

# POLICY LEARNING FORUM



## on apprenticeships



7 and 8  
September 2017

Cedefop, Thessaloniki

[www.cedefop.europa.eu](http://www.cedefop.europa.eu)

# Thursday 7 September 2017

9.30–10.00	<b>Registration</b>
10.00–10.30 Montessori room	<b>INTRODUCTORY SESSION</b> <i>Welcome, Antonio Ranieri, Head of department for learning &amp; employability, Cedefop</i> <i>Motivational speech, Helen Hoffmann, DG Employment, European Commission</i> <i>Cedefop's work on the thematic country reviews on apprenticeships (TCRs) and objective setting, Ramona David Craescu, Cedefop</i>
10.30–11.15	<b>FIRST PLENARY:</b> <b>Between evidence and policy-making: how to improve the TCRs?</b> <b>Session 1: first round of TCRs</b> <i>Chair: Antonio Ranieri, Head of department for learning &amp; employability, Cedefop</i>
10.30–10.40	<i>Introduction: main findings of the TCRs in Lithuania and Malta</i> <i>Ramona David Craescu and Irina Jemeljanova, Cedefop</i>
10.40–11.15	<i>First panel: how did Lithuania and Malta use the knowledge generated by the TCRs?</i> <i>Representatives of the countries' steering groups</i>
11.15–11.45	<b>Coffee break</b>
11.45–13.00 Montessori room	<b>FIRST PLENARY:</b> <b>Between evidence and policy-making: how to improve the TCRs?</b> <b>Session 2: second round of TCRs</b>
11.45–12.00	<i>Introduction: main findings of the TCRs in Greece, Italy and Slovenia</i> <i>Vlasis Korovilos, Slava Pevec Grm, Lisa Rustico, Cedefop</i>
12.00–13.00	<i>Second panel: to what extent and how may Greece, Italy and Slovenia use the knowledge generated by the TCRs?</i> <i>Representatives of the countries' steering groups</i>
13.00–14.00	<b>Lunch</b>
14.00–15.45 Montessori and Rousseau rooms	<b>THEMATIC PARALLEL WORKSHOPS – First round</b> (see workshop organisation in document 1)  <i>The workshops (first and second rounds) are built around the most common challenges countries have faced or face in their efforts to reform and/or develop their apprenticeship schemes or systems. These typically fall under four areas of Cedefop's analytical framework (the areas which pose the highest number of common challenges). Each of these areas corresponds to one workshop. The discussions are aimed at: analysing the challenges in the national contexts and formulating knowledge-based solutions. The challenges and list of questions to guide the discussions are in the annex.</i>  Workshop 1: Place in the education and training system Workshop 2: Governance

**15.45-16.15**      **Coffee break**

*Posters – Flash TCR countries*

**16.15–18.00**  
**Montessori and**  
**Rousseau rooms**

**THEMATIC PARALLEL WORKSHOPS – Second round**

(see workshop organisation in document 1)

Workshop 3: Training content and learning outcomes

Workshop 4: Participation of, and support to, companies

**18.00–19.30**      **Networking and refreshments**

*Posters – Flash TCR countries*

## Friday 8 September 2017

**10.00-11.45**  
**Montessori room**

**SECOND PLENARY: Cost-benefit analysis of apprenticeships**

Chair: *Antonio Ranieri, Head of department for learning & employability, Cedefop*

10.00–11.00

Sectoral approaches to studying cost-benefits of apprenticeships in Germany, *Isabelle Le Mouillour, BIBB*

Apprenticeship training in Spain, Italy and the UK – a cost-effective model for firms? *Clemens Wieland and Naemi Härle, Bertelsmann Foundation*

11.00–11.45

‘Live exercise’: an analysis in one or two of the participating countries (see questionnaire in document 2)

**11.45-12.15**      **Coffee break**

**12.15–13.40**  
**Montessori room**

**THIRD PLENARY: What did we learn?**

Chair: *Lisa Rustico, Cedefop*

12.15–12.30

Reporting from the parallel workshops, *Bert-Jan Buiskool, Ockham IPS*

12.30–13.40

*Tour de table* with all participants: what did you learn and what recommendation would you bring forward to the EU policy-making forums?

