

## **INTELLECTUAL OUTPUT 1**

***In-depth Transnational Research Study and Analysis  
on professional roles and challenges of apprenticeship  
schemes in Europe, concerning: Policies, Systems,  
Competency Standards and Good Practice***

**Final Report**

**Erasmus+ Project**

**Elaborated by the Rzeszow Regional Development Agency**

**January 2020**

## Table of contents

### Introduction

#### 1. Desk Research

- 1.1 Basic issues regarding apprenticeships in individual countries
- 1.2 Drivers from the EC Proposal
- 1.3 Advantages
- 1.4 Professional development and training
- 1.5 Accreditation and Certification
- 1.6 RECOMMENDATIONS

#### 2. Primary Research

- 2.1 General description of primary research
- 2.2 Main conclusion from primary research
  - 2.2.1 The assessment of the functioning apprenticeship system in the partner's country.
  - 2.2.2 The benefits of using apprenticeship during education and after finishing education.
  - 2.2.3 The percentage level of motivation of participants applying for the apprenticeship.
  - 2.2.4 Respondents experience related to apprenticeships and the stage at which participants need support.
  - 2.2.5 The possibility for the respondents to raise their qualifications in their country.
  - 2.2.6 The necessary qualifications and skills in a given position.
  - 2.2.7 The factors which could improve the quality and interest in apprenticeship.
  - 2.2.8 The assessment of the level of satisfaction with cooperation with institutions receiving interns or institutions sending interns (depending on the position).
  - 2.2.9 The role / tasks in the apprenticeship system.
  - 2.2.10 The form of support for the entrepreneur undertaking the apprenticeship.
- 2.3 Conclusion

#### 3. Competency Standards (knowledge, skills and competences)

- 3.1 Job counselors
- 3.2 VET trainers
- 3.3 In-company tutors

#### 4. Good Practices

- 4.1 Romania
- 4.2 Spain
- 4.3 Italy
- 4.4 Poland

#### 5. Bibliographical References

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## INTRODUCTION

During the first period of the MASTERS project, partners from four European countries and regions were creating In-depth Transnational Research Study and Analysis on professional roles and challenges of apprenticeship schemes in Europe, concerning: Policies, Systems, Competency Standards and Good Practice.

The goal of this analysis was aim to assess the current stage of development of apprenticeship models in the partner countries, key drivers of change arising from EC Proposal on a European Framework for Quality and Effective apprenticeships (2017), the European Alliance for Apprenticeship (2013), Europe 2020, ET2020 and national economic development strategies and inclusive VET/ ALM policies, and how these are actually, or potentially, shaping the role of in-company tutors and as they are altering (trends) and adapting to the new market conditions in the VET and ALMP sector.

### 1. DESK RESEARCH

The analyses developed by the Partners in individual parts of the reports show that, despite the many differences in concepts, requirements, criteria, principles regarding apprenticeships play an extremely important role in preparing especially young people to enter the labour market, increase competitiveness and required by employers qualifications. They all show how important it is in every country in recent years to develop a vocational education system, meeting the needs of the modern economy. For individual parts of the report, it looks like this:

#### 1.1 Basic issues regarding apprenticeships in individual countries

Romania: Apprenticeships in Romania involve the acquisition of professional competences and cannot be shorter than 6 months, if the apprenticeship aims to achieve a qualification level of 1, 12 months for those seeking a qualification level of 2, 24 months at third and 36 months if the person's goal is to reach Level 4 qualifications. Although access to the apprenticeship system is fairly easy, in most cases it is not very popular (in the case of apprenticeship the scholarship is equal to the minimum salary). Apprenticeships are attractive for people who do not intend to continue their studies and want to enter the labour market as soon as possible.

Spain: Apprenticeships in Spain follow the German method in all respects (educaweb, n.a.). However, the apprenticeships is still very little known in Spain and there are not many companies willing to participate in its. In recent years, companies have been trying to interest companies in introducing this method of practical education, offering advice to companies interested in apprenticeship as a way to facilitate this process.

Italy: Apprenticeships are one of the foundations of the Italian dual system, in which, in addition to exchanging work for a typical remuneration for an employment contract, they also enable training for these people. They are divided into three separate categories (levels), which are: the apprenticeship for professional qualification, the diploma of upper secondary education and technical specialization (I level); professionalising apprenticeship (level II); Higher education and research apprenticeship (III level).

Poland: There is both apprenticeship and internships in Poland. Only a dozen or so years ago, the internship was a paid form of gaining experience, and practice was not necessarily the case. Today

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

these differences are blurring. An apprenticeship/internship is learning specific issues related to professional career. Apprenticeship can be commissioned or organized by employment offices and internships by the school or university. Virtually every student of a vocational school, technical secondary school or post-secondary school, as well as a university is required to undergo apprenticeships/internships that will implement them in the realities of their profession. The main purpose of the apprenticeships/internship is primarily to provide pupils and students with the opportunity to use the knowledge gained during education in practice and it takes place in the following forms: Practical vocational training, vocational preparation of juveniles, graduate internship, graduate internship, student internships.

### **1.2 Drivers from the EC Proposal**

To facilitate the transition from school to working life or improve the quality of work in the EU, the European Commission regularly develops documents and recommendations, e.g. on the quality framework for internships or youth guarantees in the field of job seeking.

For years now, Europe has started to create incentives aimed at promoting apprenticeships within Member States, starting in 2013 with "The European Alliance for Apprenticeships", up to the "Europe 2020" plan which includes the "ET 2020" strategy.

In addition, the Commission is announcing, for example, the creation of a European Alliance for Apprenticeships to increase the quality and number of apprenticeships by disseminating effective apprenticeship programs among Member States.

The European Commission proposal for a European quality framework and effective professional training aims to increase the employability and personal development of apprentices and to contribute to obtaining highly qualified employees responding to the needs of the labour market. The Commission has identified 14 key criteria that Member States and stakeholders should use to develop high-quality and effective professional practices ensuring both the development of work-related skills and the personal development of apprentices. It takes into account the diversity of vocational education and training systems throughout the EU and respects the competences of Member States in this field, but emphasizes the importance of vocational education in individual countries (this is also emphasized by the Europe 2020 Strategy and European cooperation in education and training - ET2020).

Another EU strategy "Europe 2020", born for economic growth and job creation, and within it the so-called "European Semester" serves as coordination of economic policies and encourages dialogue between the institutions of the EU, governments and national parliaments. In the work cycle of the European Semester, the EU Council adopts specific recommendations for each country in order to provide individual Member States with an indication on how to guarantee competitiveness and job creation.

Furthermore, a specific European cooperation framework for the education and training sector is the "Education and Training 2020" (ET 2020) Strategy, adopted with the Council Conclusions of the 12th of May 2009. ET 2020 builds on the progress made under the "Education and Training 2010" (ET 2010) work program, and aims to address the substantial challenges that Europe must overcome in order to become a knowledge-based economy and make the lifelong learning a reality for all.

### **1.3 Advantages**

Despite the different popularity and different rules of internships in each country, they are extremely important and needed both for interns, host companies as well as the entire society and labour

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

markets of individual countries. It is widely believed that apprenticeships and other forms of work-based learning have particular advantages. Equipping young people and adults with the specific and generic skills required by employers facilitating the transition from school or other learning system to actual work. Apprenticeship is not just for young people. Work-based learning can also improve the future long-term unemployed adults by updating their professional skills. The benefits of the apprenticeship contract for the apprentice are:

- Possibility of obtaining qualifications that make working paths easier.
- For young people between 15 and 25 years of age, possibility of obtaining a qualification by alternating work and education.
- For young people between 18 and 29 years of age, the possibility of acquiring a professional qualification through a professionalizing apprenticeship.
- Reduction of irregular contractual forms.
- Socializing function for work, gives the opportunity to acquire behaviours and learn the customs characteristic of a given industry, thereby preparing for independent functioning on the labour market.
- Internships and apprenticeships are also expected to complement the skills acquired during education with soft skills. The internship and apprenticeship time is usually a time of intense cooperation with other people. Internship and practice allow you to check what soft skills a person lacks, and which they should develop.
- An internship or apprenticeship also has diagnostic benefits. The participant taking an internship / apprenticeship in different places can check which one suits him (and why) and what career path he wants to follow.

