



Celebrating **10 years**

EAfA



European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

Seminar for EAfA Partner Countries

7-8 October 2025 | Podgorica, Montenegro

DAY 1

Employment,
Social Affairs
and Inclusion



Welcome and opening

Floriana Folisi, Human Capital Development Expert, ETF

Tatjana Čalasan

State Secretary, Ministry of Education, Science and Innovation of Montenegro

Mario Nava

Director-General, DG EMPL, European Commission



EUROPEAN UNION



Georgios Zisimos

Head of the Policy advice and EU Programme Unit, European Training Foundation

Anna Banczyk

Head of Unit Vocational Education and Training, CEDEFOP, DG EMPL B.3, European Commission

Brigitte Kuchar

Program Manager, EU Delegation in Montenegro

Objectives of the seminar

Floriana Folisi, Human Capital Development Expert, ETF

Celebrating 10 years

EAfA



European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

Seminar for EAfA Partner Countries



Celebrating **10 years**

EAfA

ETF
Working together
Learning for life
European Training Foundation

Celebrating 10 years!

2016

Kayseri, Türkiye

2017

Budva, Montenegro

2018

Tirana, Albania

2019

Skopje, North Macedonia

2020 - 2021

Held online

2022

Belgrade, Serbia

2023

Turin, Italy

2024

Tirana, Albania

2025

Podgorica, Montenegro



European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

Agenda Morning Session: Day 1, 7 October 2025

Time	Title / Description
09:00 – 09:30	Arrival and registration of participants
09:30 – 10:00	Welcome and Opening
10:00 – 10:10	Objectives of the seminar
10:10 - 10:30	Key messages from EU Social Partners
10:30 – 11:00	EAfA and latest developments
11:00 – 11:30	Coffee break
11:30 – 12:30	Learn from and exchange with new and old EAfA Members
12:30 – 13:00	WBL in Montenegro: overview and latest developments
13:00 – 14:00	Lunch

European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

Agenda Afternoon Session: Day 1, 7 October 2025

Time	Title / Description
14:00 – 17:00	Site visits – <i>Participants are invited to join the site visit indicated at the back of their event badge</i> • Group 1: Secondary vocational school "Spasoje Raspopović" • Group 2: "La Parisienne" factory • Group 3: Junior High School of Electrical Engineering "Vaso Aligrudić"
19:30 – 22:00	Networking dinner

Key messages from EU Social Partners

Ludovic Voet

Confederal Secretary of the European Trade Union Confederation (ETUC)

Robert Plummer

Senior Adviser, BusinessEurope

Natacha Pernas

Social Affairs and Training Team, SMEUnited

EAfA and Latest Developments

Beatrice Biolcati Rinaldi, DG EMPL B.3, European Commission

The European Alliance for Apprenticeships (EAfA)

A multi-stakeholder platform including governments and stakeholders from all EU, EFTA, candidate, and EAfA partner countries, including businesses, VET providers, social partners and public authorities. EAfA's key objectives are to:



Increase the **supply** of apprenticeships



Improve the **quality** of apprenticeships



Enhance the **image** of apprenticeships



Promote the European **mobility** of apprentices



Support the twin **green** and **digital** transitions

The European Alliance for Apprenticeships (EAfA)

