allotted to this component increases progressively throughout the course, in order to favour the conditions necessary for the trainee to consolidate and deepen, within the enterprise, the skills acquired in the training context. It is necessary to bear in mind that a significant part of the apprenticeships, which take place in the context of training, focuses on the acquisition of personal, social and relationship-forming skills, of a transversal and/or academic nature, with a view to filling in the young trainees' gaps in schooling qualifications which are frequently the reason why they leave school early. To sum up, in the current context a predominance of the factors can be found in the context of training related to work in the company. In the next few years it is likely there will be development in the way of a slight increase in the preponderance of training in the work context, the formative value of which has come to be recognised more and more.

### **5.14.2. Apprenticeship Contracts as a Legal Base**

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The Apprenticeship Contract has a legal base and constitutes, in its essence, a training contract (and not a contract of employment). This document, in written form, does not bind either of the parties to an employment relationship, focusing on the rights and obligations of the trainee, and the employing body, and also on the conditions for the development of the practical training in the work context. This model fits to the characteristics of the System in Portugal, concerning what will tend to be maintained.

### **5.14.3. Fixed Standards for Content of Practice and Theory**

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The benchmarks for training are drawn up by teams of specialists linked to bodies with recognised technical and pedagogical participation relevant to the respective professional sector. These systems are the subject of analysis, validation and adjustment in conjunction with representatives from Public Administration and the social partners, within the scope of the National Apprenticeship Commission. Lastly, the benchmarks approved in this commission are submitted for approval by the Ministers of Education and of Employment and Solidarity, and published in a legal statute, to be applied at the national level.

### **5.14.4. Guidance and Adaptation of Training contents and Methods in Relation to technological and economic progress**

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An extensive process of revision of all the curricula institutionalised in the system is in progress, as a result of the development of a previously approved model for a modular organisation of training. This process will facilitate the technological updating of the

benchmarks in the future, since the flexibility of the model allows, for example, for the substitution of modules, areas or profiles of specific training. Furthermore, this type of organisation provides the conditions for the application of modern pedagogical trends, the use of active methods, the recognition of previous achievements, the recourse to new methodologies and to information and communication technologies, particularly through the use of distance study, self-learning and individually tailored learning.

To sum up, the current benchmarks are still based on a somewhat rigid structure, but a technical and organisational process is in progress which will make viable the introduction of progressive degrees of flexibility in the profiles and methods of training.

### **5.14.5. Role of Chambers, Organisations and Institutions in the Organisation of Apprenticeship Training**

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The apprenticeship training initiatives are organised by co-ordinating bodies which, in addition to the structures of the IEFP and vocational training centres managed with the social partners, may be enterprises, co-operatives, local authorities, schools, employers', business, professional and union associations, institutions of social solidarity and of local or regional development, or the like. The training of trainers is generally ensured by the IEFP, but may also be developed by the apprenticeship co-ordinating bodies.

### **5.14.6. Control of Training in Enterprises by Chambers and Control of Schools by public Authorities**

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Fundamentally, the IEFP central, regional and local services, under the direction of the National Apprenticeship Commission, ensure the follow-up of the apprenticeship programme.

In this way, the quality control of the different training components is carried out directly by the public authorities under the supervision of the NAC and the regional apprenticeship juries. The employers' associations participate in the apprenticeship assessment test juries. The quantitative developments of apprenticeship in the national level accentuated recently by the priorities that have been attributed to it within the national employment plan clearly show the need, in addition to the control of training quality, for a special effort able to involve increasing levels of achievement of the goals and of the effectiveness of the system. Control over the system with the consolidation of the monitoring devices will be strengthened within the next few years. This will naturally involve the social partners.

### **5.14.7. Involvement of the Enterprises in the Financing of the practice Part, and the theoretical part is done by public Financing**

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The financing of the apprenticeship system, in its different components, both theoretical and practical, is essentially guaranteed by public funds. The Portuguese State has benefited from the support of the European Social Fund, in the 1st and 2nd CSFs, and is predicted to do so in the next, given the high priority

given to the programme within the framework of employment policies, and the fact that it constitutes an alternative to the Education System, with a view to increasing the level of young people's schooling. The enterprises that offer conditions for the Practical Training in the work context participate in the financial assistance given to the trainee during this component. However, they receive subsidies from the IEFP to cover the costs associated with the training activities. This situation is characterised by a financing of the system that is almost totally supported by public funds. This should continue for the next five years given its strategic importance in the framework of employment and training policies.

