



International
Labour
Organization

Sub-Regional Workshop on Apprenticeship Systems in Europe

9-12 December 2013, Geneva, Switzerland

Venue: Library of the ILO, Route des Morillons 4



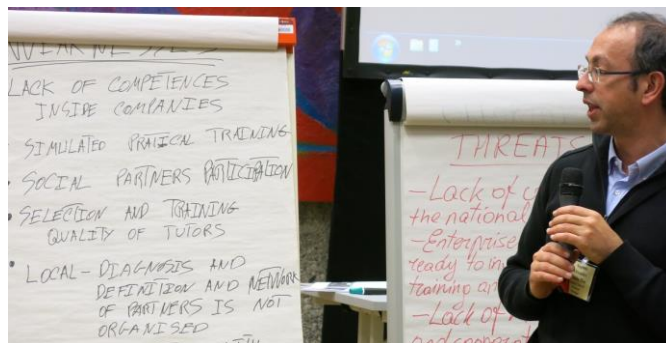


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Abstract

Background and context

Structured apprenticeship programmes are increasingly recognised as key policy tools to facilitate school-to-work transitions, as they combine (a) directly applicable experience at the workplace, and (b) applied knowledge and skills that enable the trainee to understand the logic behind the job s/he is tasked with, cope with unpredictable situations, and acquire higher level and transferable skills. These programmes also give the apprentice a chance to demonstrate his/her productivity potential to companies who may be otherwise reluctant to hire fresh graduates. Apprenticeship programmes might thus present a crucial strategy to respond to the severe youth employment crisis affecting the European region.

As part of its facilitating role of the G20 Task Force on Employment, the ILO published in November 2012 an “Overview of Apprenticeship Systems and Issues”¹ that provides elements for a definition of apprenticeships. The paper also reviews success factors of apprenticeship programmes, including (a) structured legal and policy frameworks, (b) strong participation of social partners, (c) established promotion, administration and oversight of apprenticeship programmes, and (d) a fair and cost-effective financing system. Out of this position paper the so called “Key Elements of Quality Apprenticeships”² have been developed.

In May 2013, the ILO carried out a regional training on apprenticeship design in Amman, Jordan, for 8 Middle Eastern countries and Morocco. This sub-regional workshop on apprenticeship systems in Europe was based on the previous Amman workshop and is a response to a request from Cyprus and Greece to the ILO to hold a similar event. As other European countries expressed interest in participating in such an event, the ILO decided to host a sub-regional workshop on apprenticeship design in Geneva, Switzerland. In doing so, the ILO also responded to the Oslo Declaration and its call for action, which – among other activities – proposed facilitating the exchange of experiences and good practices in Europe.

Participants

A group of 33 persons (18 men and 15 women) participated in the workshop. There were delegations from six European countries (Cyprus, Greece, Poland, Lithuania, Portugal, and Spain); all tripartite. Participants were therefore government representatives (mainly from the Ministries of Labour), and members from trade union and employers’ organizations. In addition, two researchers were participating – one from a university and one from a private research institute.

The workshop was held in the ILO Head Quarters’ library, which allowed observers from the ILO, but also from outside (e.g. from the countries’ permanent missions, the EU Task Force, and others) to join for certain sessions.

Purpose

The workshop was meant to (1) share experiences and to reflect on existing apprenticeship systems in Europe, (2) enhance the level of understanding of quality apprenticeships, and (3) develop feasible action plans for improving apprenticeship systems in each of the six countries represented (possibly to be supported through ILO technical cooperation initiatives).

¹ See http://www.ilo.org/global/about-the-ilo/how-the-ilo-works/multilateral-system/g20/WCMS_190188/lang--en/index.htm

² See http://www.ilo.org/skills/pubs/WCMS_218209/lang--en/index.htm

Content and structure

In the course of the training, experts from Austria and Denmark and from the ILO gave examples of good practices in designing apprenticeship systems with the focus on the involvement of social partners, the rights and responsibilities of apprentices, the governments' role to facilitate the processes, financial schemes, the costs and benefits for host companies and more. Moreover, relevant initiatives of the European Commission, the International Organization of Employers, the European Trade Union Confederation, and the ILO Global Knowledge Sharing Platform were presented. In addition, the ILO provided a systematic overview on quality apprenticeships including a definition, a distinction to other training systems and four interconnected building blocks. Furthermore, the ILO experts provided participants with information on the legal framework of apprenticeships, including the apprenticeship contract, the roles of master craftsperson and vocational teachers, and current EU budgetary resources available through the European Social Fund as an alternative to help finance the development and/or strengthening of an apprenticeship system. Last but not least, participants were asked to take part in various active learning activities, one of which was a role play on tripartite governance of apprenticeship systems in order to demonstrate how social dialogue could look like in practice.

The seminar was structured as following (detailed agenda in the annex, page 31):

Day 1: Understanding apprenticeships and providing good practice from the EU

Day 2: Building blocks of apprenticeship systems

Day 3: Delivery, quality and outreach of apprenticeships

Day 4: Action plans

Outcomes

By the end of the training, participants gained knowledge on the core principles of a quality apprenticeship system, its main components and elements, and international and regional models and experiences; they interacted with experts and enhanced their ability to analyse their countries main strengths, weaknesses, opportunities, and threats. They also prepared action plans for future development and/or strengthening of national apprenticeship systems. The workshop was a good networking opportunity among participants and with ILO experts, which can be considered as a start for further technical cooperation initiatives and for a regional community of dedicated professionals. As the evaluation clearly showed, participants were very much satisfied with the event, and especially perceived the sub-regional knowledge and experience sharing as well as the technical inputs by ILO experts as very valuable. It was discussed to establish a living European platform for quality apprenticeships for youth, where the ILO would act as a broker and support ILO constituents with knowledge products, workshops, sectoral assessments for quality apprenticeship design, etc.

Team

The seminar was organized and implemented by ILO Geneva (Mr Michael Axmann, Ms Lea Zanola, Ms Axelle De Miller) together with ITC/ILO Turin (Ms Alessandra Molz), ILO ROAS, Beirut (Ms Josée-Anne La Rue), ILO San José (Mr Alvaro Ramirez Bogantes), and ILO Brussels (Ms Marta Makhoul).

Summary of opening remarks

Ms Rie Vejs-Kjeldgaard

ILO Regional Director a.i. for Europe and Central Asia

This workshop is a very special occasion for us from the Regional Office. It is special at least in three different ways. First and foremost it is the first sub-regional workshop we have after you and the other member states asked the ILO to take forward the Oslo Declaration and actually implement it within the region. You asked us to be relevant to your countries in delivering our technical assistance where we would be really able to offer a comparative advantage and to respond to your particular needs. You asked us to bring together different member states in order to exchange experiences and knowledge. So we very much hope this workshop will be useful in that way.

A second reason why this workshop is special for us is that we are very happy to welcome tripartite delegations from all six countries. We as ILO of course consider tripartism and social dialogue being the DNA of our organisation. And especially when talking about apprenticeship, social dialogue is a key issue to be addressed.

A third point that makes this event very special is the fact that it is basically the first time that we bring a group of EU member states together to share experiences and discuss key issues, and we hope to be able to discuss other topics in future.

Finally I want to give a special thanks to my colleagues who made this technical and sub-regional workshop possible despite a very tight schedule. I wish you a successful workshop and I look forward to receiving your feedback, and please let us know how the ILO can be of further assistance to you. Thank you!

Ms Azita Berar-Awad

ILO Director of the Employment Policy Department

We are facing a severe employment crisis, a youth employment crisis in the EU and the world. For the ILO Director-General, the employment crisis is one of the crucial areas to be tackled and the ILO Governing Body has also recognised this priority. It is highly important to focus on apprenticeships as an area that helps young people to transit from school to work more smoothly. Countries with strong dual apprenticeships have lower unemployment rates among young people and shorter school to work transition periods. The ILO doesn't think that dual apprenticeship systems are a magic bullet or that there is any magic formula but it is nevertheless an important dimension of the fight against youth unemployment and it has to be seen as a structural system within the labour market institutions and not only as a short-term measure to the crisis. Therefore we base quality and structured apprenticeships on shared responsibilities of governments, employers and trade unions. It is the result of concerted commitments of all social partners that will make a difference in improving the quality of apprenticeships. In other words, they are embedded in social dialogue which is not a one-shot exercise, but rather a regular exercise of apprenticeship systems. In addition, apprenticeships offer opportunities for apprentices to earn their living. And we know how important this is for young people. We also know that one of the bottlenecks for young people in these very tight labour markets is to get access to first work experience. Apprenticeships do fill the demand by employers by filling skills gaps.

There are many reasons why quality and structured apprenticeships work. The quality aspect I would like to emphasize is about promoting gender equality, providing sufficient opportunities to break through traditional segregations of jobs and training schemes. I don't think that there is a better solution to what the employers want, i.e. filling their positions and skills, and what the young people are asking, i.e. access to first-job experience, and learning while working. Obviously trade unions have an important interest too in skilling the workforce and reducing the levels of unemployment. This workshop brings together participants from Cyprus, Greece, Lithuania, Poland, Portugal, and Spain with numerous panellists and resource persons from other European countries with strong existing apprenticeship systems (including an ex-apprentice who will provide his first-hand experience), the European Commission, the ETUC, the IOE, and several ILO experts.

This workshop's main goal is to bring very practical, hands-on experiences and practices to the participating countries. We don't think that experiences and schemes are transferable as they are. Each country has its own structure, culture, and institutional development, but there is a lot that can inspire in terms of what works well.

I hope that at the end of this workshop you will come up with very precise ideas on how you want to take this forward to your respective countries. I wish you a very fruitful and successful workshop.