Work in an enterprise is different from school or university reality, where students have more freedom: in action, clothing, and managing their time. The work requires slightly different characteristics and behaviours. Participants of internships / trainees can find out what values and behaviours are valued by entrepreneurs (e.g. punctuality, good upbringing, neat clothing). The possibility of entering specific tasks and skills acquired in the CV makes it easier to find a job and authenticates competences.

Apprenticeship has many advantages for companies, such as:

- When participating in apprenticeship, the company can include in the training curricula aspects that are relevant for them and their activity, ensuring the students will have the required knowledge for the job position.
- It helps to build future employees and facilitate finding a new employee with the requirements of the company when there is any vacancy.
- It helps to diminish selection processes as there is already an internal option to hire.
- The apprentice is better known in the team so it is easier to know if it would fit in the company.
- It is possible to recover the investment in training made at the medium term.
- The apprentices are trained following the values and soul of the company, so it is known if they fit.
- It is possible to hire the apprentice once the training period has ended.
- Becoming a training company is a positive aspect that helps to improve the image of the company to external media.
- When having apprentices, the company can obtain beneficiations from their Social Security.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

#### 1.4 Professional development and training

The employee development plan should be supported by implementation tools and methods, appropriately selected and planned in time. The professional development of employees can take place by undertaking various activities. Currently, organizations that invest in employee development have a choice between traditional (internal and external trainings, courses, post-graduate studies) and modern instruments of professional development (coaching, mentoring, tutoring, e-learning). Both traditional and modern forms of support can be useful for employee development and provide invaluable help in planning their career paths. Professional apprenticeships in each country are treated a little differently - e.g. in Spain, all official accreditations and certificates after internships have the same validity as those obtained during traditional VET training, and in Poland they are only confirmation of acquired practical skills.

#### 1.5 Accreditation and Certification

In the case of accreditation and certification of Job counselors, VET educators, In-company tutors in each country it looks a little different and is associated with different requirements but in summary it can be said that in the case of:

- a) Job counselors - their requirements and qualifications are clearly defined and university studies are most often required, preferably psychology, pedagogy, social work, sociology or business sciences as well as postgraduate studies, e.g. career counseling.
- b) VET educator – there are no strictly defined requirements but there is a very large number of trainings and courses (accredited or not) often ending in trainer certification in accordance with various standards in the field in which the person specializes (e.g. in Italy Associazione Italiana Formatori - Italian trainers' association or Poland Trainer Certificate of the Jagiellonian University). In the case of public institutions, stricter requirements are often imposed than in the case of private institutions, e.g. in Spain, VET trainers should undergo studies related to the subject they intend to teach, and should have a master's degree to prove that they have received didactic training. If they cannot obtain a master's degree because of their studies, they must certify that they have received equivalent training and there is a special course to do so. After obtaining this title, VET trainers who want to work in public institutions must pass a national exam / competition to conduct classes. In private centres only a CV with qualifications and previous experience is required.
- c) In-company tutors – no accreditation system for internal tutors, similarly certified trainings in this area. There are some initiatives, such as the "Internship tutor handbook" prepared in Catalonia, which will help companies learn how to participate in internships as tutors within the company, but there is no option to professionally develop any competencies for the specific role of tutors within the company. In-company tutors must be a professional in the industry, with appropriate education and professional experience, part of the company's staff and selected by the company to act as a teacher. The tutor is responsible for cooperation with the teaching staff in developing the program developed by each student who will be an apprentice in the company and develop all the improvements introduced by the student. In Spain, for example, in some regions, such as Soria, company associations have created unofficial accreditation to recognize the work done by companies in the apprenticeship process.

#### 1.6 RECOMMENDATIONS

Contemporary global challenges resulting from demographic change and the dynamically changing economic and social situation are forcing the European Union to revise its thinking about education

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

and training. There is a need to create learning systems that respond quickly to change and open to global trends. These systems should include learning at every stage of a person's life (lifelong learning). The implementation of lifelong learning policies and learning mobility has been recognized as the most important strategic goal of European cooperation in education and training until 2020.

The key competencies required for in-company tutors and job counsellors or VET trainers are professional experience, specialized studies, excellent interpersonal and social skills, good ability to identify potential employers, excellent ability to teach job and applications skills, understands adaptive technology and how it can help people access employment, strong documentation and time management skills. Ability to assist individuals with identifying career goals and interests. Good role-modelling and the ability to adapt their teaching method according to the needs of the apprentices are also very important skills required.

The figure of the counsellor is important in order to help students find their vocation and motivation. They should have skills such as empathy, planning, deep knowledge of the training offer and the labour market and the ability to listen closely. VET teachers need to have studies related to the field they are going to teach and then they need to specialise in order to give classes, with a master's degree or with a specific course. VET trainers should have professional skills related to training and it is expected that they complement the practical knowledge of students with a theoretical knowledge, therefore a better communication between the private sector where the student is doing the apprenticeship and the training centre should be encouraged.

In all international reports there is no competitive competence in the field of tutors inside the company. And there is a need to improve the apprenticeship system, extension for tutors inside companies and to use student services in the field of work, and professional support.

There are no competence standards for in-company tutors in all countries covered by the report. And there is a need to improve the apprenticeship system, define the requirements for mentors within the company and provide students with professional support in the work environment. The company tutor/trainer organizes and manages initial professional training, company training, continuous training, from design to evaluation, calibrating them according to the different types of users. It is able to develop and create routes both in presence and at a distance. The company tutor/trainer is the person who assumes the role of guide and facilitator of the insertion and learning path of the young apprentice throughout the apprenticeship contract.

Looking at the needs of the labour market and employers, taking into account there is no current, formal training for in-company tutors that they can enjoy in a national basis, it can be assured that the production of a training by the MASTERS project will be quite interesting for the target group.

## **2. PRIMARY RESEARCH**

Primary research was conducted in 4 countries among all Partners of the MASTERS Project with all the key stakeholders involved in apprenticeship programmes: VET educators, job counsellors and potential or effective in-company tutors.

### **2.1 General description of primary research**

Romania: The primary research was realised at a national level, in Romania. The time frame for the dissemination of the questionnaires was from the 10th of January until the 22nd of January.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

The interview was conducted through a combination of a questionnaire sent by email to all the key stakeholders and face-to-face interviews. To facilitate the work of the target group in answering the survey, it was translated to Romanian. Answers received from 11 VET educators, 10 job counselors and 11 potential of effective in-company tutors coming from public institutions, private companies for entrepreneurs. The respondents of the Romanian primary research were a combination of workers from public institutions (6), private institutions (16) and entrepreneurs (9).

Spain: The primary research in Spain has been done through a combination of face-to-face, email and phone interviews. To facilitate the work of the target group in answering the survey, it was translated to Spanish and provided through a Google Forms version. Mainly, VET educators and job counsellors have been contacted via email through their working institutions (including XABEC, IES Jorge Juan and IES Jaume II el Just). The email included the link to access the Spanish version of the interview and it was answered by three educators and 3 job counsellors, two educators and two counsellors, and two educators, respectively. In the case of La Anunciación, the interview with three VET educators and two job counsellors was made by phone. The interview was carried out on January 16<sup>th</sup>, 2020. As for in-company tutors, some organisations have been contacted by email (CIPASI and CEEDCV, which replied with two responses each), while 4 in-company tutors from INNOHUB were interviewed face-to-face, and two tutors from MEUS were interviewed via phone. The face-to-face interview was held on January 20<sup>th</sup>, 2020; and the phone interview was carried out on January 15<sup>th</sup>, 2020. The respondents of the Spanish primary research were a combination of workers from public institutions (42%), private institutions (30%) and entrepreneurs (28%). It is relevant to mention that public education in Spain is quite strong, which is why many VET students attend public high schools and VET centres.