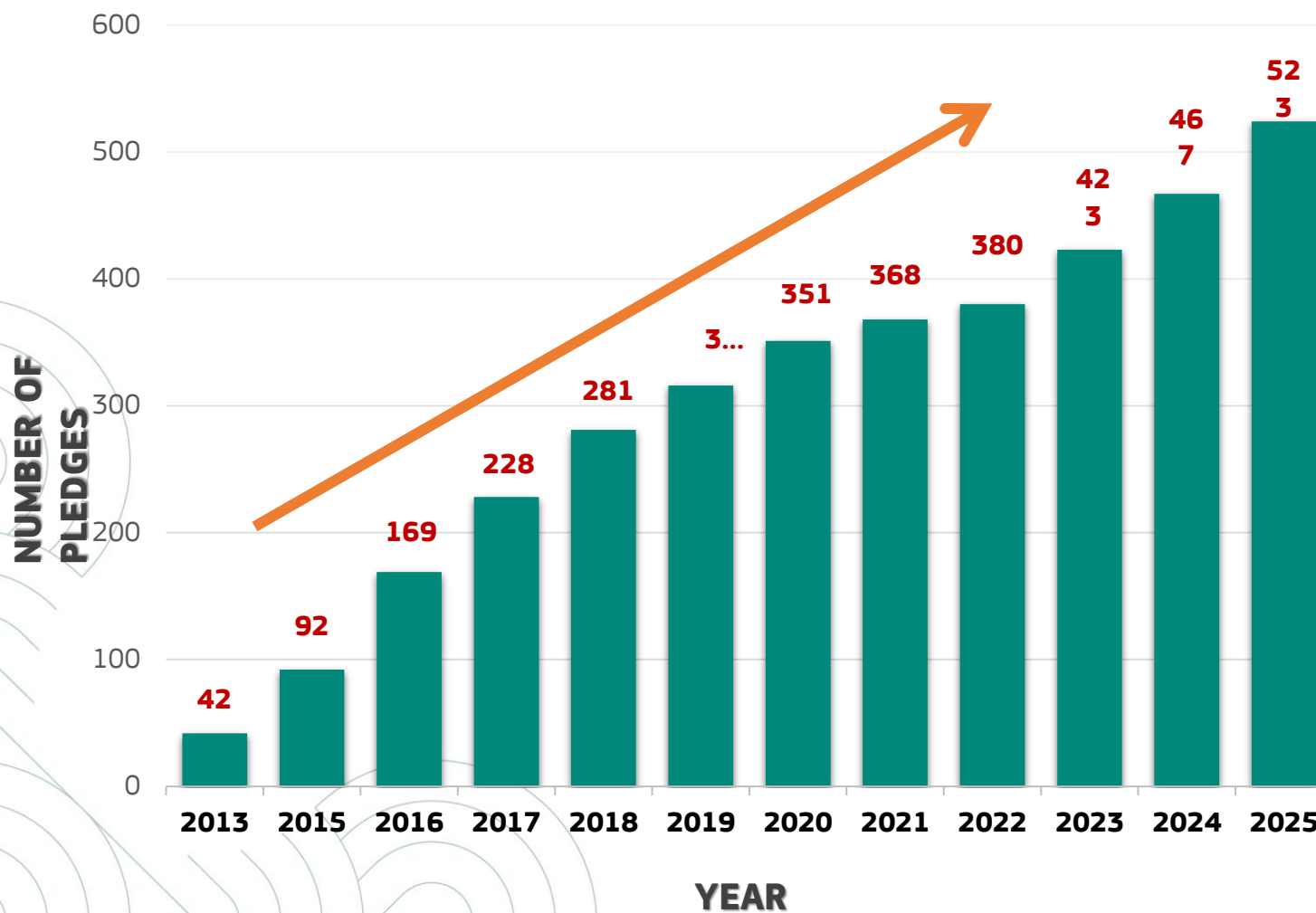
EAfA's aims are promoted through **national commitments** and voluntary **pledges** from stakeholders

EAfA is open to...

Governments and stakeholders from **all EU, EFTA, candidate and EAfA partner countries**, including businesses, VET providers, social partners and public authorities

Shaping careers, connecting countries: 10 years of cooperation on apprenticeships in Partner Countries

EAfA membership keeps growing!