Participants' expectations for the seminar

In the afternoon of the first training day, participants expressed their expectations for the training. The evaluation of the workshop (see page 30 of this report) showed, that most of this expectations (mentioned below) could be met:

- To receive recommendations on the quality of apprenticeships
- To know more about the definitions of different concepts
- To share best-practice examples, exchange ideas and knowledge, and adjust it to own context
- To emphasis on the involvement of social partners in the implementation of apprenticeship schemes
- To see how real social dialogue can work in practice, as well as the cooperation of the Ministries of Labour and Education in the field of apprenticeships
- To elaborate on the functioning of apprenticeships in contexts of high youth unemployment
- To elaborate on the importance of implementing new laws at national level
- To discuss the challenge of use and abuse of apprenticeship systems
- To explore common projects
- To identify action plans that are suitable to own country context

Presentation of relevant initiatives in the area of apprenticeships

In the morning of the first day, several initiatives related to apprenticeship have been presented. The aim was to provide participants with an overview on current developments linked to the renewed interest in apprenticeship systems in view of the global youth employment crisis.

European Alliance for Apprenticeships (EAfA)³

European Commission

Ms Ulrike Storost, DG Employment; Mr Sigve Soldal Bjorstad DG Education

What is it about? The EAfA, jointly coordinated by DG Education and Culture and DG Employment aims to bring together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe. EAfA, in boosting the quality and supply of apprenticeships, intends to reduce levels of youth unemployment, supporting the aims of the Youth Guarantee, while simultaneously reducing the disparity between skills and labour demand. EAfA welcomes commitments and pledges by organisations across Europe willing to contribute to strengthening access to, the supply of, and/or the quality of apprenticeships. Business ambassadors built up a network of professionals who are ready and willing to share knowledge and experiences with SMEs to support the establishment of quality apprenticeships across Europe. EAfA supports the establishment of bilateral and national agreements, initiatives, and cooperation mechanisms, and the implementation of reforms, and contributes to awareness raising and policy dialogue. The aims of EAfA are supported through a variety of EU funding mechanisms, resources and networks, such as for example the European Social Fund (ESF).

What are the Commission's next steps? First of all, the Commission will assess the youth guarantee implementation plans of the Member States. Second, the apprenticeships will be reviewed within the future ESF. Third, a helpdesk on apprenticeship and traineeship schemes is set up in order to provide strategic, operational and policy advice for policy makers at national, regional and local level in the areas of youth employment, education and training policies, ESF Managing Authorities, relevant national and regional agencies, social partners or their members. In addition, seminars on monitoring and evaluation will be offered. Fourth, the Commission has committed to explore the inclusion of apprenticeships in the EURES network, in close cooperation with relevant stakeholders, and to offer call for proposals on apprenticeships. Finally, a technical working group on VET will be set up.

³ http://ec.europa.eu/education/policy/vocational-policy/alliance_en.htm

Global Apprenticeships Network (GAN)⁴

International Organisation of Employers/ILO

Ms Shea Gopaul, programme coordinator

What is the GAN? The Global Apprenticeships Network is a new business-driven alliance ensuring skills for business and enhancing employment opportunities for youth. It was founded based on the G20 call for action and the ILO Feasibility Study, which both underline the need for a global network driven by employers. So the GAN brings together private sector companies, business federations and associations to share best practices, to advocate and to commit to action around youth employability and skills development. The initiative is driven by business leaders who will use this global platform to promote apprenticeship and other quality on-the-job training worldwide. They will reach out in their respective countries and industries to mitigate the youth unemployment and skills mismatch crises. At the same time they will be strengthening their companies' competitive strategies by investing in their workforces. Current member companies are Telefonica, Jindal Steel and Power, Randstad, Huawei, Adecco and others.

The member companies commit to the following principles:

- Strengthening commitment and visibility of the company's workforce engaged in apprenticeship and internships as part of the company's human capital development strategy.
- Share best practice in the areas of apprenticeships, internships, mentoring and on-the-job training.
- Encourage a network of committed companies, at global and local level, to support effective knowledge sharing action programmes and partnerships and to scale up international cooperation to this effect.

Why to join the network?

- Building partnerships globally and nationally to make an impact and achieve results
- Media events, workshops, webinars, to elevate the status and share best practices on a global stage
- Establishment of national and regional networks
- Knowledge sharing in business like format on apprenticeships programs on a dedicated website
- Newsletter and annual reporting on impact and commitment

Quality assessment of apprenticeships in Europe: towards a European quality framework for apprenticeship and work-based learning

European Trade Union Confederation

Ms Cinzia Sechi, ETUC advisor

What is the ETUC? The European Trade Union Confederation is representing European workers and seeks to influence the EU by making direct representations to EU institutions, and by ensuring trade union participation in numerous advisory bodies. By signing the joint Declaration on the EU Alliance for Apprenticeships in 2013, the EU social partners have committed to: (1) raise awareness of the benefits of apprenticeships to employers and to young people; (2) spread experience and good practice; (3) advise member organisations on developing quality apprenticeships; (4) encourage members to cooperate with schools and employment services; (5) support training of in-company mentors; (6) support the increase of

⁴ <http://global-apprenticeships.org/>

supply and quality of apprenticeships. In this context, ETUC conducted a quality assessment of apprenticeships in Europe in order to provide evidence-based policy recommendations.

What is the ETUC study on apprenticeships about?

Aims	Activities	Geographical scope	Outputs
<ul style="list-style-type: none"> Identify the characteristics that trade unions share for establishing quality apprenticeships in Europe Situate apprenticeship schemes within the wider context of E&T provision for young people Give evidence of TU involvement in apprenticeship schemes at national level 	<ul style="list-style-type: none"> Interviews with national stakeholders (first half 2013) Desk research EU conference (Oct. 2013) 	<ul style="list-style-type: none"> Bulgaria Cyprus Denmark Estonia Germany Ireland Italy Netherlands Spain United Kingdom 	<ul style="list-style-type: none"> ETUC Report National country fiches

ETUC recommendations suggest that apprenticeship schemes should (selection):

- Be clearly defined and be built on stable foundations: on the basis of national law, regulations and collective bargaining agreements.
- Be governed at all levels by a partnership between the social partners together with public authorities and training institutions, and be properly funded, with equitable cost-sharing between employers and public authorities.
- Cater for the real employment and skills needs of employers within the framework of sectoral and/or national priorities.
- Require employers to enter into formal employment contracts with apprentices, describing the rights and obligations of both parties, and have robust quality assurance procedures.
- Support personal development and career opportunities of apprentices and ensure the apprentices are paid by employers according to collective agreements or a national minimum wage.
- Provide appropriate guidance and counselling for apprentices, both before and during the training process.
- Guarantee high quality and safe working environments, and provide good quality training with in-company mentors trained for this purpose, and teachers and trainers that have up-to-date and appropriate skills.
- Cover a wide range of different occupations and thus provide employment opportunities for all, men and woman alike.
- Ensure the recognition of knowledge, skills and competence acquired by means of non-formal and informal learning.

Global Knowledge Sharing Platform “Skills for Employment”⁵

Ms Jeannette Sanchez, ILO Geneva

What is it? “Skills for Employment” is a collaborative platform that pools the relevant knowledge products from international organizations, governments, employers and workers on what works to promote skills development and finding effective ways in strengthening the links between education and training to productive and decent work. Initiated by the ILO, the platform benefits from support and collaboration of the OECD, the UNESCO, and the World Bank.

What can I find on the platform? The platform aims at translating complex knowledge and experience into pragmatic how-to policy options that governments, employers, workers and training institutions can use to effect change. This requires providing different ‘knowledge products’ – good practices, international standards on human resources development, evaluation reports, advocacy materials. In short, the platform would allow users to find what they need – and what they could put to use. The content is organized by actual policy issues and is searchable by region, country, economic sector, and source of information. Professionals and experts involved in skills are invited to send their knowledge products to knowledge@skillsforemployment.org.

Defining apprenticeship

Mr Michael Axmann, ILO Geneva, and Ms Josée-Anne La Rue, ILO Beirut

Proposed working definition of apprenticeship: “Apprenticeship is a unique form of vocational education, combining on-the-job learning and school-based training, for specifically defined competencies and work process. It is regulated by law and based on an oral or written employment contract with a compensatory payment and has a standard social protection scheme. A formal assessment and a recognized certification come at the end of a clearly identified duration.”

Other work-based programmes have similar characteristics, but should be differentiated from apprenticeships. As shown in the table below, an apprenticeship is the only one that has all the following elements:

	WAGE	LEGISLATIVE FRAMEWORK	WORK-PLACE BASED	PROGRAMME OF LEARNING	ON THE JOB TRAINING	OFF THE JOB TRAINING	SOCIAL SECURITY	FORMAL ASSESMENT	RECOGNIZED CERTIFICATION	DURATION (APPROX)
TRAINEESHIP	MAYBE	NO	YES	NO	MAYBE	NO	YES	NO	NO	12-24 MONTHS
INTERNSHIP	MAYBE	NO	YES	NO	MAYBE	NO	NO	NO	NO	3-6 MONTHS
INFORMAL APPRENTICESHIP	POCKET MONEY OR IN KIND	NO	YES	NO	MAYBE	NO	NO	NO	NO	VARIABLE
INDUSTRY ATTACHMENT	YES	MAYBE	YES	MAYBE	YES	NO	MAYBE	NO	NO	VARIABLE
APPRENTICESHIP	YES	YES	YES	YES	YES	YES	YES	YES	YES	FIXED 1-4 YEARS

⁵ <http://www.skillsforemployment.org/KSP/en/index.htm>

A quality apprenticeship system is based on four interconnected building blocks:

1. **Social Dialogue:** it is a prerequisite for a successful apprenticeship system. All parties involved should have an active role in all activities of an apprenticeship system.
2. **Clear roles and responsibilities:** the division of labour between the schools and the world of work must be clear. The enterprises must be in the driving seat, and the training providers strongly connected to the firms.
3. **Legislation:** formal laws and regulations will avoid exploitation and unsafe working conditions. The contract should cover all aspect of work, school, wages and social protection. The certification should be officially recognised nationally.
4. **Financing:** Benefits and costs should be shared between firms, government and other parties.

Participants' analysis of their countries' apprenticeship systems

At the end of the first day and with the information on quality apprenticeships and European good practice in mind (experts from Austria and Denmark presented their countries' system in a World Café type of discussion), participants were asked to analyse their current apprenticeship systems. In country groups they had to establish a **SWOT** table for their country's system (see below). The **Strengths** and **Weaknesses** describe the (positive or negative) characteristics of the existing system, **Opportunities** and **Threats** relate to external elements and factors, which could either be exploited to the advantage of the apprenticeship system, or cause troubles and hinder the improvement of the system.