Italy: The Italian research carried out by ERIFO, organized within the borders of the Lazio region, was carried out between the beginning of January 2020 and the end of February 2020. The questionnaires were carried out both through frontal interviews, which gave us a greater insight into their opinions and professional experiences, and by e-mail, which made it possible to involve and reach people in multiple places in the Lazio region. All the interviewees were, first of all, contacted by e-mail and where it was not possible to organize a face-to-face interview, for various reasons, they were asked to fill in the questionnaire sent by e-mail. A total of 30 subjects involved in apprenticeship activities were interviewed, all from the Lazio region: 11 VET educators, 13 Job Counsellors and 6 Potential or Effective In-company Tutors. Interviewees were mostly men (65% approximately). Almost all VET educators belong to public institutions, while job counsellors and in-company tutors are mainly working for private companies; only 15% of the respondents (all of them are job counsellors) reported that they are independent entrepreneurs.

Poland: The research was organized in the Podkarpackie Voivodeship from January 7 to January 22, 2020. Interviews with our key stakeholders involved in internship programs were carried out using two forms: through face-to-face meetings and by email, which allowed us to reach people in various places of the Voivodeship, as well as for better insight into their opinions and professional experience. The interviewees were first contacted by phone, then meetings were arranged to share opinions on the areas of project research and to complete paper questionnaires. All interlocutors come from our region. In total, primary research conducted in Poland involved 10 VET educators, 10 vocational counselors and 10 potential or effective tutors. Although we did not require respondents to enter their names (or company names) in the questionnaire, we can say that we conducted interviews with representatives of (private and public) educational and training institutions based in Rzeszow and

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



outside Rzeszow, including: vocational counselors working with disabled people, tutors, psychologists, job trainers and sociologists. The diverse workplaces of the interviewees gave us good results.

## **2.2 Main conclusion from primary research**

The research was conducted using an interview questionnaire consisting of two parts. In the first part, the respondents answered the question about the position (VET educator, Job counselors, Potential or effective in-company tutors) and about place of work (private company, public institution or as entrepreneur). In the second part, the respondents answered the following ten questions.

### **2.2.1 The assessment of the functioning apprenticeship system in the partner's country.**

Romania: The average response regarding the functioning of the apprenticeship system in Romania was Low, this option being selected by 15 persons. Very low was chosen 8 times, Medium 9 times, meanwhile High only once and Very High never. Taking this into consideration, it can be stated that the apprenticeship system in Romania has room for improvement.

Spain: In Spain responses were a mix of neutral, negative and positive answers. The majority of responses were focused on a neutral response (43% of the respondents), while there was an equal number of responses considering it bad and good (28,6%). Bearing this in mind, it can be stated that the average opinion of the respondents is between good and bad.

Italy: The majority of respondents say that the performance of the apprenticeship system in Italy is "Medium", however the second most selected option appears to be "High", which can be considered a positive result and confirms the current trend of gradual improvement of the performance of the Italian system for the apprenticeship.

Poland: Research results show that the needs of in-company tutors / vocational counselors / vocational education and training trainers depend on the status of their company - if it is a public institution, a private company or if we are talking generally about entrepreneurs. However, in most cases, everyone estimates that the vocational training system in Poland is at a high level.

### **2.2.2 The benefits of using apprenticeship during education and after finishing education.**

Romania: The most relevant benefit of using apprenticeship during education and after finishing education was Practical preparation for the profession - being chosen 23 times, the second most selected was Increasing chances on the labour market-19 times. Experience was chosen only 11 times. Other benefits that were suggested through this question were: acquiring vital activities in the labour market / knowledge of the demands of the employers, accommodation with the working environment, knowledge of potential employers

Spain: Looking at the benefits that apprenticeship can have on the student education, most respondents think it is good to prepare for the future job of the student (71%), and to obtain working experience (57%). Also, some respondents believed it will help students to increase their chances in the labour market (43%), and a minority answered it would be good to know the sector (14%).

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Italy: As far as the advantages of apprenticeship are concerned, respondents agree almost unanimously on the fact that the following are the main advantages of the apprenticeship during and after school education:

- "Experience".
- "Increasing chances on the labour market".
- "Practical preparation for the profession".

Poland: According to respondents, the use of internships during and after education allows to gain experience, increase chances on the labour market and establish cooperation.

### **2.2.3 The specifies the percentage level of motivation of participants applying for the apprenticeship.**

Romania: The percentage of motivation of the apprentices was assessed as low by 61% of the respondents, medium by 31% and high by 18%.

Spain: Moving on to question 3, respondents had to provide a percentage to the motivation level of students. It is quite negative to see that all the respondents answered providing the highest percentage to "low motivation", going from 50% to 80%. The responses to participants having high motivation went from 5% to 20%, and one respondent even gave 0% to high motivation. These responses are alarming considering the motivation of the student is essential in participating in the apprenticeship with the right attitude.

Italy: The motivation level among those who apply to take part in an apprenticeship is mostly "High", however a remarkable number of respondents reported that motivation is "Low" or "Medium".

Poland: The level of motivation of participants applying for apprenticeship depends on the industry. In general assessment, 20% have low motivation, 50% medium, 30% high. Although there are many training options, few people are aware of this, which is why the role of in-company tutors and VET counselors / trainers is considered essential.

### **2.2.4 Respondents experience related to apprenticeships and the stage at which participants need support.**

Romania: The support of the key stakeholders participating in this research is required mostly through all the experience. This option being selected 22 times. The option of the support being required in the beginning phase was selected 6 times, in the intermediate phase 4 times and in the final phase 3 times.

Developing or improving existing resources through which the stakeholders can offer support to the people involved in the apprenticeship system would be a bonus added to the apprenticeship system in Romania.

Spain: Regarding question 4, respondents thought that students require assistance either during the beginning of the apprenticeship or during the whole process of apprenticeship. No respondents thought students would need help only at the middle or at the end of the process.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Italy: As for the stage of the apprenticeship in which the apprentices need the help of the interviewees, a large majority of the interviewees, regardless of the category to which they belong, affirm that their help is required during the whole period of the apprenticeship, meaning that VET educators, job counsellors and in-company tutors, according to the interviewees, are equally needed throughout the whole process. Some respondents say that support is only required during the initial phase of the apprenticeship.

Poland: According to the surveyed participants of the internship need support at each stage of the internship, although the greatest help is needed at the beginning when the trainee is implemented in new tasks.

### **2.2.5 The possibility for the respondents to raise their qualifications in their country.**

Romania: The general response for the stakeholders' possibilities of improving their skills in Romania was that the possibilities are at a medium level. An improvement in this direction could benefit the apprenticeship system.

Spain: As for the possibilities of improving the qualifications of Spain, the majority provided a neutral answer (72%) although some respondents thought the probabilities were high or very high.

Italy: Almost all interviewees believe that the possibility of improving their situation in their country is "Medium" or "High". Therefore, they perceive they have several opportunities to grow and learn in their professional activity.

Poland: In Poland, there are great opportunities to raise qualifications by in-company tutor / vocational counselors / vocational education and training trainers.