**13.40–14.00**

**CONCLUSION: looking ahead and future activities**

Chair: *Ramona David Craescu, Cedefop*

*Helen Hoffmann, DG Employment, European Commission*  
*Mara Brugia, Deputy Director, Cedefop*

**14.00**

**End of the PLF**

## WORKSHOP 1

## Place in the education and training system

*Montessori room***Moderators:**

*Ramona David  
Craescu and  
Irina Jemeljanova  
(Cedefop)*

The rationale for introducing apprenticeships or the vision/purpose of apprenticeships is not clear or clearly explained; the status of the learner in apprenticeship is unclear or raises confusion (in relation to the other learners in VET or in relation to the workers).

Features of the apprenticeship scheme/system are just defined in the legislation; there are no specifications on whom/which actors to involve at each level and how to organise the scheme/system in practice (this results in fragmented and highly diversified schemes/systems).

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**Part 1 – Whole group discussions to reflect on the *challenges* in the national contexts**

Is this the case in your country and why do you think that is?  
(What are the underlying problems and constraints in your opinion?)

What are the consequences at implementation level?

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**Part 2 – Discussions in two small groups (1A, 1B) to formulate *knowledge-based solutions***

What should be the vision/purpose of apprenticeships in your opinion?  
What should be the status of a learner in apprenticeships?

What would you define at the level of legislation/regulation to ensure that apprenticeship schemes/systems operate consistently to the same standard throughout the country (avoiding fragmentation)?

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**Part 3 – Reporting** on the main results from the small group discussions. *Two rapporteurs (national experts).*

## WORKSHOP 2 Governance

*Rousseau room*

### **Moderators:**

*Vlasis Korovilos*

*(Cedefop)*

*and Simonas Gausas*

*(Visionary Analytics)*

Specific governance structures/mechanisms for apprenticeships involving education and the labour market on an equal footing are not defined at any level (if they are defined or being defined, the role of the labour market is weak compared to the education side) – the education and training system takes the lead.

Schools are overburdened as they bear the whole responsibility:

- for learners to be able to achieve a qualification – no shared responsibility;
- for identifying/attracting companies – no involvement of labour market representatives.

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### **Part 1 – Whole group discussions to reflect on the *challenges* in the national contexts**

Is this the case in your country and why do you think that is?  
(What are the underlying problems and constraints in your opinion?)

What are the consequences at implementation level?

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### **Part 2 – Discussions in two small groups (2A, 2B) to formulate *knowledge-based solutions***

Is an apprenticeship-specific governance structure necessary? If yes, why?  
If no, why not? Can it rely on the governance structure of VET in general?

If you were to distribute functional roles between education and the labour market, who should do what (from national to regional and local levels)?

What should be the core tasks of the schools?

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### **Part 3 – Reporting on the main results from the small group discussions. Two rapporteurs (national experts).**

## WORKSHOP 3

## Training content and learning outcomes

*Montessori room***Moderators:**

*Irina Jemeljanova  
and Ramona David  
Craescu (Cedefop)*

There are no apprenticeship-specific curricula or unique or clear guidelines on how to organise/devise the curricula for the two learning venues; often, there is no curriculum for the in-company training part or the relevant specifications are not understood by the companies (language) or not in line with the sector – occupation – company needs (content).

There is mistrust among education and training providers of companies' capacity to deliver (quality) training and ensure achievement of the learning outcomes expected from the company-based part.

There are no unique or clear guidelines on how to organise the final examination to capture all learning outcomes, especially those acquired in the workplace.

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**Part 1 – Whole group discussions to reflect on the *challenges* in the national contexts**

Is this the case in your country and why do you think that is?  
(What are the underlying problems and constraints in your opinion?)

What are the consequences for the implementation?

Why do you think there is mistrust among the education and training providers of companies' capacity or willingness to deliver (quality) training and ensure achievement of the learning outcomes?

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**Part 2 – Discussions in two small groups (3A, 3B) to *formulate knowledge-based solutions***

Is an apprenticeship-specific curriculum necessary? If yes, how could it be designed? If no, how would you organise/devise the general curriculum for the two learning venues?

Is an apprenticeship-specific final exam necessary? If yes, how should it be organised? If no, why not?