CYPRUS

Strengths <ul style="list-style-type: none">• Excellent collaboration between social partners• Provides opportunities for students to advance through certain procedures• Advanced human capital	Weaknesses <ul style="list-style-type: none">• Lack of communication/ proper cooperation between Ministry of Labour and Education• Weak reputation of technician schools and apprenticeship systems• New modern apprenticeships = Last resort for dropouts
Opportunities <ul style="list-style-type: none">• Broadening courses based on market needs• Development and improving of curriculum• The need for social partners to participation in the setup of curriculum• Make system attractive to students• encourage employers to welcome apprentices• Create opportunities for apprentice and youth entrepreneurship	Threats <ul style="list-style-type: none">• The governments delays in releasing funds to modern and quality apprenticeship schemes due to the crisis• We have not enough apprenticeship places and too few skilled workers and need to import more technicians from abroad

GREECE

Strengths <ul style="list-style-type: none"> • Limited existence system • High rate of absorption • Wide regional distribution 	Weaknesses <ul style="list-style-type: none"> • Very limited range • Lack of tripartite and social dialogue • Lack of tripartite systems no standards, no specialties and no process since everything has to go through the central government: we cannot be flexible enough and adopt • Lack of needs analysis and diagnosis in the labour market • No definition of quality apprenticeships • Low attractiveness among society • No clarification and you cannot move from an apprenticeship to university afterwards • Very low budget allocated to apprenticeships
Opportunities <ul style="list-style-type: none"> • EU funding • New legislation • Existence of social dialogue between trade unions and the employers • New action plan in order to put all these things in action 	Threats <ul style="list-style-type: none"> • Crisis and recession: Youth unemployment rate is very high • Several cases of abuses of apprenticeships: low wages and vague definition of • We have about 95% small enterprises • Lack of understanding that apprenticeships are a win-win offer • Apprenticeships should be recognised as education and training system to tackle youth unemployment • More support of trade unions needed

POLAND

Strengths <ul style="list-style-type: none"> • More effective employment systems • Higher employment ability • Legal framework to be strengthened (labour code, education and craft act) • Long tradition (60 professions) • permeability of educational system • Acknowledgement VET certifications 	Weaknesses <ul style="list-style-type: none"> • Decreasing involvement of employers (medium and big companies) • Various level of local cooperation between school, local authority and employers • Bad image of apprenticeship in society
Opportunities <ul style="list-style-type: none"> • Improve the process of counselling and training • Increase involvement social partners • European branch certificates 	Threats <ul style="list-style-type: none"> • Low level of participation in lifelong learning • Demographic change • Less and less involvement of employers

LITHUANIA

Strengths <ul style="list-style-type: none"> • Development of sectorial occupation standards • National modular VET curricular • Establishment of sectorial practical training centre • Principal consent of social partners on the need of apprenticeships (at national level) 	Weaknesses <ul style="list-style-type: none"> • Very formal social partnership in VET on the regional and sectoral levels • Lack of comprehensiveness in the legal regulation of apprenticeships • Lack of funding • Bureaucratic obstacles for enterprises • Absence of trainers in enterprises • Legal obstacles to develop apprenticeship in crafts
Opportunities <ul style="list-style-type: none"> • Can solve the skills mismatch problems • Can increase attractiveness of vocational education for youth • Could reduce the costs of enterprises related to training and up skilling of graduates • Enhance involvement of enterprises in the provision of VET • Solves the problem of skills mismatch 	Threats <ul style="list-style-type: none"> • Lack of continuing in the national VET policy • Enterprises not willing to invest in new forms of training and HRD • Lack of mutual trust and cooperation between enterprises and social partners in the sectors • Demographic situation

PORTUGAL

Strengths <ul style="list-style-type: none"> • Employability • Mobility in the education system • Focus on real market needs • Sectorial contribution to the qualifications • Learning potential allow double qualification 	Weaknesses <ul style="list-style-type: none"> • Lack of competences inside company • Simulated practical training • Social partners participation • Selection and training quality of tutors • Local diagnosis and definition and network of partners is not organised • Quality system with low level of effectiveness • Lack of resources for analysing and evaluation • Two different ministries hold responsibility with no cooperation
Opportunities <ul style="list-style-type: none"> • EU 2020 • Erasmus + • Reduction of unemployment • Youth employability through youth guarantees • Harmonisation of the sub-system 	Threats <ul style="list-style-type: none"> • Quality of the systems • Lack of human resources • Crisis • Reduction of funding • Low birth rates

SPAIN

Strengths <ul style="list-style-type: none"> • 100.000 apprentice contracts • Define standards in vocational certificates • Strong commitment of stakeholders 	Weaknesses <ul style="list-style-type: none"> • No participation of social partners in actual legislation process • Lack of tradition in companies (esp. SMS's) • Bad image of VET versus university
Opportunities <ul style="list-style-type: none"> • Strong tradition of tripartite social dialogue • Some regions have already implemented pilot projects on quality apprenticeships • Improve mismatch between supply and demand of labour market 	Threats <ul style="list-style-type: none"> • Economic crisis and high unemployment level (no places available) • Diverse industrial structure among regions meaning different opportunities for apprentices • Rigidity and red tape (too much bureaucracy)

Looking at some key aspects of quality apprenticeship systems

Day 2 was dedicated to better understand and discuss the four building blocks of quality apprenticeship systems (described in the chapter “Defining apprenticeships”, page 11). As sound social dialogue being a key success factor in running apprenticeships, 90 minutes have been reserved for a role play on tripartite governance of apprenticeship systems. In addition, experts gave inputs about the leadership of social partners in Austria and Central America and the rights and responsibilities of apprentices as workers (examples from Austria and Denmark). These inputs have been deliberately kept short in order to have enough time for questions and discussions. Last but not least, inputs about the legal framework of apprenticeships (including an example from Switzerland) and on financing modalities (in Austria, Denmark, and Germany) have been provided.

Tripartite Social Dialogue: Role play on tripartite ownership and governance

Participants were asked to divide into three groups and work on a fictitious case where they had to impersonate an employer representative, a government official or an employee representative, whereby they had to choose a role that was different from their real function. The starting situation was the following: The Prime Minister of the country Saturnia – represented by Michael Axmann – wants to set up an apprenticeship system for young people, and gathers his ministers of labour and education, as well as representatives from the social partners in order to discuss the following questions:

1. What should be the rights and obligations of the employers and those of the apprentices?
2. How should the training be financed?
3. Who should determine labour market relevance of the curriculum, formulate the curriculum and the training standards, do examinations and certification?
4. How should complementary school-based training be organised? How much training should place in school and what subjects should be covered?

The three groups spent 30 minutes preparing for the tripartite meeting with the Prime Minister, which would last for another 30 minutes. They had to select two representatives each, who would present their point of view on how to implement the apprenticeship system at the meeting. While discussing and trying to reach a consensus, they had to keep in mind the interests and concerns of the institutions they were representing.

Participants felt that there was not enough time to come to a conclusion and to agree on the way forward. They were not able to discuss all the questions, and sometimes got off track. However, participants said that they realized how important such discussions are, and also how challenging national social dialogue can be.

A debriefing session allowed to identify some lessons learnt:

- ✓ An effective dialogue will be influenced by the availability of labour market information, for all to focus on facts rather than perceptions.
- ✓ Government should delegate its authority when it comes to the organization of apprenticeship programs and avoid over-controlling attitudes, while employers should look further than short term gains, and trade unions base their claims on documented evidences.
- ✓ The overall discussion should be broken down into specific subjects, for which it is easier to reach a consensus.
- ✓ The role of the chairperson should be clearly defined as a moderator, and the chair should be selected according to its facilitation and listening skills.
- ✓ In depth preparation, where facts are checked, positions defined, and scope for changes identified paves the way for a meaningful dialogue.

Leadership by social partners

The case of Austria

Mr Thomas Mayr, ibw (Research & Development in VET) Austria

The involvement of social partners in VET policy making and delivery in Austria is embedded in a system and tradition of corporatism. The Federal Economic Chamber (employers), the Federal Chamber of Labour (employees), and the Chamber of Agriculture and Forestry (employers in agriculture) are corporations under public law with compulsory membership. The chambers have a consultative role in policy making, negotiate collective agreements, and share the responsibility for entities such as social insurance institutions and Public Employment Service.

The social partners are very much involved in the governance, quality assurance and administration of apprenticeship training and therefore have a sense of co-ownership. They nominate for example the members of the Federal Advisory Board on Apprenticeships, which is the expert group of the Ministry of Economics.

In addition, there are specific apprenticeship offices at the regional economic chambers, which act on delegated authority from the Ministry of Economics in order to: (1) accredit training companies; (2) approve and register apprenticeship contracts; (3) organize examinations; (4) award qualification; and (5) administer financial incentives for training companies.

To illustrate the strong involvement of social partners in Austria, following a short description of how the introduction and update of apprenticeship trades is done:

1. Preparation	<ul style="list-style-type: none"> • Identification of specific needs by different stakeholders • First opinion by the Ministry of Economics and the social partners
2. Elaboration of the training ordinance and framework curriculum	<ul style="list-style-type: none"> • Preparation of draft training ordinance • Negotiation in the Federal Advisory Board on Apprenticeship and submission of the draft to the Ministry of Economics • Development of a framework curriculum for the school part by the Ministry of Education • Stakeholder consultation on the two drafts
3. Issuing of the two ordinances	<ul style="list-style-type: none"> • Training ordinance is issued by the Ministry of Economics • School curriculum ordinance is issued by the Education Ministry
4. Follow-up measures	<ul style="list-style-type: none"> • Preparation of supportive manuals for training companies • Training of trainers, teachers and examiners • Continuous evaluation

The case of Central America

Mr Alvaro Ramirez Bogantes, ILO San José

The TVET system of the 80s-90s was supply-driven and had limited impact, but is changing now. Drivers of change are industrial transformation processes, competitive pressure, human resources bottlenecks, and youth unemployment. There are, however, a number of challenges: weak social dialogue despite the existence of a tripartite national agency, especially because of the low union density; weak institutions, especially when it comes to the advocacy role of chambers and employers' organizations; and weak incentives for employers, due to high costs, high turnover, and uncertain return on investment.