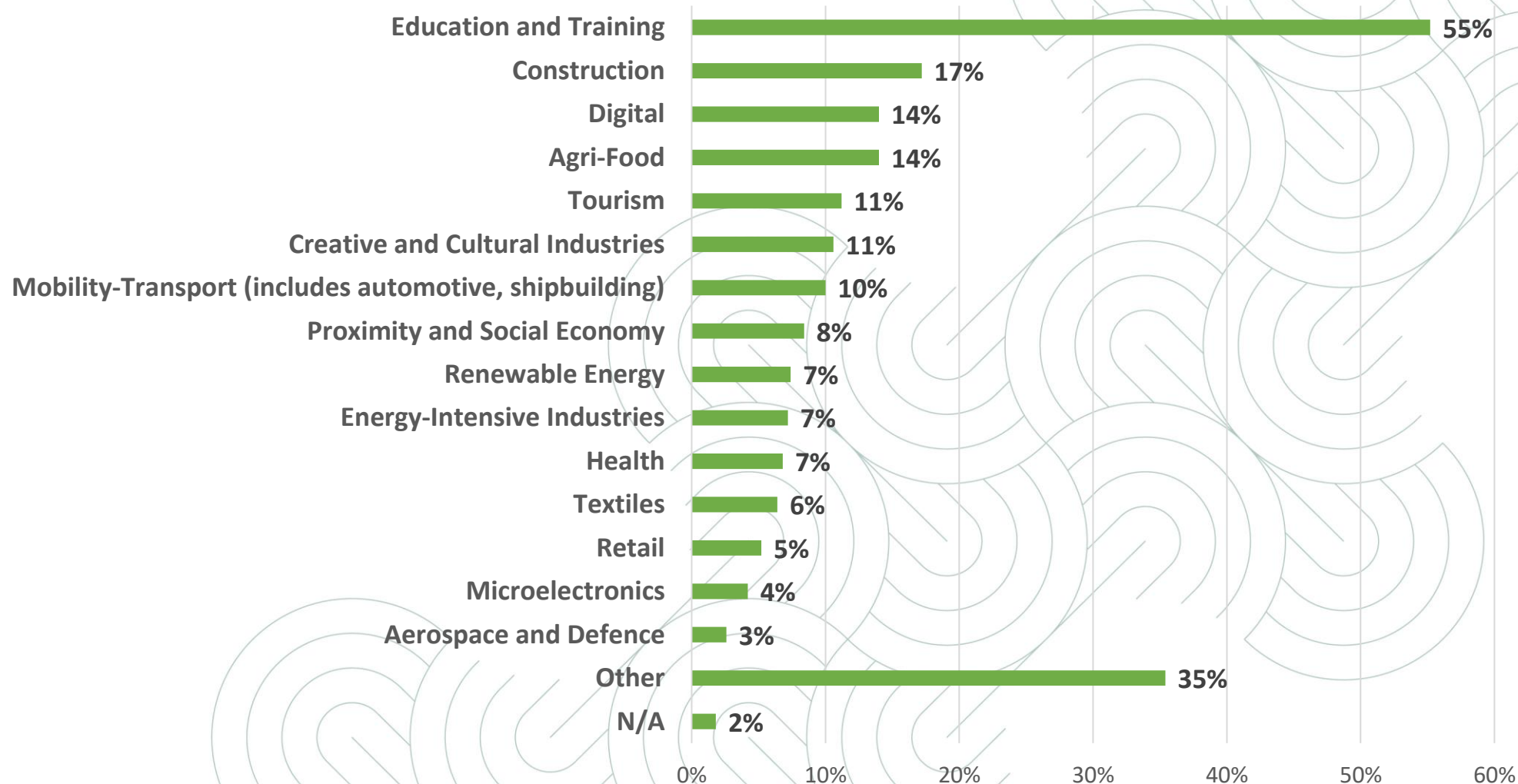


The European Alliance for Apprenticeships (EAfA) at a glance:

- **56 new members** have been welcomed into EAfA in 2025, with a total of **523 pledges** and more than **3 million** apprenticeship opportunities
- **89 existing members** have refreshed their commitment to EAfA by submitting a renewal
- **10 countries** (Member States and Partner Countries) have **renewed their National Commitment**
- **4 countries** (Armenia in 2023, Bosnia and Herzegovina in 2024, Ukraine and Kosovo in 2025) have submitted **a new National Commitment** to join the Alliance, bringing the total national membership to **43 countries**



EAfA members by sector of operation



EAfA's 2025 High-Level Event

Held on 30 June and 1 July in Brussels, this year's EAfA's High-Level Event was opened by **Executive Vice-President Roxana Mînzatu**, highlighting the European Commission's strong commitment to making VET and apprenticeships a priority

It was a valuable opportunity for **networking, collaboration and discussions** on VET and apprenticeships



170 in-person participants



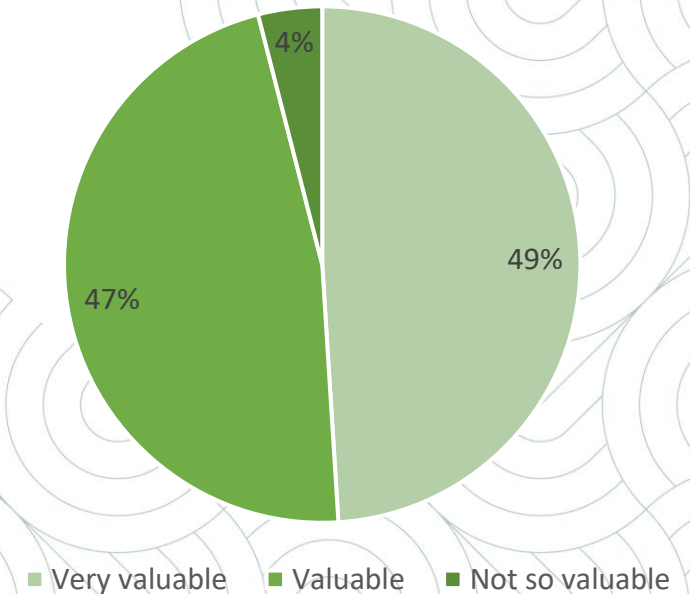
60 online participants



Satisfaction with EAfA and its added value

- Respondents' perception of EAfA is predominantly **positive**
- **Nearly all survey respondents consider that EAfA is very valuable or valuable** as a platform to boost the quality, supply, image of apprenticeships and mobility of apprentices, bringing the overall members' satisfaction from 89% in 2023 up to 95% in 2025
- **The rating of EAfA as very valuable rose from 40% in 2023 to 49% in 2025** - more than a 20% increase in just two years

How would you rate the value of EAfA as a multi-stakeholder platform to improve the supply, quality and image of apprenticeships, as well as the mobility of apprentices?