#### **5.14.8. Training ensured by qualified Staff**

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Besides the initiative co-ordinator, the trainees and the tutors, each training team consists also of vocational guidance counsellors and employment specialists. Trainers of the socio-cultural and scientific and technological components must possess a Certificate of pedagogical aptitude, recognised at national level, as well as educational qualifications at the level of graduate or baccalaureate and, preferably, at least three years of professional experience.

The tutors are employees of the bodies, which accommodate the practical training in the work context, are professionally qualified in the same area, and have received pedagogical training to be trainers. The examination of the profile and qualifications required for the role of tutor, which is in progress in addition to the continuing training of trainers, allows us to predict a progressive increase in the pedagogical requirements needed to carry out the roles of trainer and tutor in the apprenticeship system.

#### **5.14.9. Validation of Skills by Exams organised with the Participation of Specialists from the Economic Sector**

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The standards for the assessment of apprenticeships are approved, at national level, by the National Apprenticeship Commission to be applied in the regions under the supervision of the regional juries. The final assessment tests are carried out, for each activity, under the auspices of a tripartite jury, where representatives from the employers' and union associations directly participate, with technicians from the bodies which accommodate the young people during the practical training in the work context, frequently including. This situation should evolve in terms of the progressive increase in professionalism of the representatives of the social partners who participate in the assessment juries.

#### **5.14.10. A Range of Training which is accessible for People with Apprenticeship Difficulties as well as for very gifted People**

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All those seeking their first job and possessing the necessary educational qualifications defined as a requirement for admission onto each type of course may be accepted into the apprenticeship system, regardless of their personal qualities. The legislation does, however, provide the possibility of adapting the curricula to the characteristics and profiles of the trainees. The revision of all of the

programmes, in accordance with the modular organisation of training, will allow the levels of flexibility of the system to be extended, which will make viable recognition of previously acquired skills, intermediate exits, and changes in the rhythm of the apprenticeship and to the individual profiles of the trainees. The recruitment of trainees is, in general, assured by the vocational guidance services of the IEFP Employment and Vocational Training Centres. For some situations the participation of the enterprises which accommodate trainees from practical training in the work context is present. This situation is likely to continue given the Portuguese system's characteristics of social intervention within the framework of employment and training policies.

#### **5.14.11. Integration of Apprenticeship in the Systems of Training**

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In Portugal, apprenticeship is an institutional programme, within the framework of the Education, Training & Work Systems, and is recognised and valued by the different Ministries and social partners, integrating the current public education and initial training offer as one of the strategic priorities within the scope of the National Employment Programme. However the system is still denoted with a stress on recurrence. Allowing transfer at the end of the general education programme and entry to higher education, development is foreseen for ease of entry for the trainees despite its very practical nature. As its programmes become substituted by a modular organisation, access to continuing training will become progressively easier.

#### **Summary**

The CRITERIA FOR QUALITY OF APPRENTICESHIP IN THE EUROPEAN UNION, proposed by the UEAPME, were analysed within the scope of the National Apprenticeship Commission – which has a tripartite composition, represented by its different social partners – responsible for the strategic guidance, at national level, of the apprenticeship system, and also for the system follow-up. Apprenticeship is an alternating training system, being developed both in the training and working contexts in a proportion of respectively 70% and 30% for the courses' total duration. The dominance of the theoretical training component in the socio-cultural and in the scientific –technological components, compared with practical training in a real work context, is due to the nature of apprenticeship system in Portugal, which constitutes an alternative to the education system, aimed to compensate for schooling deficits of a significant number of young people leaving school early. Considering the strategic importance attributed to apprenticeship in the national training systems, one can register a high level of structuring in this type of training, for its legal basis and also for the technical, pedagogical and administrative dimensions. Bearing in mind the main current characteristics of Portuguese economical tissue, composed mainly by small enterprises, the financing of the Apprenticeship System is in its majority assured by the public budget, having also an input from European Union funds.