Apprentices are workers with rights and responsibilities

Mr Benjamin Poredos, Julius Blum GmbH Austria

This presentation provided an insight on dual education from the perspective of a young person who did himself an apprenticeship in Austria and is now a master craftsperson in the same company. The fact that he could start working and at the same time learn an interesting profession, take responsibility, and earn a living, were important reasons for him to start with an apprenticeship at the age of 15. He also knew that he would have the possibility to continue training and education afterwards and become a trainer for new apprentices. That's what he did after having successfully completed his apprenticeship and some further years of work.

Ms Karen Gilbro, Danish Union of Electricians

Ms Gilbro talked about the importance of the apprenticeship contract in order to clearly define and set out the rights and responsibilities of both, the apprentice and the host company. She also talked about the unions' role in negotiating collective agreements, which are a good basis to define rights and responsibilities

of apprentices in a company. The agreements regulate leave, overtime, wages, amount of school-based and in-company training components, etc. The Danish Union of Electricians runs an internet platform with information about rights, wages, etc., and offers counselling and mediation services for apprentices and host companies, who are in difficulties or conflict.

Legal framework of apprenticeships: the apprenticeship contract

Ms Josée-Anne La Rue, ILO Beirut, and Ms Lea Zanola, ILO Geneva

Without a thorough **legal framework** to cover the various aspects of the work, the chances of using apprentices as cheap labour are very high. That is why advocating for a review of the national labour law should be a key priority. Changing the laws and regulations usually take time, but is not a step that can be overlooked. In order to regulate the roles and responsibilities of all parties involved, it is suggested (1) to update the national labour law, (2) to make mandatory a fair contract that will be signed by the firm, the apprentice and the training school, and finally (3) to mainstream apprenticeship in collective agreements.

In addition to these three key legal aspects, additional policies might be put in place for minority and/or vulnerable groups for example. Positive gender discrimination incentives are also popular to break down the gender segregation of occupations. In countries with very strong apprenticeship systems, the law stipulates the options of apprentices if they would like to further their education. The financing scheme agreed between all social partners (government employers' and workers' organisations) should be regulated by law as well.

The session was mainly meant to look a bit closer at **apprenticeship contracts** in order to at the one hand give participants concrete inputs about the content of one example contract (Switzerland), and at the other hand to receive a feedback for a template contract, which the ILO is currently developing.

The case of **Switzerland** clearly shows that apprentices are in the first place considered as workers. The national legal framework of apprenticeships consists therefore of the labour law and a special Act (Federal Vocational and Professional Education and Training Act, VPETA⁶).

- The **labour law** is – like in a normal work contract – the basis for regulating leave, sick leave, overtime, insurance, etc. It also sets out special regulations for apprentices, like a minimum of 5 weeks leave, and in general no night shifts, no dangerous work, etc.
- The **VPETA** is the main legal basis for Switzerland's VET system and applies to all non-university education and training programmes – thus also to programmes in agriculture and forestry (previously fallen within the scope of other Federal Acts), and healthcare, social work, and art (used to be covered by cantonal legislation).
- **Governance of the apprenticeship system** is decentralized to the 26 Cantons of Switzerland. Accordingly, the responsible cantonal authorities need to approve any apprenticeship contract – and any changes of the contract as well.

⁶ An English translation of the VPETA is available at: <http://www.admin.ch/opc/en/classified-compilation/2000i860/index.html>

- The following **elements of an apprenticeship contract** are to be specified by law: **type of apprenticeship**, **duration** (2-4 years), **wage** (based on collective agreements, increasing during apprenticeship, to be paid also during school, covered by employer), **probation period** (1-3 months), **working hours** (max. 8h/day), and **leave** (minimum of 5 weeks). The template suggests that the **training arrangement** is described (including for example the responsible master craftsperson and the name of the school), as well as the **financing** of special equipment, transport etc. The **signing parties** are the host company and the apprentice (or the parents if below 18 years old).

Not explicitly mentioned in the Swiss template are the following aspects and dimensions, which can be found in other apprenticeship contracts: **entry requirements** for apprentices (such as medical tests), **monitoring mechanisms**, **payment modalities** (including different funding resources), **OSH**, **overtime** regulations, access to **pensions**, **settlement of disputes** (e.g. early termination of contract, mediation), **examination** (e.g. process, content), **final certification** (including issuing authority, national recognition).

It is suggested to specify these elements in the contract, especially when the legal framework is not as strong as for example in Switzerland. The ILO template, which will soon be available, shall give an overview of all those aspects and dimensions (possibly) to be included in an apprenticeship contract.

Fair and cost-effective financing: cost-sharing and funding modalities

Training systems are usually under-resourced, their financing are fragmented, and they are often deficient in terms of market responsiveness. They are also frequently cost ineffective, and lack strategic planning. Financing systems – in their most basic shape - should focus on what source of funds should be allocated to what type of training to be provided by which training providers. Multiple combinations are possible between categories described in the matrix below.

Funding source	Type of training	Training provider
State	Pre-employment	Vocational schools
Employer	Apprenticeships	Private training provider
Trainee / worker	Initial training	Formal enterprises
Donors	Continuous training	Informal companies

Financing systems are steered by various goals related to meeting market demand, ensuring funding equity, expanding training coverage and promoting inclusion. Funds can be available in a centralised, decentralised manner, or as a combination of both.

The main question is how to optimize fund allocation so that it makes the most of resources, institutions and programmes involved. In this sense, apprenticeships are linked to important opportunities for cost sharing around common objectives. The recent crisis has brought a renewed emphasis on improving the efficiency of financing systems, through the creation of training funds, for instance. The goal is to design a financing system that combines all resources available in a timely manner for pre-defined objectives.

The following presentations from Austria, Denmark and Germany provided examples of fair and cost-effective financing modalities.

Apprenticeship funding in Austria

Mr Thomas Mayr, ibw (Research & Development in VET) Austria

In Austria, host companies pay for the company-based part of the training (training infrastructure, trainer salary, apprentice remuneration, etc.), while the federal and regional governments provide and finance the school-based part of the training. Host companies can get financial support, which is mainly financed by employers through a fund scheme:

- Basic support: three months apprenticeship salaries in the first, two in the second and one in the third and fourth year of apprenticeship
- Specific quality-related incentives: e.g. for training alliance and additional qualifications; continuous education for trainers, international mobility, etc.
- Coaching and consulting of apprentices and companies

The public and private costs of VET/apprenticeships in Austria are as follows:

	Public cost	Company cost
Company based apprenticeships	Vocational school: Euro 4,288 Subsidies to training company: on average Euro 1,317 Total: Euro 5,605	approx. Euro 15,000 (estimate across all sectors)
Apprenticeship type workshops in the framework of the „youth guarantee“	Vocational school: Euro 4,288 PES: Euro 13,031 Total: Euro 17,319	
Full time school based VET	Euro 8,601	

Apprenticeship funding in Denmark

Mr Klavs Dahl Christensen, Aarhus Tech International

The Danish apprenticeship system is jointly financed by the employers and the government, whereas the employers bear a considerable share of the costs. All employers with more than one employee contribute to a training fund (EUR 400/year/employee). The companies who train then get the apprentice's salary reimbursed for the time she or he is in school; and the apprentices get a contribution for transport when at school or to practice abroad. The government has an interest in co-financing the apprenticeship system as the training offered is labour market relevant and contributes to economic development (industry have skilled workforce ready "starting from Day-1") and to the social inclusion of youngsters. The government finances the school-based education, based on "educational taximeters". The Danish model of per capita financing is as follows:

Taximeter rates for selected occupations per fulltime-equivalent student (1 student for 40 weeks) in € (2013 figures)				
Vocation	Teaching	Administrative	Building	Completion
Blacksmith	13.155	1.623	1.793	958
Bricklayer	11.666	1.623	1.549	958
Hairdresser	8.934	1.623	1.793	958
Electrician	10.580	1.623	1.793	958
Auto mechanic	10.501	1.623	2.502	958
Shop assistant (Radio-television and multimedia)	7.607	972	805	352

Apprenticeship funding in Germany

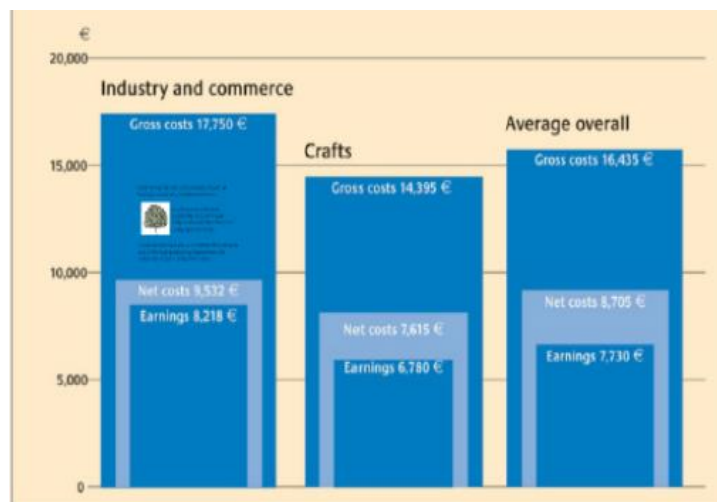
Mr Michael Axmann, ILO Geneva

Business enterprises pay more than 3/4 of the total costs for apprenticeships in Germany (which were 31.2 billion Euros in 2010). The Federal Government and Laender pay about 1/10, and the Federal Employment Services about 1/7.

- Companies: 23.8 billion Euro
- Federal Employment Services: 3.9 billion Euro
- Federal Government and Laender: 3.2 billion Euro

However, determining the costs on in-company vocational training is a relatively complicated process, in particular by estimating opportunity costs for master craftspersons and other “mentors” during apprenticeships. Vocational training is also an investment that certainly pays off through productivity improvements for companies involved in apprenticeships.