### **2.2.6 The necessary qualifications and skills in a given position.**

Romania: According to the 6th question, the most important qualifications of the stakeholders according to their position are:

- Professional experience - selected 27 times.
- Specialized studies - selected 23 times.
- Communication- selected 21 times.
- Knowledge of the labour market -selected 15 times.
- Ability to recognize professional predispositions-selected 14 times.
- Career planning skills-selected 13 times.
- Ability to prepare a CV and cover letter-selected 8 times.
- Other qualification suggested is the ability to set achievable goals.

Spain: All the options included in the survey as for necessary qualifications to learn during the apprenticeship process were considered useful by respondents, and question 6 specially saw the importance respondents give to gaining professional experience (86%) and communication experience (71,4%).

Italy: According to the majority of the interviewees, the necessary requirements for VET Educators, the Job Counsellors and the In-company Tutors are:

- "Knowledge of the labour market".

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

- "Professional experience".
- "Ability to recognize professional predispositions".
- "Specialized studies".

Poland: Among the necessary qualifications and skills needed to perform their work, the respondents listed first: professional experience, specialized studies, knowledge of the labour market and communication skills.

### **2.2.7 The factors which could improve the quality and interest in apprenticeship.**

Romania: The key factor that could improve the quality and interest in apprenticeship is the Employment opportunity after an internship. Other factors chosen that could improve the quality and interest are Reducing bureaucracy, Internship scholarship amount, Length of internship. Another factor that was suggested and that apply to the apprenticeship system in Romania is Offering decent working conditions and the equipment needed for learning and working protection.

Spain: As for the factors that can improve the quality of apprenticeship, receiving a grant after the internship and being employed after the internship are the factors of highest interest according to respondents.

Italy: The interviewees also stated that, the factors that could improve the quality and the interest in the apprenticeship are mostly the "Employment opportunities after an internship" and "Reducing the bureaucracy".

Poland: Factors that could improve the quality and interest in internships include: the amount of remuneration for the internship and the possibility of employment after completing the internship. The key points in changing the current situation of apprenticeship programs, as the interlocutors emphasize, are: reducing bureaucracy, offering tailored training opportunities and providing psychological counseling.

### **2.2.8 The assessment of the level of satisfaction with cooperation with institutions receiving interns or institutions sending interns (depending on the position).**

Romania: The level of satisfaction of the cooperation with institutions receiving interns or institutions sending interns was assessed by the majority at being at a medium level.

Spain: Question 8, which asked the level of satisfaction with cooperation with institutions receiving interns or institutions sending interns, received very mixed answers. Although the majority of respondents thought there was a good coordination (57%), some respondents thought it was neutral or even bad.

Italy: As for the level of satisfaction in relation to the collaboration with the institutions that receive and send the apprentices, a large majority of the respondents replied with "Medium", which means that the collaboration between institutions and apprentices needs to be improved.

Poland: The cooperation with institutions receiving interns and institutions sending interns is getting better every year and often results from the increased awareness and significance of internships in

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

gaining professional experience and the benefits that employers receive when cooperating with schools / universities.

### **2.2.9 The role / tasks in the apprenticeship system.**

Romania: The majority of the stakeholders involved in the primary research say that their role in the apprenticeship system is adequate only three persons considered their role as being too small, one of the motivations of this being that the Career counseling and guidance is not done from the primary classes so that the development of children would be appropriate for the future career.

Spain: As for question 9, which asked respondents their opinion on their role in the apprenticeship, the majority thought it was appropriate, but some respondents (15%) thought it is low and others thought it was too high (10%). One of the respondents who answered the role it was too low provided a comment:

- If you want the apprenticeship to work, you need to be involved. You are the centre ambassador, and you need to be implied in the apprenticeship to make sure it works, even if you work overtime.

Italy: Furthermore, a large majority of respondents think that their role / tasks in the Italian apprenticeship system is "adequate", with a small percentage that thinks it is "too limited", which leads us to the conclusion that, although the role / task of the Educators / Counsellors / Tutors is adequate, the involvement of the Educators / Counsellors / Tutors within the Italian apprenticeship system can be increased.

Poland: According to the interlocutors, their role in the apprenticeship system is sufficient, although they also emphasized in their statements that one of the disadvantages of the system is the limited number of ongoing apprenticeship projects.

### **2.2.10 The form of support for the entrepreneur undertaking the apprenticeship.**

Romania: For the forms of supporting the entrepreneur taking the apprenticeship, the most selected options were the intern's salary - 25 selections, and the salary for the intern's tutor-22 selections, reimbursement of internship expenses-15 selections. The training according to the needs was selected 10 times, Psychological counseling 5 times and medical examination 3 times. Other forms suggested of supporting the entrepreneur were subsidy for the employer / subsidizing the workplace / Scholarship for apprentice.

Spain: Finally, respondents were asked how they thought they could support the apprentice students. Providing a salary to the intern and providing an adequate training according to the needs of the apprentice are the main responses selected (71,4% each). Some respondents (43%) also thought it was important reimbursing the expenses of the intern, and a few of them thought there should be a salary for the tutor (14%).

Italy: Finally, the interviewees said that the best ways to incentivize the apprenticeship for an entrepreneur are: "Training according to needs", "Reimbursement of internship expenses" and "Intern's salary", as regards this question, the number of answers for each of the three most popular options is very similar.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Poland: Among the forms of support for entrepreneurs accepting internships, the most frequently mentioned were: remuneration for the trainee and his guardian, training as needed and reimbursement of internship costs.

### 2.3 Conclusion

Romania: The main conclusion according to the primary research, is that the level of the apprenticeship system in Romania is low also the percentage of motivation of the apprentices was assessed by 61% of the stakeholders involved in the system as being low. Developing more programmes of apprenticeship could increase this levels. In order for this system to develop, the entrepreneurs should be supported by the Romanian state with the intern's salary and the salary of the intern's tutor or by being reimbursed with the internship's expenses.

Since the most important benefits of using the apprenticeship system are the Practical preparation for the profession and Increasing chances on the labour market, the apprenticeship should start since high school, this way, the apprentices could be more prepared for the moment they enter the labour market. Romania should develop programmes for the development of in-company tutors since their professional experience and specialized studies are important qualifications in the apprenticeship system because at the moment the possibilities of improving their skills are at a medium level.

Being regulated in the system of adult vocational training, at present apprenticeship is not integrated into the national system of education and training initial professional from Romania. Despite the improvements made in the last years, apprenticeship continues to be low in attractiveness.

Spain: From all the results obtained in the survey, the main conclusions that can be highlighted are that the current apprenticeship and qualification system in Spain is in need of improvements, but they also see there are many benefits in apprenticeship for students, but also for the centres and the companies participating.

### 3. Competency Standards (knowledge, skills and competences)

The standard of professional competences is a standard describing professional competences necessary to perform professional tasks included in the profession, accepted by representatives of industry and professional organizations, employers, employees and other key social partners.

The development of professional qualification standards for individual professions is carried out by the Partners at different levels and to a different extent. Competences for each key professional task are described in three categories: skills, knowledge and social competences. This enables the sets of employer requirements to be translated into learning outcomes and referenced to the European Qualifications Framework.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

### 3.1 Job counselors

#### a) Synthesis of the profession

A career advisor supports children, young people and adults in making the right educational and professional choices and supports lifelong professional development. In its activities, it uses individual and group working methods conducive to determining personal potential, taking into account the current and forecasted needs of the labour market and education. His task is also to disseminate information on educational opportunities and the labour market as well as participates in the selection of candidates for positions requiring special psychophysical predispositions and in the implementation of employment restructuring processes.

#### b) Education

At present first or second degree higher education is required to work as a career advisor, while in educational system (e.g. at school), having higher education, including pedagogical preparation, is an obligatory requirement.