## **5.15 ACCEPTABILITY AND DEVELOPMENT IN SWEDEN**

KARIN TORNEKLINT

### **Introduction**

The apprenticeship system is uncommon in Sweden. 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 the 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. For the future the new initiative of "modern apprenticeship training" will be extended with some changes added to it. The biggest differences will probably be:

- that the students can start their in-company training from the beginning of their education
- there will be at least 30 weeks of in-company training
- the length of the education will be almost the same as for a student in vocational schools (three years)
- Also a private school can arrange apprenticeship education.

This document only describes the new initiative of "modern apprenticeship training".

### **Interviewed persons are:**

Yvonne Hyttinen, the Swedish Teachers' Union

Sture Löf, The National Agency for Education

Mats Miljand, Ministry of Education and Science

Maud Molander, Lärarnas Riksorganisation

Margareta Nygren, The Swedish Employer's Confederation (SAF)

### **5.15.1. Training in two places**

This criterion is accepted by all. All vocational education in our country must have in-company work for at least 15 weeks (and almost all of them have exactly 15 weeks of in-company work). The apprentice has more in-company work, which can last up to one year. Everyone agrees that in-company work is important for vocational training, but they are not that sure whether apprenticeship training is the proper model. When it comes to the initiative of "modern apprenticeship training", there will be more in-company training. Also the knowledge from in-company work will be accepted for degrees.

### **5.15.2. Apprenticeship contracts as a legal basis**

This criterion is not accepted at all. Today the apprentices are considered as students, and the school is responsible for the apprentices throughout the entire education. Most of the

organisations' representatives are of the opinion that this is the way it ought to be. However, some economic actors want the apprenticeship to be regulated by a contract and that the apprentices receive payment related to their work. There will not be any changes regarding this criterion within the near future, since it is only accepted by very few organisations.

### **5.15.3. Fixed Standards for Content of Practice and Theory**

This is accepted to a certain extent. The standards for contents of practice and theory are the same as for the students in vocational school. In Sweden, the schools have the possibility to decide by themselves, on issues regarding what the student will learn in in-company work and for how long they will do their in-company work. The opinion of the organisations is that the standards for contents of practice and theory for the apprentices should be the same as for students from the vocational school. There probably will be more fixed standards if time for in-company learning increases.

### **5.15.4. Guidance and Adaptation of Training in Relation to technological and economic Progress**

All actors accept this criterion and it is obvious that this is necessary for all kinds of vocational training. Also, everyone knows that the adaptation of contents and methods to technological and economic progress is fundamental for vocational training and for apprenticeship. The problem today is that there does not exist any system that can check the rate of education in relation to technological and economic progress. This is one of the most important questions for all vocational training, since it concerns the attractiveness of this type of education.

### **5.15.5. Role of chambers, organisations and institutions**

The 5th criterion is not accepted. Today the responsibility of organising the vocational training lies on the schools. Some sectors wish that the apprentices should take apprentice examination work, but this opinion is not common. It is the school which grades the apprentices and all the students from vocational schools (the apprentices are also attending vocational schools as students). There will be no change to this opinion. The Chambers, organisations and institutions will be involved in the work of the National Agency for Education in order to make the plans for the apprentices' in-company training. Those parties will sometimes also be involved in apprentice examination work if the apprentices want to have one.

### **5.15.6. Control of Training**

The criterion is not accepted by the enterprises. Today the training is governed by a contract drawn up between the student (sometimes by the parents), the school and the company. The parties are equally responsible for the performance of the contract. The above mentioned parties are the only ones responsible for the

shaping of the contract. The vocational school is responsible for the examination of the student, both in the theoretical part as well as in the practical part of the education. The school has to follow the criterion (we have goals in Sweden) from the National Agency for Education. There will be no changes to this opinion in the near future.