The German Federal Ministry of Education and Research estimated the costs and benefits of in-company training as follows:



Delivery of training

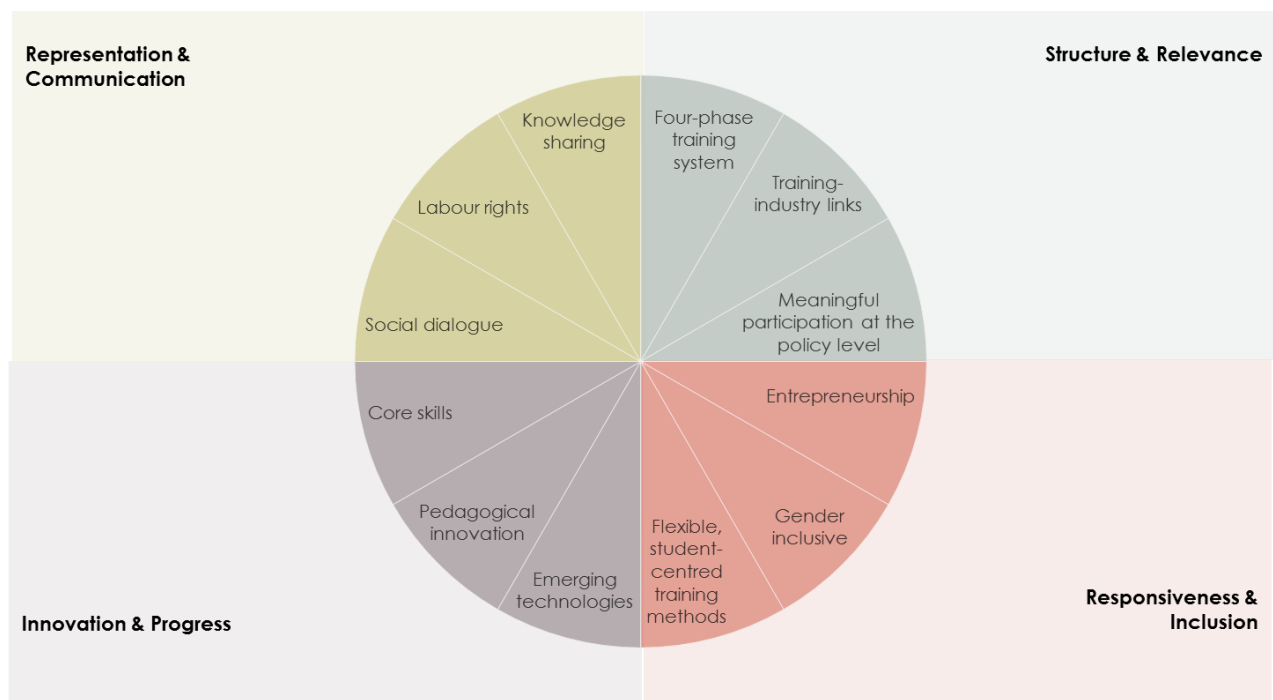
The morning session of the third day was to reflect on the duality of training delivery in apprenticeship systems, and the importance of well-prepared teachers and trainers, both, in vocational schools and in host companies.

Key elements of vocational teacher training

Mr Michael Axmann and Ms Lea Zanola, ILO Geneva

In 2010 the ILO published a report on vocational teachers and trainers for the discussion at the Global Dialogue Forum on Vocational Education and Training on 29–30 September⁷. It states that the roles and responsibilities of vocational teachers and trainers have changed considerably in the last couple of years and that these changes have challenged teacher training programmes: “The increasingly multifunctional roles and responsibilities of teachers and trainers have led to new learning approaches with greater autonomy for programme decisions and outreach to the world of work. In parallel, the need for greater involvement of teachers and trainers in professional development decisions has become clear. Criteria for “good” teachers that respond to increased expectations include strong knowledge bases and a range of teaching competencies for enhanced teaching practice and learning outcomes.”

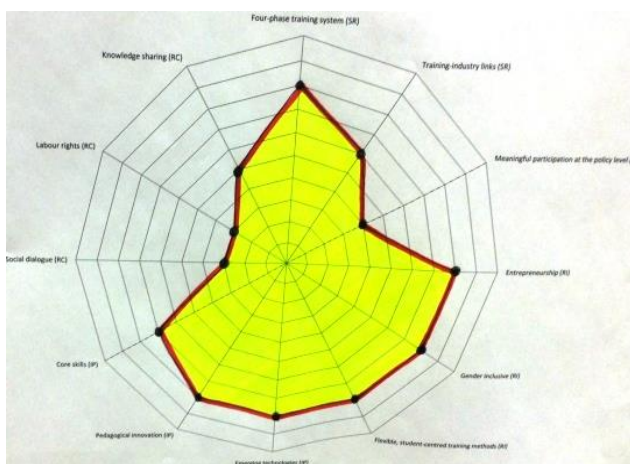
The above-mentioned report served as starting point for the development of **12 key elements of vocational teacher training**, grouped into four main areas. The chart below provides an overview, definitions of the 12 elements can be found in the annex, page 34.



⁷ The publication ‘teachers and trainers for the future - technical and vocational education and training in a changing world’ is available online: http://www.ilo.org/sector/Resources/publications/WCMS_161661/lang--en/index.htm

SPIDERWEB exercise on teacher training

Using a spiderweb chart (see the example at the right), the participants were asked to consider how their national vocational teacher training system incorporates these elements and to rate each one on the corresponding axis with 1 being the lowest and 10 being the highest. The purpose of this exercise was to illustrate graphically, which of the above-mentioned key elements of vocational teacher training are already well developed in the system, and which need to be improved.



The role of the master craftsperson

Ms Alessandra Molz, ITC/ILO Turin, and Mr Michael Axmann, ILO Geneva

Qualified master craftspersons are an essential element of a functioning apprenticeship system. They are responsible for training and coaching apprentices in the host companies, acting as a role model and reviewing trainees' performance. Tracking skills development based on a given set of training competencies is indeed an important function of the master craftsperson, in order to ensure that the apprentice is learning the required skills, and is not used for "cheap labour" with no learning content. A master craftsperson is an experienced worker who attained specific courses, which are then certified by the chambers of commerce/crafts or professional associations. Master craftspersons are a "sign of quality" for the enterprise and traditionally enjoy a very good reputation in society.

Participants reflected on the qualities and skills of a proficient master craftsperson:


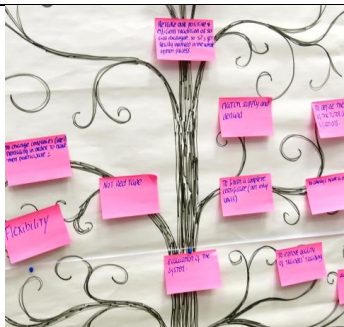
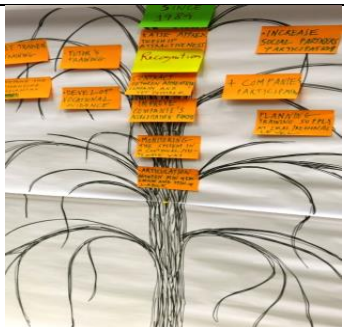
1. Theoretical and practical skills in the occupation area based on a high level of hands-on expertise validated by a certificate and/or important credibility among peers;
2. Good teaching, facilitation, coaching and mentoring skills, high motivation to share and transfer knowledge to others, and ability to evaluate skills and learning outcomes objectively;
3. Demonstrated soft skills including interpersonal and communication skills, leadership skills, high level of respect and patience for trainees, and ability to motivate them.




Improvement of quality and outreach of apprenticeship systems in participants' countries

Starting in the afternoon of the third day and continuing until the end of the workshop, participants worked in country groups in order to reflect on their own VET/apprenticeship system. They started with a problem/solution tree, and developed action plans for the further improvement of their systems, which were then presented in the plenary at the very end of the seminar.

Identification of potential solutions

Participants were asked to discuss obstacles for improving the VET/apprenticeship system in their respective country, to identify potential solutions to these problems, and to structure them with the help of a tree, drawn on a pin board. The results are presented as follows:

CYPRUS	SPAIN	PORTUGAL
		
<ul style="list-style-type: none"> • National law and regulations • Implementation authority • Promoting apprenticeships • National recognition • Cultural awareness • Apply new technologies • Cultural awareness • Meet the needs of the market • Create better incentives • Active integration of employers • Active training of trainers • Active involvement of apprentices in process • Qualified workers • Employability 	<ul style="list-style-type: none"> • Improve vocational training image • Flexibility • Not red tape • Evaluation of the system • Improve quality of training and trainers • Provide proper certification • Define clear profile of tutor and his qualification • Matter of supply and demand • Reactivate our positive and efficient tradition of social dialogue to be involved in the whole system 	<ul style="list-style-type: none"> • Since 1984 • Raise apprenticeship attractiveness • Recognition of apprenticeships • Create contract between apprenticeship and VET provider • Improve companies accreditation • Companies and participation • Planning training supply at local and regional level • Increase involvement of social partners • Develop vocational guidance • Improve the financing mechanisms • VET trainer should be trained • Monitor system in continuous way

LITHUANIA	POLAND	GREECE
		
<ul style="list-style-type: none"> • Change of mentality • Increasing attractiveness of VET and apprenticeship systems • Establish legal framework • Train Master craftsperson • Establish funding mechanisms • Develop civic social dialogue in VET • Optimise VET network • Ensure permeability of competences • Development of vocational guidance • Ensure training quality • Integrate social partners 	<ul style="list-style-type: none"> • Training teachers in enterprises • Stronger involvement of social partners • Entrepreneurship should be implemented in VET schools • Better motivation for vocational teachers and employers • Offer equal opportunities for access to quality learning • Efficient VET of European funds • Friendly VET system for employers • Media support • Relevant decisions to be taken with involvement of social partners • Standard of education to be established and covered from the state fund • Prepare up-to-date reports on the situation and reliable forecast • Counselling should begin in lower secondary schools 	<ul style="list-style-type: none"> • Quality issues • Deal with abuses • Curricular and enterprises • Improvement of infrastructure • Clarify definition • Reestablishment of tripartite and social dialogue • Continuous assessment and evaluation • Clarify definitions of internships versus apprenticeships • Training of trainers and teachers • Methodology to transform enterprises to apprenticeships venues • Improve attractiveness • Orientation: counseling • Communication activities • Permeability and connection with VET • Certification of educational results

The European Social Fund as a financial resource to establish apprenticeship schemes

Ms Marta Makhoul, ILO Brussels

This presentation was included in the workshop as participants requested more information on possible funding sources and modalities. An abstract is presented here, more detailed information is available in the annexes on page 37 and 40.