2025 EAfA past activities

Events and deliverables

Past events

Webinar: Shaping the Future of Apprenticeships in the EU - Ensuring Quality and Fairness

10 April 2025

European Apprentices Network (EAN) members' meeting

Brussels, 30 June 2025

High-Level Event: Apprenticeships for the Union of Skills and the Clean Industrial Deal

Brussels, 30 June – 1 July 2025

Members' Get-Together Event

Brussels, 1 July 2025

Published documents

Factsheet on Attracting and nurturing trainers

March 2025

Factsheet on Basic skills in apprenticeships

September 2025

EAfA planned activities until end of 2025

	Online events	Other activities
Upcoming activities	Webinar: From gender stereotypes to opportunities: inclusive apprenticeships in STEM 22 October 2025 Webinar: Launch of the Toolkit on Adult apprenticeships 20 November 2025	Factsheet on Higher-level apprenticeships December 2025 Toolkit on Adult apprenticeships 20 November 2025

EAfA Communities

01

Community on the Learning Mobility of Apprentices, 145 members

Leading organisation: *Euro App Mobility*

02

Community on Social Inclusion and Gender Equality, 129 members

Leading organisations: *Fundacio Catalana de l'Esplai and IDEC.SA*

03

Community on the Green and Digital Transitions, 146 members

Leading organisation: *ESB Networks*

04

Community on the Role of Cities and Regions in fostering apprenticeships, 66 members

Leading organisations: *European Association of Regional and Local Authorities For Lifelong Learning (EARLALL), Fundación Bertelsmann and the Metropolitan City of Rome*

05

Community on Higher Apprentices, 43 members

Leading organisations: *Lubelska Akademia WSEI and EURES Puglia, Policies and Labour Market Department, Regione Puglia*

How to join an EAfA Community?

- Email to EAfAmembers@ecorys.com, indicating which Community(ies) you would like to join
- If you are not an EAfA member yet, you can join the Alliance by completing the [EAfA pledge application form](#)

To express your interest in joining or leading a new Community or propose additional topics, you can fill in this [form](#) or scan the **QR code** on the right!



 **4,000+**

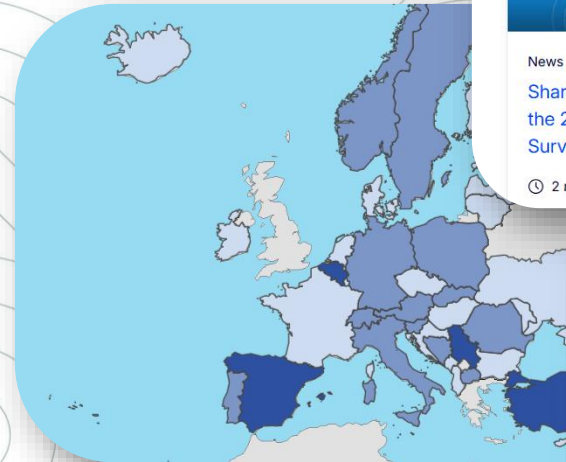
EAfA LinkedIn group members



Scan the QR code to join the group!

Website

- Information on **EaFA members and pledges**, including an interactive map
- **Events** and resources
- **Articles** uploaded on a monthly basis
- A **new Communities Page**, updated Activities Hub, Online Library and Facts and Figures



Related news



News article | 11 September 2025

[Share your Insights: participate in the 2024-2025 EaFA Monitoring Survey!](#)