#### **5.15.7. Involvement of Enterprises and Public concerning the financing**

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This is not totally accepted. In Sweden, out-of-company training is financed by public means and the company itself finances in-company training. The company is not paying any salaries, since the apprentice is a student throughout the entire education. Today there are lots of companies that demand financing in order to take care of an apprentice. The public has no means to pay the company for taking care of the student. This situation appears to create a conflict between the companies and the public sector. The public sector wants to spend their money on their own vocational schools, instead of spending it on the companies that take care of apprentices. In the future, when it comes to extending the new initiative of "modern apprenticeship training", there is not, and will not be, any rules for how the money will be split between the companies and the vocational school. The government will also give an additional contribution for this project.

#### **5.15.8. Training ensured by qualified staff**

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Everybody wants the training to be ensured by qualified staff. There is a problem in that no national standard exists for the people working in the companies. Another, perhaps even bigger, problem is that no one is dealing with this matter for the future. The demands of qualified staff from vocational schools are the same as it is for all the teachers in the vocational schools. Sweden does not expect any changes in the near future.

#### **5.15.9. Validation of Skills with Participation of Specialists**

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This criterion is not accepted. 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 says that the apprentice has been subject to in-company training, what he/she has done and how the entrusted person from the enterprise evaluates the work of the apprentice. There is no exam that the apprentice has to take in order to prove her/his knowledge. In the future, for the extension of the new initiative of "modern apprenticeship training" it will be necessary to accept the knowledge from in-company work for degrees. There will also be the same kind of small exam for all students attending the vocational programme. The exam will be performed through in-company work, and the school will probably be responsible for the exam.

#### **5.15.10. Range of Training accessible for gifted people and those with difficulties. Enterprise is responsible for recruiting apprentices**

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The 10th criterion is accepted by almost everyone in its theoretical part, though, it is not accepted in practice. In this system the student must have finished the compulsory school with a pass certificate in order for them to get into the system. A lot of persons, both from the school sector, as well as from other organisations consider the apprenticeship training as a method of dealing with students, have difficulties. The idea of having the companies responsible for recruiting its apprentices is not accepted by everyone. If the extending of the new initiative of "modern apprenticeship training" will be successful and reaches the goal (it will probably be 2000 apprentices in Sweden) we must accept this criterion. Some of our organisations and schools probably will not accept this.

#### **5.15.11. Integration of Apprenticeship**

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This is accepted. Everyone wants the apprenticeship training to give the students qualifications to attend higher education. This is a principle for all vocational training in Sweden. Today, the training counts in exactly the same way as the other academic programmes and it also gives access to higher education. The apprentice is considered to be a student and this point of view will not change in the future.

#### **Summary according to acceptability and developments**

The acceptance for the UEAPME Benchmarking criteria is low. At this moment the tendencies show that Sweden is getting more distanced in relation to the UEAPME criteria. Some of the organisations in Sweden do not appreciate apprenticeship training at all. Their point of view is that apprenticeship training will only be useful to some of the smaller branches. Among the persons interviewed, the predominant opinion was that the criteria from UEAPME are outmoded. Also, the numbers of persons participating in this study, who are certain of their organisation's opinion in this matter, are very few. This means that the study is uncertain in this part. The Swedish Ministry of Education and Science has constituted a group consisting of representatives from

- The Swedish Teachers Unions
- The National Agency for Education
- The Swedish Employer's Confederation
- The Swedish Trade Union Confederation
- The Swedish Metalworkers' Union
- Ministry of Industry, Employment and Communications
- The Employers Organisation for Industrial and Service Companies
- The Swedish Association of Local Authorities
- The Federation of Private Enterprises
- Lärarnas Riksorganisation
- Landstingsförbundet

This group is supposed to create the modified form of our new initiative of "modern apprenticeship training" within secondary

schools. When it comes to the matter of the interviewing organisation's opinion regarding the UEAPME criteria, the status of knowledge is the same in this group as with the persons that had been interviewed. Changes are seemingly necessary to introduce the UEAPME criteria into Sweden: The most important change is to accept the traditional form of apprenticeship training where the apprentice is employed. For the moment the apprentice in Sweden is regarded as a student during the whole apprenticeship training. This point of view will not change in the near future.