#### c) Tasks and responsibilities

An employee in the profession of a career advisor performs various tasks, including in particular:

- Diagnosing the needs of children and youth for activities related to the implementation of the right counseling and educational and vocational information.
- Conducting classes in the field of career advising for children and youth.
- Conducting individual professional counseling for children and youth.
- Collecting, updating, developing and providing educational and professional information to children and adolescent as well as other interested persons, including teachers and parents.
- Developing, coordinating and supporting the implementation of the program of intra-school vocational guidance system based on cooperation with other teachers, psychologists or educators.
- Conducting individual vocational counseling for adults.
- Conducting group vocational counseling for adults.
- Developing a diagnosis of adults' professional potential and training needs.
- Collecting, developing, updating and providing adults with professional, educational and labour market information, lifelong learning and confirmation of qualifications.
- Providing assistance to employers in the selection of candidates for positions requiring special psychophysical predispositions or in carrying out employment restructuring processes.

#### d) Social competences

An employee in the profession of vocational counselor should have the social competences necessary for the proper and effective performance of professional tasks.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

In particular, the employee is ready to:

- Taking responsibility for the effects of undertaken actions related to the performed social role, what includes stimulating motivation and continuous development of the individual in the context of educational and / or professional choices, stimulating creative attitudes towards reality and changes in life.
- Performing independent career advisory services for individual and group clients.
- Be guided by the principles of professional ethics based on accessibility, voluntariness, equality, freedom of choice of profession and workplace, confidentiality and protection of personal data.
- Compliance with the principles of professionalism, reliability in providing information and advising.
- Presenting the right attitude characterized by empathy and assertiveness towards those dealing with the process of supporting their educational and / or professional development.
- Presenting the right patterns of proactive attitude and cooperation in and outside the work environment.
- Improving own competences in the scope of performed professional tasks assigned to a vocational counselor, including new regulations, trends, processes and theories regarding the area of career advisory.
- Assessing and verifying the quality of career advisory services.

e) Profile of the profession key competences needed:

- Troubleshooting.
- Verbal communication.
- Planning and work organization.
- Team cooperation.
- Influencing / leadership.
- Ability to use a computer and Internet.
- the ability of reading with understanding and writing.
- Maths skills.
- Motor efficiency.

### **3.2 Vocational education and training teacher (VET trainers)**

a) Profession synthesis

Vocational training teachers should be understood as teachers teaching vocational subjects and practical vocational training instructors. They conduct didactic and educational classes with young people in factory schools and classes in workshops educating skilled workers and technicians; teach practical vocational subjects to develop students' professional skills included in graduate qualification characteristics and curricula.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



#### b) Education

When it comes to subject qualifications for teaching vocational subjects, you must have a master's degree diploma - two or one degree, although teachers employed in basic vocational schools may have completed at least first degree studies. However, in addition to the subject studies themselves, you must have completed pedagogical preparation.

#### c) Professional tasks

A practical vocational training teacher should be open and trustworthy. It is necessary to have the skills to make contacts, especially with young people, and to listen. Patience, ability to concentrate attention, divisibility of attention, as well as perceptiveness and good memory are desirable. The teacher's work requires the ability to observe, draw logical conclusions, and be able to make quick decisions. He should be characterized by self-control, maturity and emotional resistance. Useful skills are the ability to formulate thoughts in speech and writing, planning and organizing work, efficient reflexes. It's good when a teacher has technical skills, he is a creative and creative person, constantly developing and open to new experiences. Good physical performance is desirable. The teacher should have good eye skills and have manual skills. Hearing for verbal communication is also important.

#### d) Social competences

Teacher's tasks include:

- Providing students with practical knowledge of the subject being taught; the goal is for students to acquire practical skills in the chosen profession.
- Implementing curricula while maintaining correlation with theoretical professional subjects, adapting the content of education to the requirements of workplaces.
- Preparing training and production or training and service tasks for students.
- Developing independent thinking skills and implementing them into independent and systematic work.
- Organizing work places for students; ensuring the proper operation of machines and devices, checking their technical condition and planning repairs.
- Implementing students to strict compliance with health and safety and fire protection rules. and environmental protection during all work.
- Caring for the students' health and ensuring their safety during the work.

#### e) Profile of the profession key competences needed:

- Didactic competence.
- Educational and social competences.
- Communication competences.
- Phraseological competence.
- Informatics' and media competences.
- Language skills.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

### 3.3 In-company tutor / personal teacher / tutor of apprentices, interns

#### a) Profession synthesis

A personal trainer (coach, mentor, tutor) helps the client to make changes in personal or professional development and in achieving the goals set up by him. He also supports the process of change in all areas of life, uncovers the untapped potential of man in individual and group sessions as well as arouses motivation and encourages action. Together with the client, he finds effective solutions to identified problems and ways to achieve the client's goals.

#### b) Education

To act in the profession of a personal trainer (coach, mentor, tutor), higher education, preferably in the field of social sciences, is preferred. Higher education is not required in accreditation procedures, however, it is included in the required period of professional practice necessary to obtain accreditation. Vocational training is conducted in the form of: courses, specializations at second-cycle studies and post-graduate studies. There are also coaches with no higher education on the market. When choosing a specialization in the profession of a personal trainer (coach, mentor, tutor), it is important to determine who the coaching is to be carried out for: whether for individuals or groups, whether services should be offered to companies or clients outside the business area, whether they are to be targeted to a specific sex, professional group or social group. The choice of specialization has an impact on the methods and coaching tools used.

#### c) Professional tasks

An employee in the profession of a personal trainer (coach, mentor, tutor) performs various tasks, which include in particular:

- Conclusion of a contract (agreement) regarding the course of the coaching process and the principles of cooperation between the client (coachee) and personal trainer (coach).
- Building trust and maintaining an equal partner relationship with the client.
- Determining the goal (s) of coaching and maintaining the process leading to their implementation, including determining and planning activities.
- The use of direct communication and active, multi-level listening in the context of the client's desires and supporting his self-expression.
- Asking the client in the coaching process constructive, adequate, influential and developing questions.
- Supporting the change process and working with client's objections (with resistance).
- Motivating the client to act, supporting perseverance and commitment.
- Building customer awareness by supporting the integration and proper assessment of many different sources of information and presenting interpretations that help the customer expand his awareness and achieve agreed results.
- Determining and controlling the process of coaching, managing progress and responsibility.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

- Application in professional practice of the principles consistent with the ethical professional code of the coaching profession.
- Caring for professional development, continuous training and improvement of professional workshop and the use of supervision for professional development.
- Mentoring - sharing with the client (mentee) your personal experience and expert knowledge in the field of specialization (additional task performed only when working as a mentor).
- Conducting tutoring - substantive care and supervision over the scientific development of pupils / students (an additional task performed only when working as a tutor).

#### d) Social competences

An employee in the profession of a personal trainer (coach, mentor, tutor) should have the social competences necessary for the proper and effective performance of professional tasks.

In particular, the employee is ready to:

- Compliance with the principles of integrity, reliability, confidentiality and the prevention of conflicts of interest in the service provided in ethical and professional standards.
- Demonstrate empathy and assertiveness to support the client's professional and personal development.
- Undertaking cooperation with other people in the implementation of coaching services, including seeking feedback from the client and other service stakeholders.
- Distancing ourselves from our habits and patterns of activity, including dialogue with the client about values, beliefs, visions and rules of cooperation and worldview.
- Focus on practical development results achieved by the client.
- Support the client in getting to know, understand and accept his and self-role.
- Assuming joint responsibility for the process of customer support in the context of achieving development goals.
- Accepting responsibility for the social role it performs, in particular in the context of influencing the attitudes related to the need for continuous development (lifelong learning) and openness to new solutions that are the basis for the professional and personal development of clients.
- Assess and correct your own attitudes and behaviours, including to constantly review your own achievements and impact on clients.

Developing personal and professional competences, including continuous updating and raising your competences.

- Participate in groups, professional organizations and professional associations, actively pursuing the profession of providing coaching services.