The European Social Fund (ESF) supports the setup of apprenticeships. Following the adoption of implementing the Youth Guarantee aiming to tackle youth unemployment with a sum worth more than €10 billion every year provided by the ESF in the period of 2014-2020, Member States have very recently submitted their Youth Guarantee Implementation Plans. The Youth Guarantee seeks to ensure that Member States make a good-quality offer to all young people up to age 25 of a job, continued education, an apprenticeship or a traineeship within four months of leaving education or becoming unemployed.

To increase available EU financial support to the regions that struggle most with youth unemployment and inactivity, the EU has created a dedicated Youth Employment Initiative (YEI). YEI support will concentrate on regions experiencing youth unemployment rates above 25% and on young people not in employment, education or training (NEETs). The YEI funding will comprise €3 billion from a specific new EU budget line dedicated to youth employment matched by at least €3 billion from the ESF national allocations.

Draft Action Plans

After presenting their country trees and receiving a briefing on financial support at EU level, participants were asked to elaborate concrete ideas on how to improve their existing training/apprenticeship systems. The country groups started to work on the draft action plans in the evening of the third day in order to be able to present their plan to the plenary at the end of the fourth and last day. They were asked to group the activities according to the implementation timeline of one month, six months and a year, and to mention what kind of technical assistance from the ILO will be needed.

Lithuania

After 1 month	<ul style="list-style-type: none"> Identify possible sectors to launching of apprenticeship schemes. Analyse sectors and subsectors of the economic market where the launching of a scheme would be the most needed, feasible and realistic ones to implement. Methods: Create an expert group, conduct interviews with sectoral stakeholders and enterprise representatives, and involve social partners
After 6 months	<p>Purpose: Preparation of the conception or draft model and identify possible funding and co-funding mechanisms and resources.</p> <ul style="list-style-type: none"> Result: Prepare a clear model of possible funding and co-funding mechanisms that will be discussed and agreed upon consultation of all stakeholders Method: consultation of general expert group work and focus group of experts. <p>Purpose: Design of training programme of master craftsperson</p> <ul style="list-style-type: none"> Result: Prepared curricula for training of master craftsperson, prepared procedures and instruments for the assessment of their competences Method: approaches of curriculum design; focus groups of experts from the employers, trade unions and initial VET establishments <p>Purpose: Recruitment of candidates for the positions of master craftsperson</p> <ul style="list-style-type: none"> Result: Selected candidates for the position of master craftsperson.
After 1 year	<p>Purpose: Finalising establishment of the legal framework</p> <ul style="list-style-type: none"> Result: current laws are supplemented by the legal act that would create sufficient legal regulation for introduction of apprenticeship.

	Purpose: Preparation of application for funding from the ESF and other EU funding sources Result: Receive funding from the ESF and other EU funding sources
Technical Assistance from ILO	<ul style="list-style-type: none"> Expert's review of the prepared instruments by providing feedback for improvement Organisation of the study visits for selected candidates of master craftsperson Consulting in preparation of application for EU funding

Cyprus

After 1 month	<ul style="list-style-type: none"> Draft legislation and regulation Advisors to the NMA board
After 6 months	<ul style="list-style-type: none"> Present final text of legislation and regulation Appointment of the NMA board Development of the curriculum for apprentices Promotional campaign to enhance image of apprenticeships and make them more attractive; identify benefits and incentives of apprenticeship scheme Research among employers: who would be suitable to offer apprenticeship places Establish infrastructure on apprenticeships with social partners
After 1 year	<ul style="list-style-type: none"> Create a quality assurance mechanism Ensure gender balance Establish institution of master craftsperson: ILO expertise to support this process

Poland

After 1 month	<ul style="list-style-type: none"> Gather Information about Polish system together with ILO Dissemination of workshop effects: include social partners and prepare a concept or common framework of action
After 6 months	<ul style="list-style-type: none"> Organizing education conferences to motivate all bodies: government, VET providers, employers and apprentices Promotion of meetings and professional media to serve as channels of influence in order to make apprenticeship systems more attractive, show benefits and incentives for young people and enterprises to take/offer places
After 1 year	<ul style="list-style-type: none"> ILO to support up-date information about Polish system on webpage ILO to participate and to jointly organize conference and workshops Deepen awareness of school managers in the field of professional counselling Stability of the system Regional meeting with employers to engage them in apprenticeship programmes Intensification the cooperation with foreign partners Training teachers in the area of professional counselling

Greece

After 1 month	<ul style="list-style-type: none"> ▪ Create stakeholder dialogue ▪ Mapping and assessing of various initiatives that exist or could be established ▪ Identify projects and funding resources
After 6 months	<ul style="list-style-type: none"> ▪ Planning and content of pilot project: schools and enterprises should be identified that would like to participate ▪ We would like ILO to help us realize the pilot project with a timeline of one to three years ▪ Sectoral or regional: target sectors in which apprenticeships are sustainable and contribute to jobs and growth ▪ Identifying schools, enterprises, teachers and trainers to establishing apprenticeships ▪ Preparation of curriculum
After 1 year	<ul style="list-style-type: none"> ▪ Preparation of contracts ▪ Training of teachers and trainer (more expertise needed) ▪ Professional profile ▪ curricula ▪ Deal with abuses ▪ Expertise certification of enterprises and trainers ▪ Evaluation and assessment plus envisage some pilot projects of new apprenticeship forms ▪ Methodology and Benefits for enterprises who commit taking apprentices ▪ Ask for ILO expertise on correct actions plans, on the implementation process and how to deal with bad practices.

Spain

After 1 month	<ul style="list-style-type: none"> ▪ Circulate information to decision makers ▪ Kick off meeting: high-level meeting to prepare a working group with relevant stakeholders ▪ Participation of an ILO expert
After 6 months	<ul style="list-style-type: none"> ▪ Participation of an ILO expert ▪ Analysis of the current legislation at national level as well as at regional level ▪ Conclusion: report and recommendations
After 1 year	<ul style="list-style-type: none"> ▪ Experts-forum on apprenticeships with participation of an ILO-expert in order to support and to foster dual VET system ▪ Reactivate our positive and efficient tradition of social dialogue so that social partners are really involved in the whole process of establishing new apprenticeship schemes ▪ Selection of degrees and certificates to be offered in dual VET ▪ Match supply and demand ▪ Flexibility ▪ Improve quality of trainers' training

	<ul style="list-style-type: none"> ▪ Define the profile of the tutor and qualification ▪ Setup framework for decent work contract ▪ Improve guidance and services for apprentices and companies ▪ Improve image of vocational training and make it more attractive ▪ Stakeholder working group: continues report of improvements and changes and the creation of a road map <p>Conclusion: Regulation, implementation and evaluation</p>
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Portugal

	Government	Social partners	Companies	VET providers
Develop vocational guidelines	Qualification centres opening Team raising, guidelines	Monitoring		Implementation
Raise apprenticeship attractiveness	National diversified campaigns - Change legislation	National diversified campaigns - Change legislation	Participation in A.W.S	
Contract between apprenticeship, company and VET provider			Launch pilots	
VET trainers training (active methodology)	Defining of a national action plan		Design pilots on trainers	
Tutor's training	Pilot project training			
Improve the financing mechanism		Influence governance to change F.M.		
Conclusion	We need to raise the attractiveness of apprenticeships and increase the quality of contract that young people have to sign. There is a lot to do in the overall field			

Participants' evaluation of the workshop

The participants' overall satisfaction with the quality of the workshop was very high. Almost all participants said that the activity's objectives were fully (12 participants) or mostly (14 participants) achieved. Given the materials used during the activity, the results show even more evidence as 18 persons agree and 9 persons fully agree with the usefulness of the materials provided by the ILO. Participants thought that the experts were very good and that the group of participants contributed to their learning. They further thought the training content was relevant and the learning methods appropriate as 14 participants mostly and 12 fully confirmed this statement. The participants' overall satisfaction with the quality of the workshop was very high so that 17 participants had a very good, 11 a good and 3 an appropriate impression about the training.

Aspects of the workshop that were assessed as most useful included:

- Role play and the opportunity to put oneself in another position (5x)
- The possibility to get experience from other countries (4x)
- The information, knowledge, and experience sharing (4x)
- Group work (4x)
- Inputs about financing (3x)
- Expert presentations (3x)

Aspects of the workshop participants would have liked to have spent more time on:

- VET and apprenticeship systems in each of the participating countries (4x)
- Obstacles and problems that countries with the dual system are facing – and solutions (3x)
- Financing modalities (6x)
- More work in multinational groups (3x)
- Action plan procedure (3x)

The following advice for improving future activities was given most frequently:

- More information before the start of the workshop (2x)
- Provide guidance to do the action plans (2x)
- Less hours per day (2x)

The overall impression of this training was described as following:

- Great overall impression
- ILO team did a fantastic job, very impressed and highly motivated to apply the acquired know-how in the different fields related to research, development of apprenticeship instruments, etc.
- I learned a lot and have a new perception of apprenticeships like an important vehicle for young people, companies and the society
- Very useful to get familiar with apprenticeship systems in other parts of Europe
- I liked very much the variety of the themes
- Successful, fruitful, quite impressed, very good goal and target oriented meeting
- It was a great adventure, very effective time spending
- Excellent training