How would you build trust?

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**Part 3 – Reporting** on main results from small group discussions. *Two rapporteurs (national experts).*

## WORKSHOP 4

### Participation of, and support to, companies

*Rousseau room*

#### **Moderators:**

*Simonas Gausas  
(Visionary Analytics)  
and Vlasis Korovilos  
(Cedefop)*

Cost-benefit analyses are not being carried out to understand the conditions under which apprenticeships may bring benefits to companies.

Apart from financial incentives, there are no strategies to attract companies; and despite financial incentives, most companies are not disposed to provide apprenticeship placements.

Companies are not empowered to understand and deal with (fulfill) the training/ education-related tasks and ensure the quality of learning outcomes.

#### **Part 1** – Whole group discussions to reflect on the **challenges** in the national contexts

Is this the case in your country and why do you think that is?  
(What are the underlying problems and constraints in your opinion?)

What are the consequences at implementation level?

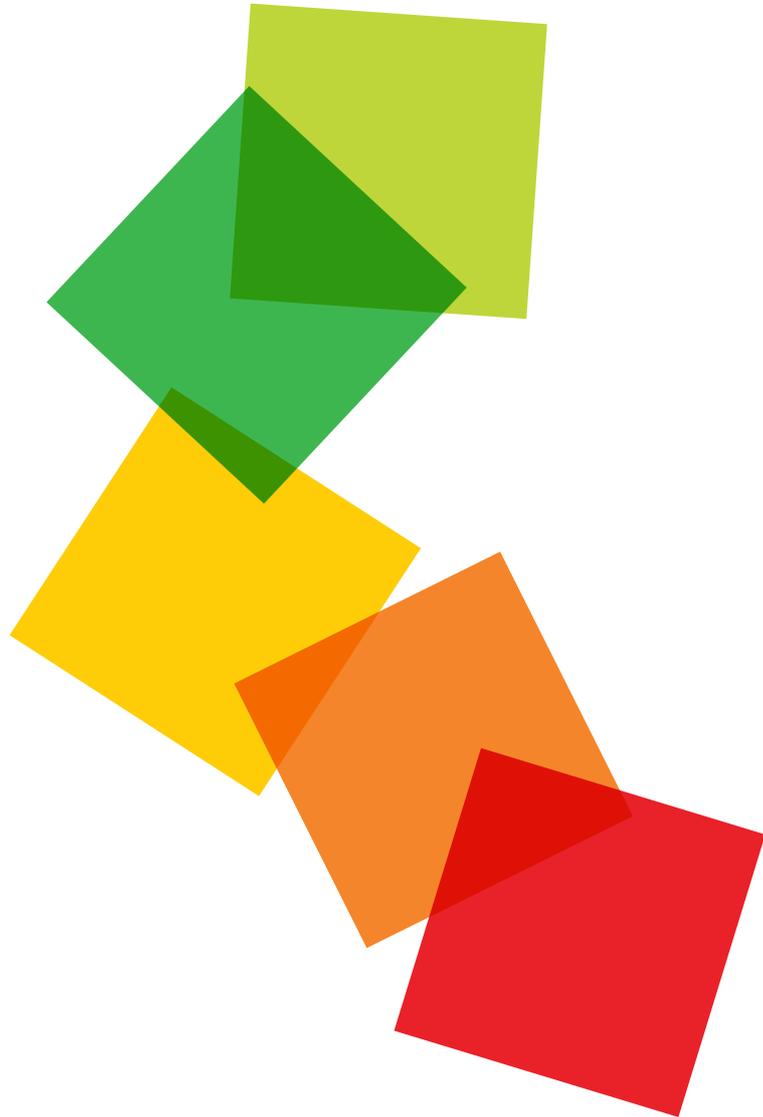
Do you think companies are empowered to ‘own’ apprenticeships/  
share responsibility?

#### **Part 2** – Discussions in two small groups (4A, 4B) to **formulate knowledge-based solutions**

Apart from financial incentives, what measures/actions would you envisage to convince companies to provide placements?

Under what conditions would social partners/chambers get involved in attracting companies and with what roles?

#### **Part 3** – **Reporting** on main results from small group discussions. Two rapporteurs (national experts).



**CEDEFOP**

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