#### e) Profile of the profession key competences needed:

- Troubleshooting.
- Verbal communication.
- Planning and work organization.
- Team cooperation.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

- Influencing / leadership.
- Ability to use a computer and Internet.
- the ability of reading with understanding and writing.
- Maths skills.
- Motor efficiency.

## 4. GOOD PRACTICES

### 4.1 Romania

Vocational education and training includes activities, from short courses duration to long-term programs, carried out with the purpose of providing active persons knowledge, skills, competencies that are required in the workplace, recognized or not in a formal context.

The principles that govern the implementation of the apprenticeship are as follows:

- establishing a clear legal framework formulated and achievable in practice;
- encouraging national, regional and local partnerships; strong involvement of employers; partnership employers - providers of education and training (EF);
- integration of apprenticeship into EF systems that allow access to learning throughout lifelong learning (LLL) and higher education (HE);
- the learning and certification process in the apprentices is of quality;
- the qualifications provided in the apprentices include transversal competences;
- financing mechanisms by employers and the state and advantages for all parties, including SMEs;
- qualifications in various sectors;
- correlation with labour market needs;
- ensuring the participation of young people with special needs through guidance, training services preparatory, other forms of support, mentoring;
- promoting excellence of apprenticeship training schemes.

### 4.2 Spain

#### HOSTING TUTORS:

- ADECAT: in 2014, the companies associated to the Association of Mechanizers of Catalonia (ADECAT) realised they were running out of trained personnel due to the retirement of the workers. There were many difficulties to find workers with the required qualifications, so ADECAT decided apprenticeship was a good way to participate in the training and education of their future workers. Since there was no adequate VET education in Spain for this job, ADECAT collaborated in adapting another VET degree. Since ADECAT is an Association, many of the companies associated to it have collaborated in the project, expanding this apprenticeship option. (Alianza para la FP Dual, 2014)
- FECIC: in 2013, the federation FECIC created next to the local government and the University of Vic a reference centre for apprenticeship in the agri-food sector. This way, the companies can access to better prepared students and they are more competitive in the international markets. (Alianza para la FP Dual, 2013)

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

#### SENDING TUTORS:

- ADA INSTITUTO TECNOLÓGICO SUPERIOR: since 2017, ADA has started working with a mobile app to supervise the stay of their students in the companies during the apprenticeship internships. This app allows the students to register when they enter and leave the company and communicate any issues to their tutors and coordinators in the VET centre, or to their families. (Alianza para la FP Dual, 2018)
- SALESIANOS SANTO DOMINGO SAVIO: in 2014, Salesianos School started a program to promote a fluid communication with the companies collaborating in the apprenticeship method. This program includes the creation of a department to work with the company and the implementation of an itinerary to accompany the apprentice during the training process. (Alianza para la FP Dual, 2014)

### 4.3 Italy

Mentoring is an activity that is always present in every good apprenticeship project. Sometimes it is a rather demanding topic because it deals with non-tangible aspects such as motivation, aspirations, expectations, trust, self-perspectives, world/life views and hidden emotions. The work to be done towards a good mentoring and monitoring system must focus, on the one hand, on the participants, with a good selection and preparation, and, on the other, on the solidity and cohesion of the partner's network.

The network of partners and contact persons should be broad, diverse and flexible. Permanent contact and the exchange of information are essential to enable rapid identification of difficulties and rapid resolution of problems. This level of preparation and work among all stakeholders is necessary to ensure that everyone shares the same vision of mentoring. The list of minimum topics to be agreed includes the tutor profile, the tutoring calendar, the methodology to be used, the documents and information to be produced, the objectives and requirements for the entire apprenticeship and for each phase and the planning of the stages of control of the apprenticeship with the partners. Participants must be selected in a transparent and open process that clarifies each person's conditions, challenges, support, rights and duties. Thereafter, the preparation can focus on improving attitudes, skills, knowledge and motivation to be used when the apprenticeship begins, consolidating their autonomy and personal and social maturity. In any case, the apprenticeship is full of surprises and unexpected events, some positive others less, and this is precisely the moment when the tutoring system will be tested.

The company tutor/trainer has a fundamental role for the success of the apprenticeship in terms of training value, since he is responsible for giving substance to the value of the company as an educational place, ensuring the necessary coordination activities with the promoter. It also has the task of constantly assisting the apprentice in the workplace, guaranteeing continuous supervision of all the activities envisaged in the training project. Therefore, he/she must have adequate professional skills consistent with the training project of the apprenticeship.

The choice of the company tutor / trainer is of fundamental importance, since it is a figure who performs functions that are crucial for the quality of the apprenticeship. The ideal characteristics of a good tutor are:

- communication and relational skills: the good relationship between tutor/trainer and apprentice is the basis for success; on-the-job learning takes place essentially through identification with a "teacher" driven by the desire to pass on his/her skills to others, capable of helping the apprentice to overcome the difficulties and enhance their success;

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

- educational skills: the difficulty of the role of tutor/trainer lies in being able to translate the objectives of the project into tasks, gradually more and more complex, taking into account the trainee's characteristics and attitudes;
- professional experience: the baggage of work experience that the tutor/trainer brings with him is fundamental in the function of "guide" that he carries out;
- availability: that of the tutor/trainer should not be an "ex officio" task; it is not, in fact, a mere bureaucratic fulfilment, but a delicate and profound process of welcoming and accompanying learning in the workplace;
- constancy: fundamental in the apprenticeship path is the presence of a tutor/trainer who accompanies the apprentice who has been entrusted to him from start to finish, helping him to overcome the difficulties and enhancing his success.

As repeatedly stressed, the tutor/trainer is a figure established in order to ensure the necessary link between on-the-job learning and external training. The company, in choosing the person who will be in charge of following the apprentice, must take into account the functions and characteristics necessary to become Tutor. The training shared between the company and the Training Agency requires a close link between these organizations in order to achieve shared objectives and results. For this reason, in accepting the assignment to support the apprentice, the tutor undertakes a commitment on different levels:

- towards the apprentice as he takes on the role of "apprenticeship teacher" who accompanies and guides during the job placement process;
- towards the company as it guarantees the investment of time and resources in the apprentice's professional training;
- towards the Training Agency as it maintains close relationships to inform on the learning path (positive aspects and any critical situations).

#### 4.4 Poland

Polish Good Practices on the hosting and sending tutors role in developing successful apprenticeship schemes.

EU projects that aim at activating young people to take up work, acquiring practical skills, raising competences and experience and preparing trainers to train others in the field of educational and vocational counseling are best examples of Good Practices in Poland.

The project entitled: "Passive today - active tomorrow" implemented by the Rzeszow Regional Development Agency S.A. was the first example of good practices. It was addressed to 100 young people, including people with disabilities, unemployed persons aged 15-29, who do not participate in trainings - the so-called NEETs, not registered in labour offices and residing in the Podkarpackie region. The aim of the project was to increase employment opportunities for young unemployed people aged up to 29, including in particular those who do not participate in trainings (so-called NEETs). As part of the project, its participants were offered comprehensive support giving the opportunity to raise professional qualifications and take up employment, which included:

- job placement,
- career counseling,
- Individual Action Plan (IPD),
- psychological counseling,
- specialist training according to needs,
- training scholarship,
- 4-month paid internships,

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

- reimbursement of travel expenses for consultancy, specialist training according to needs;
- Animator's support throughout the entire period of participation in the project.

In addition, any Employer who employed a Trainee was able to receive partial reimbursement of the salary of the trainee's guardian.