ANNEX 1 – Workshop agenda

Monday, 9 December: Understanding Apprenticeships

9:00-10:30	Opening by Ms Rie Vejs-Kjeldgaard, ILO Regional Director a.i. for Europe and Central Asia and Ms Azita Berar-Awad, Director of the Employment Policy Department of the International Labour Organization
	<p>Presentation of relevant initiatives (10' per presenter + Q&A)</p> <ul style="list-style-type: none"> European Alliance for Apprenticeships (Ms Ulrike Storost, EC/DG Employment, and Mr Sigve Soldal Bjorstad, EC/DG Education) Global Apprenticeship Network (Ms Shea Gopaul, IOE/ILO) Quality assessment of apprenticeships in Europe: towards a European quality framework for apprenticeship and work-based learning (Ms Cinzia Sechi, ETUC) Global Knowledge Sharing Platform "Skills for Employment" (Ms Jeannette Sanchez, ILO Geneva)
10:30-11:00	<i>Coffee break (in front of the library)</i>
11:00-12:30	Icebreaker and expectations of participants
	Presentation of workshop programme and background material
	Mr Michael Axmann & Ms Josée-Anne La Rue: introduction to the topic, defining apprenticeships (incl. Q&A)
12:30-13:30	<i>Lunch break (self-service in the cafeteria, R2 North)</i>
13:30-15:00	<p>Presentation and discussion of case studies from Austria and Denmark</p> <ul style="list-style-type: none"> Austria 1, employers' perspective: Mr Thomas Mayr, ibw (Research & Development in VET) Austria 2, apprentice's and master craftsperson's perspective: Mr Benjamin Poredos, Julius Blum GmbH Denmark 1, government's perspective: Mr Klavs Dahl Christensen, Aarhus Tech International Denmark 2, trade unions' perspective: Ms Karen Gilbro, Danish Union of Electricians
15:00-15:30	<i>Coffee break (in front of the library)</i>
15:30-17:30	<p>SWOT Analysis of apprenticeship systems in participants' countries (work in country groups)</p> <p>Presentation in plenary</p>
18:00	<i>Reception at the ILO restaurant (R2 North)</i>

Tuesday, 10 December: Building Blocks of Apprenticeship Systems

9:00-10:30	<p>Leadership by social partners: the importance of having the employers in the driving seat – thematic inputs (10' each)</p> <ul style="list-style-type: none"> • Mr Thomas Mayr: employers' involvement in Austria in the development of new apprenticeship programmes • Mr Alvaro Ramirez Bogantes: employers' organizations in Central America and their role in apprenticeship design
10:30-11:00	<i>Coffee break (in front of the library)</i>
11:00-12:30	Tripartite governance of apprenticeship systems: roles, interests, and challenges of governments, employers and trade unions in apprenticeships – role play
12:30-13:30	<i>Lunch break (self-service in the cafeteria, R2 North)</i>
13:30-15:00	<p>Apprentices are workers with rights and responsibilities – thematic inputs (20' each, incl. Q&A)</p> <ul style="list-style-type: none"> • Mr Benjamin Poredos: rights, responsibilities, and expectations of both, the apprentice and the master craftsperson, Austria • Ms Karen Gilbro: role of trade unions in supporting apprentices in Denmark
	<p>Legal framework of apprenticeships</p> <ul style="list-style-type: none"> • Ms Josée-Anne La Rue & Ms Lea Zanola : apprenticeship contract
15:00-15:30	<i>Coffee break (in front of the library)</i>
15:30-17:00	<p>Fair and cost-effective financing: Cost-sharing and funding modalities – thematic inputs (20' each, incl. Q&A) and discussion</p> <ul style="list-style-type: none"> • Mr Thomas Mayr: costs and benefits for host companies in Austria • Mr Klavs Dahl Christensen: apprenticeship funding in Denmark • Mr Michael Axmann: apprenticeship funding in Germany • Discussion
18:30-21:00	<i>Swiss dinner at Hotel Edelweiss, Place de la Navigation, Geneva</i>

Wednesday, 11 December: Delivery, Quality and Outreach of Apprenticeships

9:00-10:45	<p>Duality of training 1: the role of well-prepared vocational teachers</p> <ul style="list-style-type: none"> • Mr Michael Axmann & Ms Lea Zanola: key elements of vocational teacher training (incl. Q&A) • Group exercise (spider-web) • Presentation in plenary
10:45-11:15	<i>Coffee break (in front of the library)</i>
11:15-12:30	<p>Duality of training 2: the role of the host companies</p> <ul style="list-style-type: none"> • Ms Alessandra Molz: functions of the master craftsperson • Mr Michael Axmann: aptitude test for apprenticeship trainers in companies • Q&A and discussion
12:30-13:30	<i>Lunch break (self-service in the cafeteria, R2 North)</i>
13:30-15:00	Improvement of quality and outreach of apprenticeship systems in participants' countries: identification of potential solutions
15:00-15:30	<i>Coffee break (in front of the library)</i>
15:30-17:00	Preparation of Action Plans (work in country groups): What could and should be done after 1 month, 6 months, 1 year? Need for technical assistance from the ILO?
From 19:00 onwards	<i>Individual dinner at the hotel (Hotel Royal)</i>

Thursday, 12 December: Action Plans

9:00-10:30	Preparation of Action Plans (continuation from Wednesday)
10:30-11:00	<i>Coffee break (in front of the library)</i>
11:00-12:45	Presentation of draft Action Plans (10 minutes per country to present one planned action)
	Evaluation and concluding remarks
12:45-13:45	<i>Common lunch at the ILO restaurant & departure</i>

ANNEX 2 – Definitions of the 12 key elements of vocational teacher training

1. **Four-phase training system:** It is essential that teachers and trainers possess both the technical knowledge of a vocation and the pedagogical capability to share that knowledge with others.
 - providing initial training;
 - requiring non-academic work experience;
 - supporting pre-service teacher training;
 - emphasizing continuous professional development (CPD) or in-service teacher training
2. **Training industry links:** training-industry linkages and public-private partnerships between training institutions and companies in the private sector can foster innovation in training programmes.
 - establishing public-private partnerships between schools and companies;
 - making workplace learning for teachers and trainers as well as their students obligatory;
 - having teachers and trainers design practical experience for trainees in workplace situation through guided internships and other means;
 - building on a local and trade specific assessment of why and how formal as well as informal apprenticeship systems work;
 - improving the reputation and public perception of internships and apprenticeships
3. **Meaningful participation at the policy level:** teachers and trainers should not be viewed simply as implementers of policy, but as equal stakeholders in the design and reform of apprenticeship systems.
 - representing teachers and trainers in national and regional expert groups in skills development reform;
 - providing training to teachers and trainers, which is outside their core competencies as teachers, for example in labour market analysis, school management, working with regional employers' organizations and sectoral workers' representatives;
 - involving teachers and trainers in establishing new programmes;
 - supporting research
4. **Entrepreneurship:** well-prepared teachers and trainers that are able to effectively equip students with the business and management skills necessary to succeed as an entrepreneur.
 - highlighting entrepreneurship education and training as a key enabler in developing the attitudes and characteristics of students so they may be entrepreneurial throughout their lives;
 - creating awareness of enterprise and self-employment as a career option for young people;
 - reviewing and updating curricula materials, delivery methods and programmes to help determine how best to integrate entrepreneurship into the curriculum;
 - equipping teachers from diverse fields with the skills needed to teach entrepreneurship utilizing interactive and participatory learning methodologies.

5. **Gender inclusive:** the meaningful inclusion of women in training systems as trainers and trainees means among other things encouraging the recruitment and retainment of female trainers, challenging stereotypes of ‘traditionally feminine’ occupations and establishing professional support systems that are gender-responsive, etc.
 - providing a gender-responsive incentive system for trainers;
 - including women and men in non-traditional occupations;
 - establishing support services to increase participation and success;
 - introducing quotas for female participation as trainers;
 - involving female trainers in emerging sectors not yet defined by gender (e.g. information technology, green jobs).
6. **Flexible, student centred training methods:** There are many groups of individuals who are typically marginalized from mainstream formal educational systems and who should be included.
 - learning how to teach specific groups (for example people with disabilities, migrant workers, people in rural areas) with new participatory teaching methods.
 - targeting teacher training in crisis-affected populations towards income generation and portability of skills and holistic skills development;
 - promoting inclusive training for people with disabilities and changing attitudes and preconceptions;
 - providing additional support for those with specific training needs (e.g. for example in learning styles, accommodation and financial support);
 - developing an incentive system for teachers in rural communities.
7. **Emerging technologies:** In order for trainees to understand and engage with emerging technologies in the workplace, teachers and trainers should also be exposed to and familiarized with emerging technologies, including but not limited to IT.
 - exposing teachers and trainers to latest IT technologies;
 - preparing teachers and trainers to use emerging technologies in the classrooms and in workshops;
 - providing spaces in Continuous Professional Development (CPD) for teachers and trainers to constantly upgrade their technology skills.
8. **Pedagogical innovation:** should encourage innovation in instructional methods and pedagogical processes in order to better facilitate knowledge acquisition.
 - supporting teacher and trainers moving away from being ‘sheer lecturers’ towards becoming ‘facilitators of learning processes’;
 - experimenting with new and innovative teaching methods.

9. Core skills: Teachers and trainers, as in general education, are no longer viewed as imparters of knowledge who instill content knowledge into their pupils; rather, they are to be innovative pedagogues who facilitate the processes of knowledge acquisition and utilization.

- providing practical, technical, pedagogical and academic skills sets to teachers and trainers that directly respond to their field of work;
- allowing for teacher training programmes, in which skills are transferable across content areas and contexts;
- anticipating skills needs for teachers and trainers on an ongoing basis and adapting these programmes to technological, societal and other changes.

10. Social dialogue: Effective and meaningful social dialogue necessitates, firstly, the proactive establishment of policy mechanisms and venues in which all actors in teacher training may convene to develop solutions to common issues and concerns. Policies must encourage and incentivize relevant stakeholders to come collectively to the table and collaboratively find solutions that are mutually agreed upon.

- using sectoral-level social dialogue mechanisms to help align programmes with labour market needs;
- establishing social dialogue mechanism in school boards and with private employers, teacher unions and parents;
- granting more ownership to teachers, trainers and directors and creating a sense of ownership of decisions.

11. Labour rights: making sure that all parties possess the proper knowledge of the labour market and educational rights and issues.