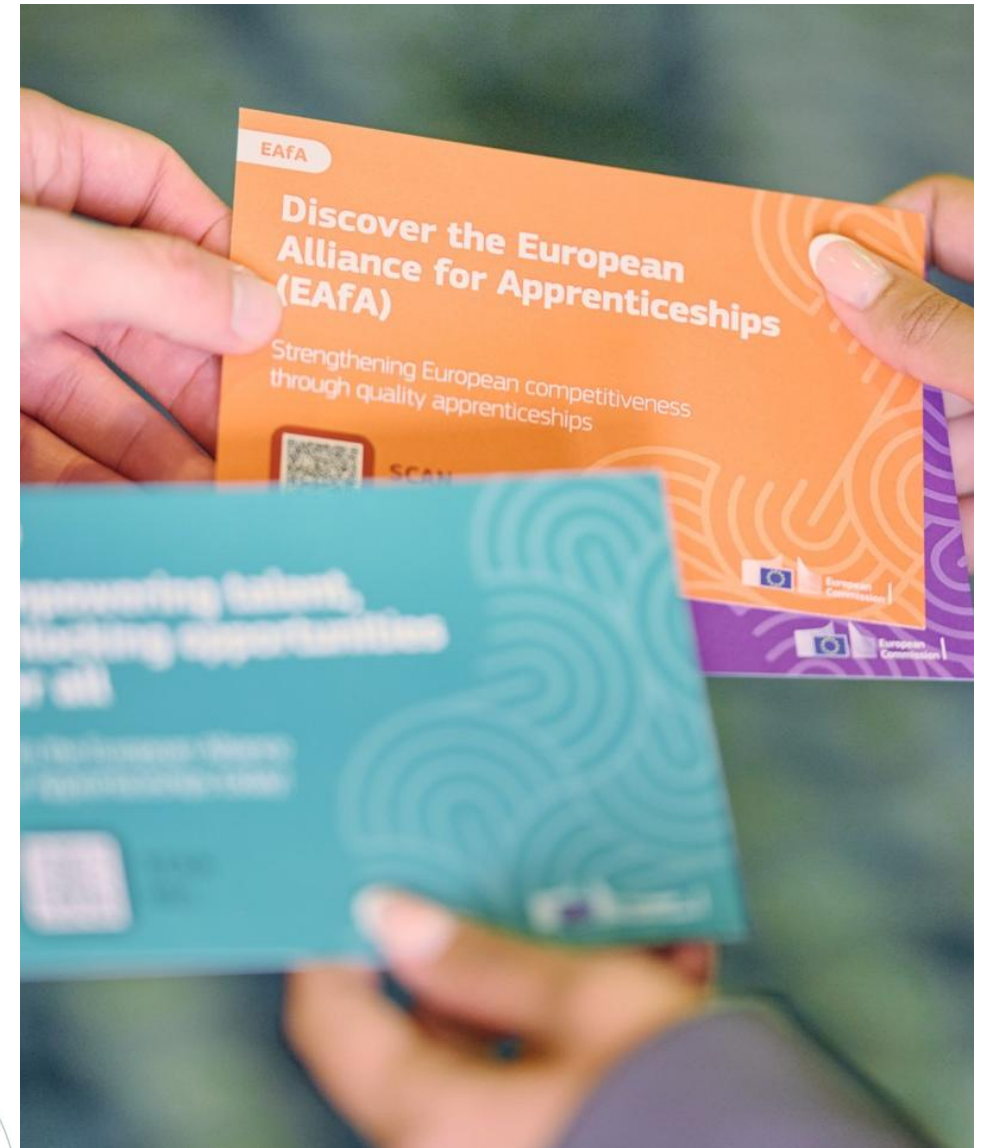
🕒 2 min read

EaFA membership and pledges

Click on a country to see how many and which pledges have been made across Europe to contribute to strengthening the supply, quality and/or attractiveness of apprenticeships as well as mobility of apprentices.

How to join EAfA

- ✓ European Alliance for Apprenticeships
- ✓ EAfA LinkedIn group
- ✓ European Framework for Quality and Effective Apprenticeships
- ✓ Erasmus+



Welcoming EAfA Newcomers

Kosovo

Valbona Fetiu-Mjeku

Head of Quality Assurance, Standards and Curriculum, Department of Vocational Education and Training, Ministry of Education, Kosovo

Welcoming EAfA Newcomers

Ukraine

Iryna Shumik

Directorate of Vocational Education of the Ministry of Education and Science of Ukraine

Welcoming EAfA Newcomers



EAfA

Chamber of Crafts Skopje (MK)

- Increase the supply of apprenticeships by supporting 15 SMEs to host apprentices through Memoranda of Understanding, while training company staff as mentors to ensure high-quality on-the-job learning. This will create sustainable placements and foster stronger cooperation between VET providers and the business sector.
- Improve the quality of apprenticeships by introducing a structured mentor certification process in craft and vocational sectors, complemented by a dedicated initiative to enhance the pedagogical and technical skills of in-company trainers.

Ms. Aneta Atanasovska
07/10/2025

*Employment,
Social Affairs
and Inclusion*





EaFA

City of Dublin Education and Training Board (IE)

- Improve the quality of apprenticeships by addressing current barriers hindering the release of apprentices for Erasmus+ placements.
- The first step will be to engage employers and trainers, raising awareness of available opportunities and encouraging them to take part in Erasmus+ job-shadowing placements across the EU. By initially sending staff and employers abroad, the aim is to demonstrate the benefits of mobility, build trust in the process, and create stronger support for enabling apprentices to participate in the future.

Ms. Mary Hickie
07/10/2025

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EaFA

Praktiska Sverige AB (SE)

- Increase the supply of apprenticeships by creating 20 apprenticeship places annually across 3 Swedish cities.
- Improve the quality of apprenticeships by training 10 trainers/mentors and hiring 10 additional mentors, coaches, or counsellors each year.
- Enhance the image of apprenticeships by building at least 5 new European partnerships annually, including with the Swedish National Agency for Education, to attract more learners.
- Support the mobility of apprentices by welcoming 10 and sending 50 apprentices annually through Erasmus+ exchanges with partner countries.
- Support the twin green and digital transitions by equipping 50 apprentices annually with modern IT tools, fostering digital skills, personal connectivity, and sustainable practices.

Ms. Maria Gustavsson

07/10/2025

*Employment,
Social Affairs
and Inclusion*





EaFA

Regional Directorate of Primary and Secondary Education of Ipeiros (EL)

- Increase the supply of apprenticeships by creating 400 apprenticeship places annually and broadening the register of public and private sector employers, giving apprentices a wider choice of opportunities.
- Improve the quality of apprenticeships by training 50 apprenticeship providers each year in pedagogical and social skills to better support young people entering the labour market.
- Enhance the image of apprenticeships by building 500 partnerships and reaching 500 people annually with dissemination materials, tackling negative stereotypes of VET and promoting the benefits of apprenticeships for learners, employers, and society.
- Support the mobility of apprentices by developing 30 new programmes and leveraging Erasmus+ to expand opportunities for apprentices to gain experience abroad.