The project entitled "High-quality internships as a chance for a better start" implemented by the Rzeszow University of Technology - the Faculty of Management was another example of good practices. Students received scholarship benefits and reimbursement for accommodation and communication during the internships. In addition, any Employer who employed a Trainee was able to receive reimbursement for the costs of internship. The goal of the project was to improve students' competences corresponding to the needs of the economy, labour market and society through the implementation of high-quality internship programs corresponding to the directions of education covered by support. Activities carried out in the project were a new element, separate from the existing ones, resulting from the education path in a given field. The result was the acquisition of practical skills, raising competences and experience during the internships in question, supplementing the knowledge acquired during studies directly related to the university's field of education. It also aimed at facilitating students' entry into the labour market.

The project entitled "Preparation of trainers for the implementation of training in the field of educational and vocational counseling" was the last example in question. The project concerning vocational education was implemented by the Centre of the Development of Education. It involved

the preparation of a team of trainers who conducted trainings for persons carrying out tasks in the field of educational and vocational counseling in schools and educational institutions such as kindergartens, primary schools, general high schools, technical colleges, and vocational schools, which was in line with the principles of implementing programs in the field of cohesion policy perspective financed between 2014-2020 financial perspective.

The main goal of the project was to prepare a team of trainers who would conduct trainings for persons implementing tasks in the field of educational and vocational counseling in schools and educational institutions. Support was provided to teachers who had not so far dealt with educational and vocational counseling in kindergartens, primary schools and at a later stage of education.

The project contributed to increasing access to high quality lifelong educational and vocational counseling services for children, adolescents and adults, to motivate and inform students from kindergarten about the necessity of lifelong learning. Increasing access to high quality lifelong counseling services contributed to better diagnosis, better vocational counseling, to getting to know each other's strengths, abilities, interests and thus conscious choices, better planning of the educational path (conscious choice) vocational training), vocational training.

The preparation of trainers who conducted trainings for people carrying out tasks in the field of educational and vocational counseling, would help support teachers, increased their methodical knowledge in the field of conducting classes in educational and vocational counseling, contributed to conscious choices of educational and professional path by primary school students and later on secondary school students (technical high schools, general high schools and vocational school students). It also contributed to the conscious choice of education by children, young people and their parents. Over the years the students would consciously be able to select their educational and professional paths, they would be eager to improve professional skills as well as reskill.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## 5. Bibliographical References

1. Access of young people to the labour market (2016) accessible on [http://www.insse.ro/old/sites/default/files/field/publicatii/accesul\\_tinerilor\\_pe\\_piata\\_fortei\\_de\\_munca\\_2016.pdf](http://www.insse.ro/old/sites/default/files/field/publicatii/accesul_tinerilor_pe_piata_fortei_de_munca_2016.pdf)
2. Act of 20 April 2004 on employment promotion and labour market institutions. The Act defines the tasks of the state in the field of employment promotion, mitigating the effects of unemployment and professional activation.
3. Alianza para la FP Dual. (2013). *Buenas prácticas: FECIC*. Retrieved from Alianza para la FP Dual: <https://www.alianzafpdual.es/buenas-practicas-fecic>
4. Alianza para la FP Dual. (2014). *Buenas prácticas en FP Dual: ADECAT*. Retrieved from Alianza para la FP Dual: <https://www.alianzafpdual.es/buenas-practicas-adeocat>.
5. Alianza para la FP Dual. (2014). *Buenas prácticas FP Dual: Salesianos Santo Domingo Savio*. Retrieved from Alianza para la FP Dual: <https://www.alianzafpdual.es/buenas-practicas-salesianos-domingo-savio>.
6. Alianza para la FP Dual. (2018). *Buenas prácticas. Ada Instituto Tecnológico Superior*. Retrieved from Alianza para la FP Dual: <https://www.alianzafpdual.es/buenas-practicas-ada>
7. Alianza para la FP Dual. (2020). *¿Qué es la FP Dual para las empresas?* Obtenido de Alianza para la FP Dual: <https://www.alianzafpdual.es/empresas/que-es-la-fp-dual-empresas>
8. *Analysis of key qualifications and competences to increase graduates' chances on the labor market, Agrotec Polska Spółka z o. o., Warsaw 2014.*
9. *Analysis of the economy's demand for key graduates in the context of implementing the Europe 2020 strategy, Agrotec Polska Spółka z o. o., 2012.*
10. Anpal (2018). Guida operativa per l'attivazione del contratto di Apprendistato di alta formazione e ricerca in Italia. <https://www.anpalservizi.it/documents/20181/88812/Guida+Operativa+Apprendistato+di+AFer.pdf/e3bf5fd8-6449-4b36-8432-8c0a64922fb9>
11. *Apprenticeships and professional internships. Guide for the entrepreneur. Gruza M. (Warszwa, 2018), Polish Agency for Enterprise Development under the Erasmus + Program.*
12. Bohdan Rożnowski, Academic handbook for students of: Career counseling and personnel consulting. John Paul II Catholic University of Lublin, Lublin 2017.
13. Business for education: Special report on business cooperation and education in Poland, Warsaw 2014.
14. Camacho, H. (2019, 09 16). ¿Qué necesitas para ser profesor de FP? Retrieved from Emagister: <https://www.emagister.com/blog/necesitas-profesor-fp/>
15. Cámara de Comercio de España. (2018). *Programa de formación profesional dual en la empresa*. Retrieved from Cámara de Comercio de España: <https://www.camara.es/formacion-y-empleo/programa-de-formacion-profesional-dual-en-la-empresa>

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



16. CAPITAL. (2019, 04 02). *FOES reconoce con un Sello el papel de 'tutor de empresa' para alumnos de FP Dual*. Retrieved from Soria Noticias: <http://sorianoticias.com/noticia/2019-04-02-foes-reconoce-un-sello-papel-tutor-empresa-alumnos-fp-dual-57004>
17. Cedefop (2014). *Relazione sull'istruzione e la formazione professionale (IFP) in Italia*. Luxembourg: Publications Office. [https://www.cedefop.europa.eu/files/4132\\_it.pdf](https://www.cedefop.europa.eu/files/4132_it.pdf)
18. Cedefop (2014). *Sviluppare l'apprendistato*. Nota Informativa. [https://www.cedefop.europa.eu/files/9088\\_it.pdf](https://www.cedefop.europa.eu/files/9088_it.pdf)
19. Cedefop (2015). *Far funzionare l'apprendistato per la piccola e media impresa*. Nota Informativa. [https://www.cedefop.europa.eu/files/9102\\_it.pdf](https://www.cedefop.europa.eu/files/9102_it.pdf)
20. Cedefop (2015). *Vocational pedagogies and benefits for learners: practices and challenges in Europe*. Luxembourg: Publications Office of the European Union. Cedefop research paper; No 47
21. Cedefop (2017). *Analisi tematica sull'apprendistato in ITALIA. Creare opportunità d'istruzione e formazione attraverso l'apprendistato*. [https://www.cedefop.europa.eu/files/4159\\_it.pdf](https://www.cedefop.europa.eu/files/4159_it.pdf)
22. Cedefop (2018). *Apprenticeship schemes in European countries*. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/722857>
23. Chłoń-Domińczak, A. et al. (2019). *Vocational education and training in Europe – Poland*. Cedefop ReferNet VET in Europe reports 2018.
24. Chłoń-Domińczak, A. et al. (2019). *Vocational education and training in Europe - Poland*. Cedefop ReferNet VET in Europe reports 2018.
25. Competence models and their application in vocational education and training systems of six European Union countries, 2016, ComProCom.
26. Conclusioni del Consiglio del 12 maggio 2009, *Quadro strategico per la cooperazione europea nel settore dell'istruzione e della formazione («ET 2020»)* (2009/C 119/02) [https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=IT](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=IT)
27. Developing, supplementing and updating information on occupations and its dissemination using modern communication tools - INFODORADCA +, 20119.
28. ECD Confidencial Digital. (2019, 01 26). *¿Por qué se valora menos en España la Formación Profesional?* Retrieved from ECD Confidencial digital: [https://www.elconfidencialdigital.com/articulo/te\\_lo\\_aclaro/valora-menos-espana-formacion-profesional/20190125101403120807.html](https://www.elconfidencialdigital.com/articulo/te_lo_aclaro/valora-menos-espana-formacion-profesional/20190125101403120807.html)
29. Education and training monitor 2019 Poland, Publications Office of the European Union, 2019.
30. educaweb. (n.d.). *¿Qué es la FP Dual?* Retrieved from educaweb: <https://www.educaweb.com/contenidos/educativos/formacion-profesional-fp/fp-dual/>
31. *Effectiveness of basic forms of professional activation implemented under programs for the promotion of employment, mitigation of the effects of unemployment and professional activation in 2014, Ministry of Labour and Social Policy, Warsaw 2015.*