## **5.16 ACCEPTABILITY AND DEVELOPMENT IN SPAIN**

LUIS M. NAYA GARMENDIA

### **Introduction:**

After surveying the opinion of business and union organisations, we are in a position to say that the Spanish Training System does not comply in a general way with the criteria set by the UEAPME. However, in some way or other, with more or less intensity, the benchmarking criteria fixed by the UEAPME are outlined in the Spanish pattern of training contracts. All the same, such criteria as the integration into the national training system, the participation of experts coming from the economic sectors, the content standards or the orientation or adjustment of contents, are still far from being reflected in practice. Therefore, and despite the fact that the eleven criteria mentioned for reference in the study are apparently complied with in our country, the truth is that in practice we find serious deviations from them.

### **5.16.1. Examination of Acceptability and Development of the UEAPME-Criteria:**

#### **1. Training in two places**

Partially accepted. The training associated with this type of contract is not necessarily linked to a rotation between the enterprise and the school. Practical training takes place directly in the enterprise, and theoretical training can be developed within the enterprise itself, as long as some requirements are complied with. Practical training is carried out through effective work related directly to the occupational level or job object of the contract whereas practical training depends on the length of the contract and can be concentrated at the end of the period if this is agreed in the general wages agreement; it will take place outside the workplace and it can be face to face or distance education.

#### **2. Apprenticeship contract as a legal basis**

Totally accepted. 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.

#### **3. Fixed standards for content of practice and theory**

Partially accepted. There are 133 occupations for which standards of competence acquisition have been fixed in case the worker wishes to get a validation and a certificate of the training done through what is called "Vocational Certificates". This system is being introduced now and will become in future the integrated system of recognition for any training done in any of the three systems.

#### **4. Guidance and adaptation of training contents and methods in relation to technological and economic progress.**

Partially accepted. As for the standards of the contents of both practice and theory and their upgrading in relation to technological progress, we can say that the reference to the training associated to vocational certificates awarded by the INEM does exist on the paper, but in practice they lack a coherent structure: They are not upgraded and they do not correspond systematically to the training addressed by the training contracts. In any case, depending on the development of the sector, vocational certificates will become the meeting point of the training done in any of the three subsystems. Also, abilities to be evaluated and certified are defined through the theoretical and practical contents of the modules that make up the degrees or certificates. This is not a static situation but is reviewed periodically, the maximum period being five years.

#### **5. Chambers, organisations and institutions ensure a significant part in the organisation of apprenticeship training and in training the trainers.**

Partially accepted. Standards used in vocational certificates result from an analysis carried out by trade unions and business organisations together with the Ministry of Work. There are no specific requirements to be fulfilled by tutors charged with practical training in enterprises.

#### **6. Control of training in enterprises by chambers and control of schools by public authorities.**

Partially accepted. In the latest regulation of the contract, trade unions have insisted on the control of learning, so that the contract may not be used as a means to get cheap labour force. Although the Administration has acquired the compromise to supervise the learning process and since the contracts subscribed are not many yet, there are not enough experiences to know if such control exists. Anyhow, there are huge differences between small and big enterprises. As for public centres, control is exerted from the curricula themselves. The follow-up and control of this type of contract by the Administration itself, or by organisations or delegated institutions must be increased. We see the need for a serious commitment to follow-up these contracts, both in order to prevent possible frauds and to guarantee the quality of the training received, and it is necessary to co-ordinate the action of the different administrations that share responsibility. Nowadays, we even have to face sometimes the paradox that some concrete irregularities detected in this type of contract cannot be solved because of a responsibility conflict between work and educational authorities, or between general and autonomic authorities.

Due to the structure of the Spanish enterprise, where prevails the micro enterprise (90% of the Spanish enterprises have nine or less workers), a special effort must be made to make it possible for these enterprises and their workers to have access to new training techniques and to new technologies through ways and instruments appropriate for them.

#### **7. Involvement of enterprises in the financing the practice part and the theoretical part is done by public financing**

Partially accepted. 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€/hour for the face to face modality and 1.71€/hour in the distance modality. Costs of practical training are faced by the enterprise because learning is carried out in contact with work.