Dr. Marina Besi
07/10/2025

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and Inclusion*





EAfA

Şule Muzaffer Büyük Girls Vocational and Technical High School (TK)

- Increase the supply of apprenticeships by creating 40 apprenticeship places and new modules in green technologies, hospitality, and digital skills, updating VET programmes to reflect AI and sustainability trends, and targeting students and disadvantaged youth.
- Improve the quality of apprenticeships by training mentors, updating curricula, offering recognised certifications, and providing tailored support to disadvantaged groups and migrants, aligned with green and digital priorities.
- Enhance the image of apprenticeships through social media campaigns, awareness events, digital content, and role model networks showcasing apprentice success in collaboration with employers and authorities.
- Support the mobility of apprentices by expanding Erasmus+ placements (80 incoming, 45 outgoing annually), developing 10 new partnerships, and organising networking events to foster intercultural learning and equal access.
- Support the twin transition with training and certification in digital skills and sustainable practices, increasing apprentices' competence for a low-carbon, digitalised European economy.

Mr. Onur Arslan

07/10/2025

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EaFA

Ukrainian Automotive and Mobility Cluster (UA)

- Increase the supply of apprenticeships by creating 2 apprenticeship places annually.
- Improve the quality of apprenticeships through the training of 3 trainers and mentors as part of the AutomotiveSkillsHub.
- Enhance the image of apprenticeships by attracting participants through targeted outreach, including social media campaigns, 10 dedicated media posts each year, updates on the organisation's webpage, and active participation in conferences.
- Support the mobility of apprentices by engaging in networking events and fostering partnerships with international stakeholders, including training providers, employers, SMEs, and trainers.
- Support the twin transition by helping apprentices obtain relevant certifications, equipping them with the knowledge and skills needed to thrive in sustainable and digitally-driven sectors.

Dr. Vitalina Babenka

07/10/2025

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New and renewed pledges

- ❖ CEZERİ YEŞİL TEKNOLOJİ SEKTÖREL MÜKEMMELİYET MERKEZİ
- ❖ CIFV.-Centro Internacional de Formación Virtual. Formación y Empleo
- ❖ Colegiul Economic
- ❖ Ecoprise
- ❖ European Trade Union Committee for Education (ETUCE), European Federation of Educational Employers (EFEE)
- ❖ FONDAZIONE ITS ACADEMY MI.TI. MODA
- ❖ FP INNOVACIÓN
- ❖ French Red Cross
- ❖ Gölcük Şehit Volkan Tantürk Vocational and Technical Anatolian High School
- ❖ Good Man Association
- ❖ IES Federica
- ❖ ITS Academy Sustainable Mobility Aerospace Apulia Region
- ❖ Light Energy Apprenticeships
- ❖ MEVEO
- ❖ OneBabel
- ❖ Projektberatung und Management Expert Assoziation - PAMEA
- ❖ Şule Muzaffer Büyük Girls Vocational and Technical High School
- ❖ The Bloom Factory GmbH
- ❖ Ukrainian Automotive and Mobility Cluster
- ❖ WOMEN DO BUSINESS

**Learn from and exchange
with
new and old
EAfA Members**

Breakout groups are designated by badge dot color.

- **Red** signifies Group 1
- **Blue** signifies Group 2

PARALLEL GROUP 1 [Plenary Room – Crystal A]	PARALLEL GROUP 2 [Princess Jelena Room]
Facilitated by Lisa Rustico , Human Capital Development Expert, ETF	Facilitated by Floriana Folisi , Human Capital Development Expert, ETF
• Sirma Ilijoska Trifunovska, Chamber of Craft (North Macedonia) • Tatjana Babrauskiene, Head of International Relations, Lithuanian Education and Science Trade Union (LESTU)	• Burak Öztemel, Unit Manager, Istanbul Chamber of Commerce, Türkiye • Tom Muller, Director, Vocational Education and Training, Ministry of Education, Children and Youth of Luxembourg

Check the coloured dot on your badge to remember which parallel group you have selected!
Unregistered participants have been assigned to parallel sessions with remaining spots.

Coffee break

11:20 – 11:40

Please come back in 20 mins!

Learn from and exchange with new and old EAfA Members

Group 1

Sirma Ilijoska Trifunovska

Chamber of Crafts, North Macedonia



Ensuring Quality in Dual VET

in North Macedonia's Integrated Approach of Law, Partners, and Digitalisation

MA Sirma Ilijoska Trifunovska

Chamber of Crafts Skopje | EAfA Seminar | 7 October 2025



Our Roadmap

**The Legal Foundation:
A Supportive
Framework**



**Two Pathways:
3-year vs.
4-year Dual VET**



**The Engine of
Quality:
Social Partners &
their roles**



**Digital Tools for
Modern
Apprenticeships**

Regulated Dual VET System

**Law on VET (Official
Gazette 3/2025)**
Defines dual education (Art.
3, 14–15)

**Amendments (Official
Gazette 74/2025)**

Applies to Level III (3-year)
and Level IV (4-year)
qualifications

Learning in two
environments – School and
Employer

3-year & 4-year Dual VET

3-year Dual VET

- Qualification: Level III Focus - Crafts and skilled trades.
- Outcome: Labour market entry or progression to Level IV
- Time in WBL: Students spend 20–25% of time in WBL (Year 1), 35–45% (Year 2), 50% (Year 3) according curricula
- Scholarship: 56 euros per month for students (MoES)