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

32. European Commission (2010) EUROPE 2020 A European strategy for growth smart, environmentally friendly and inclusive / COM / 2010/2020 final / accessible on <https://eur-lex.europa.eu/legal-content/RO/TXT/?uri=CELEX%3A52010DC2020>
33. European Commission (2011) The social dimension of the Europe 2020 strategy A report of the Committee on Social Protection (2011) Abstract, Luxembourg: Office for European Union publications
34. European Union (2017). *European Alliance for Apprenticeships: Good for Youth Good for Business*. Luxembourg: Publications Office. <http://englishbulletin.adapt.it/wp-content/uploads/2017/07/KE-04-17-152-EN-N.pdf>
35. Final report An on-going evaluation study identifying good practices in the implementation of practical elements of education in projects co-financed under the IV Priority of HC OP and in other activities in the field of higher education, Warsaw 2015.
36. Implementation document for the Human Capital Development Strategy 2020: Tools for implementing the Human Capital Development Strategy 2020, Ministry of Labour and Social Policy, Warsaw, July 2014.
37. ISFOL (2013). *Il Tutor Aziendale per l'Apprendistato: Manuale per la Formazione*.
38. Magdalena Mazik-Gorzelańczyk, Vocational training in Poland in the perspective of changes and needs of the economy, Friedrich-Ebert-Stiftung, Representation in Poland, 2016.
39. Marcone V. (2016), *La Formatività del Work-based Learning*. <http://dspace.unive.it/bitstream/handle/10579/12902/956181-1197784.pdf?sequence=2>
40. Ministerio de Educación y Formación Profesional. (2013). *Formación Profesional Dual en el sistema educativo*. Retrieved from Todo FP: <http://www.todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/fp-dual-en-sistema-educativo.html>
41. Ministerio de Educación y FP. (2019). *Preguntas frecuentes sobre FP Dual*. Obtenido de Todo FP: <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/preguntas-frecuentes.html>
42. Ministerio de Educación. (2019). *Taller TAIEX para la mejora de un sistema de garantía de calidad para la formación profesional dual en España*. Retrieved from Todo FP: <http://www.todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/taller-taix.html>
43. Ministerio de Empleo y Seguridad Social. (2014, 01 11). «BOE» núm. 10, de 11 de enero de 2014, páginas 1560 a 1568 (9 págs.). *Orden ESS/2518/2013, que regula los aspectos formativos del contrato para la formación y el aprendizaje, en desarrollo del Real Decreto 1529/2012*.
44. *National Report on Apprenticeship in Poland*. OIC Poland Foundation, 2017.
45. Ordinance of the Minister of National Education of 16 May 2019 on the core curricula for education in vocational education professions and additional professional skills in the field of selected professions of professional education.

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

46. Ordinance of the Minister of National Education of 23 August 2019 on co-financing of professional development of teachers, specific objectives of industry training as well as the procedure and conditions for referring teachers to industry training.
47. Ordinance of the Minister of National Education of 23 August 2019 on co-financing of professional development of teachers, specific objectives of industry training as well as the mode and conditions of referring teachers to industry training,
48. Poland 2030, Third Wave of Modernity. Long-Term National Development Strategy, Ministry of Administration and Digitization, Warsaw, January 2013.
49. Raccomandazione del Consiglio Europeo del 15 marzo 2018, *Quadro europeo per apprendistati efficaci e di qualità* (2018/C 153/01) [https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN)
50. Regulation of the Council of Ministers of 13 August 2019 amending the regulation on the vocational preparation of young people and their remuneration.
51. REGULATION OF THE MINISTER OF NATIONAL EDUCATION of 22 February 2019 on practical vocational training,
52. Regulation of the Minister of National Education of February 2, 2019 on practical vocational training, concerning the entire system of workplace learning in vocational education and training.
53. Regulation of the Minister of Science and Higher Education of 17 January 2012 on standards of education preparing for the teaching profession. OJ 2012 item 131.
54. Sánchez García, M. (2010). La orientación en España: despegue de una profesión. *Revista española de orientación y psicopedagogía*. 21 (2), 231-239.
55. Tuya, M. (2019, 27 02) ¿Qué es la formación profesional dual? Retrived from 20 minutos: <https://www.20minutos.es/noticia/3574116/0/fp-dual/>
56. VOCATIONAL TRAINING QUALITY STANDARDS, Warsaw 2013, KOWEZI.U.
57. Wróbel J. (2005), Measuring the effectiveness of active labour market programs, IPISS Report No. 28, Warsaw: IPISS.

### Web References

1. <http://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Apprendistato/Pagine/default.aspx>
2. [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_it](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_it)
3. <https://ec.europa.eu/social/main.jsp?catId=1149&langId=en&countryCode=it>
4. <https://wbl.erasmus.site/wp-content/uploads/2019/04/IO1-WBL-GUARANTEE-TRANSNATIONAL-RESEARCH-STUDY-AND-ANALYSIS-ABOUT-THE-PROFESSIONAL-ROLES-AND-CHALLENGES-OF-WBL-SCHEMES-IN-EUROPE.pdf>
5. <https://www.miur.gov.it/unione-europea>

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Normative References

1. Conclusioni del Consiglio del 12 maggio 2009, *Quadro strategico per la cooperazione europea nel settore dell'istruzione e della formazione («ET 2020»)* (2009/C 119/02)
2. Decreto Interministeriale 12 ottobre 2015 *Definizione degli standard formativi dell'apprendistato e criteri generali per la realizzazione dei percorsi di apprendistato, in attuazione dell'articolo 46, comma 1, del decreto legislativo 15 giugno 2015, n. 81. Reg. regionale n.7/2017, Regolamento dei Profili formativi dell'apprendistato*, BURL 30 marzo 2017, n.26
3. Decreto Legge 20 marzo 2014, n. 34, "*Disposizioni urgenti per favorire il rilancio dell'occupazione e per la semplificazione degli adempimenti a carico delle imprese*" (G.U. n.66 del 20-3-2014).
4. Decreto legislativo 15 giugno 2015, n. 81, "*Disciplina organica dei contratti di lavoro e revisione della normativa in tema di mansioni, a norma dell'articolo 1, comma 7, della legge 10 dicembre 2014, n. 183*".
5. Decreto Legislativo del 14 settembre 2011, n. 167, "*Testo Unico dell'apprendistato, a norma dell'art. 1, comma 30 della Legge n. 247 del 24 dicembre 2007*" (G.U. n. 236 10-10-2010).
6. Legge 14 gennaio 2013, n. 4, "*Disposizioni in materia di professioni non organizzate*" (GU Serie Generale n.22 del 26-01-2013).
7. Raccomandazione del Consiglio del 15 marzo 2018, *Quadro europeo per apprendistati efficaci e di qualità* (2018/C 153/01), [https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN)
8. Raccomandazione del Consiglio Europeo del 15 marzo 2018, *Quadro europeo per apprendistati efficaci e di qualità* (2018/C 153/01)