- Providing training programmes for teachers on understanding regional and national labour market information;
- Involving workers' organizations, parents' associations, youth groups and other community groups;
- Combining different elements in teacher training policies and including elements addressing aspects of decent work deficits, such as remuneration, tenure and other working conditions.

12. Knowledge sharing: the creation and maintenance of knowledge-sharing networks between teachers and trainers at the local, regional, national or global levels. These networks can serve as platforms for the professional exchange of ideas and best practices, as well as for the expansion of access to relevant training resources and professional development opportunities.

- utilizing online discussion forums and e-learning courses to ameliorate access to relevant resources and professional development (where internet is accessible);
- making available information on national, regional and local resources for knowledge-sharing;
- facilitating the exchange of ideas and the creation of a community of practitioners;
- sharing knowledge in networks may increase recruitment and retention rates among teaching personnel;
- enhancing local networks to address teacher shortages through mentoring programmes and targeted recruitment.

ANNEX 3 – The Youth Guarantee and the European Social Fund

Following the adoption of the Youth Guarantee Recommendation by the Council in April 2013 and a summer of intense political activity on youth employment issues, Member States have submitted their Youth Guarantee Implementation Plans in January 2014.

What is the Youth Guarantee?

The Youth Guarantee seeks to ensure that Member States make a good-quality offer to all young people up to age 25 a of a job, continued education, an apprenticeship or a traineeship within four months of leaving formal education or becoming unemployed. The Youth Guarantee is one of the most crucial and urgent structural reforms that Member States must introduce to address youth unemployment and inactivity, and to improve school to work transitions.

The logic of the Youth Guarantee is very simple – to ensure that no young person is left unemployed or inactive for longer than 4 months. The Youth Guarantee should enable young people to find a job suited to their education, skills and experience or to acquire the education, skills and experience that are directly relevant to increasing their chances of finding a job in the future.

How does it work?

The Youth Guarantee is based on experience in Austria and Finland that show that investing in young people pays off. For example, the Finnish Youth Guarantee resulted in a reduction in unemployment amongst young people, with 83.5% successfully allocated a job, traineeship, apprenticeship or further education within three months of registering. For many Member States, the implementation of the Youth Guarantee will require structural reforms. For example, public employment services must be able to ensure individual young people receive appropriate advice on job, education and training opportunities most relevant to their own situation, resulting in a tailor-made, concrete offer within four months. The Commission's June 2013 proposal for a Decision to help public employment services to maximise their effectiveness through closer cooperation can play a useful role here.

Another area requiring structural reforms concerns apprenticeships and vocational education and training systems. Member States must ensure that they give young people the skills that employers are looking for. In this respect, partnerships between trade unions, employers' organisations, educational establishments and public authorities for designing, implementing and assessing education and training courses are encouraged.

The Youth Guarantee does have a fiscal cost for Member States (the ILO has estimated the cost of setting up Youth Guarantees in the Eurozone at €21 billion per year). However, the costs of NOT acting are far higher. The European Foundation for Living and Working Conditions has estimated the economic loss in the EU of having millions of young people out of work or education or training at over €150 billion in 2011 (1.2% of EU GDP), in terms of benefits paid out and lost output. This is in addition to the long-term costs of unemployment to the economy, to society and to the individuals concerned, such as increased risk of future unemployment and poverty. The cost of doing nothing is therefore very high: the Youth Guarantee scheme is an investment.

European Social Fund support for the Youth Guarantee

By far the most important source of EU money to support implementation of the Youth Guarantee and other measures to tackle youth unemployment is the European Social Fund (ESF) which should continue to be worth more than **€10 billion every year in the period 2014-2020**. It is important that Member States devote a significant proportion of their European Social Fund allocations for 2014-20 to implementing the Youth Guarantee.

The ESF promotes employment – mainly by funding initiatives to help people improve their skills and job prospects and provides funding across the EU, in particular in areas with the greatest need – with a low GDP compared to the EU average. The ESF invests in people, with a focus on improving employment and education opportunities across the European Union. It also aims to improve the situation of the most vulnerable people at risk of poverty. The ESF investments cover all EU regions. More than € 74 billion is earmarked for human capital investment in Member States between 2014 and 2020, with € 3 billion allocated to the Youth Employment Initiative. For the period 2014-2020, the ESF will focus on four of the cohesion policy's thematic objectives:

- promoting employment and supporting labour mobility
- promoting social inclusion and combating poverty
- investing in education, skills and lifelong learning
- enhancing institutional capacity and an efficient public administration

To increase available EU financial support to the regions where individuals struggle most with youth unemployment and inactivity, the Council and the European Parliament agreed to create a dedicated Youth Employment Initiative (YEI). YEI support will concentrate on regions experiencing youth unemployment rates above 25% and on young people not in employment, education or training (NEETs). This will ensure that in parts of Europe where the challenges are most acute the level of support per young person is sufficient to make a real difference.

The YEI funding will comprise €3 billion from a specific new EU budget line dedicated to youth employment matched by at least €3 billion from the European Social Fund national allocations. This will amplify the support provided by the European Social Fund for the implementation of the Youth Guarantee by funding activities to directly help young people not in employment, education or training (NEETs) such as job provision, traineeships and apprenticeships, business start-up support, etc. The YEI will be programmed as part of the ESF 2014-20.

What are the next steps?

The Commission has proposed to frontload the €6 billion under the YEI so that all this money is committed in 2014 and 2015 rather than over the seven year period of the MFF. To ensure a quick start, Member States can exceptionally start implementing YEI-related measures already as of 1 September 2013 to be reimbursed 'retroactively' when the relevant operational programmes are submitted to the Commission and approved.

The YEI will target NEETs aged less than 25 years, and where the Member States consider relevant, also those aged under 30 years. In this case however Member States should allocate additional ESF resources to these measures in order to ensure equal levels of support per person. Member States will have to complement the YEI assistance with substantial additional ESF and national investments in structural reforms to modernise employment, social and education services for young persons, and by improving

education access, quality and links to labour market demand. The Commission is currently assessing the Youth Guarantee Implementation Plans that have been submitted and will give feedback to Member States in the coming weeks. The plans submitted and/or still upcoming are expected to identify in each Member States the measures to be taken to implement the Youth Guarantee. The Youth Guarantee Implementation Plans clarify how the partnerships between responsible public authorities, employment services, education and training institutions, social partners, youth organisations and other stakeholders will be organised. They should also outline which youth employment reforms and measures Member States expect to see co-financed from the European Social Fund and the Youth Employment Initiative. Together with their Implementation Plans, Member States are preparing their operational programmes setting out the planned use of their European Social Fund (ESF) allocations in 2014-20 as well as of additional funding under the Youth Employment Initiative (YEI).

ANNEX 4 – Youth Guarantee implementation plans

State of play: January 2014

Poland	
Youth unemployment rate (September 2013):	26.3%
NEET rate (2012):	11.8%
Youth Employment Initiative specific allocation	€235.83 million
Eligible YEI regions	Dolnoslaskie, Kujawsko-Pomorskie, Łódzkie, Lubelskie, Lubuskie, Malopolskie, Podkarpackie, Swietokrzyskie, Warminsko-Mazurskie, Zachodniopomorskie
Lithuania	
Youth unemployment rate (September 2013):	21.0%
NEET rate (2012):	11.1%
Youth Employment Initiative specific allocation	€29.69 million
Eligible YEI regions	Whole Lithuania
Implementation Plan	Lithuania will analyse weaknesses of existing schemes as well. There will be a focus on new partnerships across all policy sectors.
Portugal	
Youth unemployment rate (September 2013):	36.9%
NEET rate (2012):	14.1%
Youth Employment Initiative specific allocation	€150.2 million
Eligible YEI regions	Alentejo, Algarve, Centro (PT), Lisboa, Norte, Região Autónoma da Madeira, Região Autónoma dos Açores
Implementation Plan	The Youth Guarantee will focus on preventing young people from becoming NEETs - priority on 15-24, but some measures to be extended up to 30. Partnership-building ongoing, and a new school monitoring system will help identify drop-outs. 'Impulso Jovem' will run alongside Youth Guarantee, targeting young unemployed people rather than NEETs. Portugal remains committed and advanced in the development of an implementation plan in collaboration with multiple partners.

Cyprus	
Youth unemployment rate (September 2013):	43.9%
NEET rate (2012):	16.0%
Youth Employment Initiative specific allocation (€ million)*	€10.81 million
Eligible YEI regions	The whole of Cyprus
Implementation Plan	Cyprus, with support from the International Labour Organisation, has worked on a Youth Employment Action Plan. Three thematic reviews are to be held with stakeholders in early November. There will be a focus on public employment service capacity building and vocational education and training reforms. Cyprus is looking to speed up Youth Guarantee implementation.
Greece	
Youth unemployment rate (September 2013):	57.3%
NEET rate (2012):	20.3%
Youth Employment Initiative specific allocation	€160.24
Eligible YEI regions	Anatoliki Makedonia - Thraki, Attiki, Dytiki Ellada, Dytiki Makedonia, Ipeiros, Kentriki Makedonia, Kriti, Notio Aigaio, Peloponnisos, Sterea Ellada, Thessalia, Voreio Aigaio
Implementation Plan	Will focus on gap-filling and building bridges between existing policies, with a focus on NEETs. Additionally, there will be a Youth Voucher Scheme and restructuring of the public employment service.
Spain	
Youth unemployment rate (September 2013):	56.5%
NEET rate (2012):	18.8%
Youth Employment Initiative specific allocation	€881.44 million
Eligible YEI regions	All regions (Andalucía, Aragón, Canarias, Cantabria, Castilla y León, Castilla-La Mancha, Cataluña, Ciudad Autónoma de Ceuta, Ciudad Autónoma de Melilla, Comunidad de Madrid, Comunidad Foral de Navarra, Comunidad Valenciana, Extremadura, Galicia, Illes Balears, La Rioja, País Vasco, Principado de Asturias, Región de Murcia)
Implementation Plan	Spain is committed to structural change and recognises the challenge, in particular for non-registered young people. There will be coordination between national and regional levels