4-year Dual VET

- Qualification: Level IV
- Outcome: Higher education or labour market
- General + vocational modules
- WBL from Year 2

Key Actors in Dual VET Quality Assurance

-  Chambers & Employers – mentor training, standards
-  VET Centre – curricula & mentor requirements
-  WBL Coordinators – link schools & companies

Tools & Quality Assurance

- ementormk.com: Online mentor training, Q&A resources, monitoring
- e-platform: Registry of contracts & mentors, supports WBL
- Verification of companies and mentors by chambers

Key points

- Both 3-year and 4-year dual VET tracks fully regulated in law.
- Financial incentives for students & mentor standards ensure quality.
- Chambers + Centre for development of VET = guarantors of apprenticeship quality.
- Digital tools and QA mechanisms strengthen transparency and monitoring.

E-LEARNING MODULES FOR MENTORS IN COMPANIES

- What is E-Mentor?

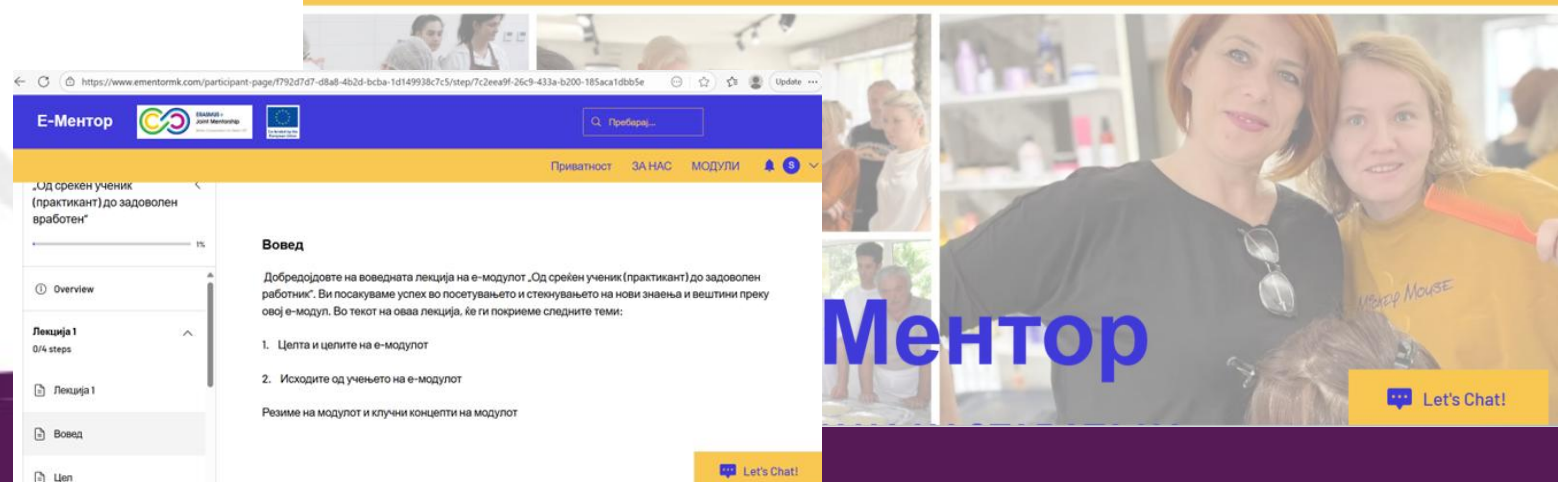
<https://www.ementormk.com>

-  Online mentor training

-  QA resources

- ERASMUS + Joint Mentorship
Better cooperation for better VET

e-mentor.eu

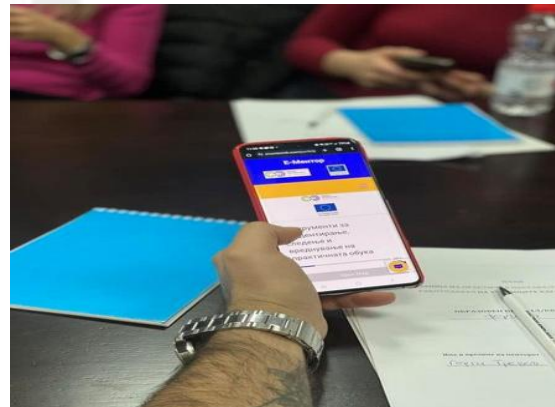


Online modules

- **Module 1:** Introduction to practical training at an employer
- **Module 2:** Practical Training Program (Planning)
- **Module 3:** Inclusion and Mentoring
- **Module 4:** Records, monitoring and evaluation instruments of the students
- **Module 5:** From happy student to satisfied employee