#### **8. Training is ensured by qualified staff**

Partially accepted. Normally, theoretical training is carried out in centres officially approved and ratified by the National Institute for Employment, and the centres provide qualified staff and agree 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.

#### **9. Validation of skills by exams organised with the participation of experts form the economic sector**

Not accepted. With reference to the certification and validation of the training received, as well as to the integration of the latter into the national training system, the certificates issued to people under this type of contract, either by the enterprise or by the training institution, have no value whatsoever for the working or the academic world. Their only possible use is to certify that the training has been done and so enable the individual to access future examinations in order to get the Vocational Certificates, while these examinations are still awaiting definition

There is no final exam. The validation of the theoretical training corresponds to 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 corresponds to the employer, who will issue a certificate stating the length of the theoretical training and the level of practical training 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.

#### **10. A range of training which is accessible for people with learning difficulties as well as for very gifted people. Enterprise is responsible for recruiting is apprentices**

Accepted. The enterprise is fully in charge of recruiting apprentices and of carrying out the necessary training activities, whether the people are very or little gifted. No differentiation is made for this reason.

#### **11. Integration of apprenticeship in the national systems of training**

Partially accepted.

Whenever the training part of the contract leads to getting a vocational certificate or a basic-schooling certificate, it will allow the subject to integrate the regulated training system, and he can capitalise on the learning acquired. Anyway, this system is still in process of being introduced.

#### **Summary**

In summary, we can say that the training contract is a good platform in the conjunction between work-occupation and training, even though the fact that in order to ensure its efficiency it must insert a more flexible and less formalist system than the current one in such a varied and changing reality as are the training requirements of enterprises' demands, and this in spite of the possible difficulties this may bring about. Given that the Spanish regulated and formalised training system is mainly school-based, the difficulty of matching learning dynamics through this type of training contracts runs into acquired patterns difficult to transform. These patterns concern social acceptance of these forms of access to professional qualification as well as its acceptance within the work culture of the Spanish enterprise. A part of the business world still conceives these training options as chances for cheap recruitment, which undervalues and hinders its general and efficient introduction as a general training system.

#### **Interviews**

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# CONCLUSIONS

LAURA BERNERI

With the 11 UEAPME quality criteria for apprenticeship as a benchmark we have produced this guide in cooperation with the selected experts from the 15 EU Member States. The aim of this guide has been to give an overview of the national apprenticeship systems, to show where changes are occurring and where steps towards better transparency are being, or will be, taken. This document can contribute to assist with comparability of systems and, thus, offers the opportunity for increased exchange between countries in the field of apprenticeship.

To improve mobility within the EU for young people there are still a number of obstacles, which this guide illustrates confirming the results of other projects previously undertaken. UEAPME is aware of the difficulty in finding a desirable solution at European level in an area clearly within the Member States' sphere of competence. The findings in this guide can be used by institutions and decision makers, at all levels, to find adequate solutions in respect of the subsidiarity principle.

As has been shown in this guide, there are many similarities in the area of apprenticeship between the EU Member States, but also significant differences. An even closer co-operation between the Member States on issues concerning vocational training and apprenticeship would be useful, and indeed essential to overcome the related obstacles to the completion of the Internal Market.

The most apparent obstacle to mobility might still be lack of information aimed at young people and small and medium-sized firms on the possibilities and procedures to follow training in another EU Member State. It is our view that the European Commission should support information campaigns on the possibilities and procedures for mobility, targeted both at apprentices and craft-trades enterprises and SMEs.

This project has shown how important exchange of information is. Moreover, this guide is one of the key current tools to aid decision makers in the field of vocational training. It will increase understanding and emphasize the need for further cooperation and exchange of information.

Mobility is increasingly important as a way to affirm European citizenship and to encourage inter-cultural and social integration. Our hope is that the European Commission will support actions in the different EU countries intended to make young people and small and medium-sized firms aware of the added value contribution through mobility, and thus, the prerequisite for better information and co-operation between the EU Member States.