E-Mentor: Conclusions from piloting e-modules

- Piloting with 14 participants (future) mentors from companies
- 77 online users

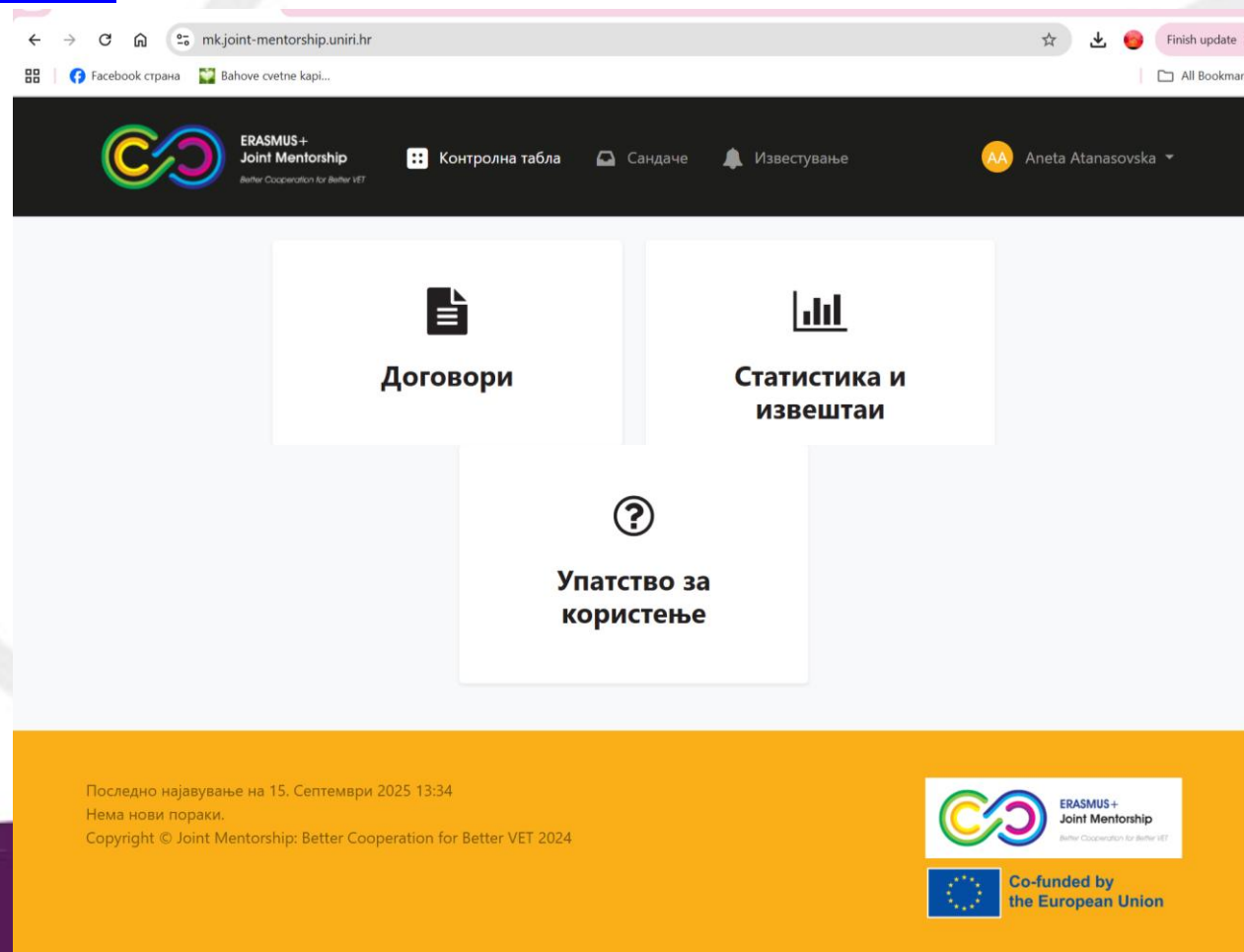


E- platform for cooperation in vocational education and training

-  E-diary & portfolio for students
-  Real-time monitoring
-  Transparent & secure access
- Promotional, educational and communication tool (web + mobile)

E-platform for cooperation in VET

- <https://mk.joint-mentorship.uniri.hr/>
- ERASMUS + Joint Mentorship Better cooperation for better VET e-mentor.eu



mkjoint-mentorship.uniri.hr/reports/

Finish update

Facebook страна

Bahove cvetne kapi...

All Bookmarks

ERASMUS+
Joint Mentorship
Better Cooperation for Better VET

Контролна табла

Сандаче

Известување

AA Aneta Atanasovska

Контролна табла

Извештаи и статистика

Табели

Компании

Компании по локација

Училишта

Работни листови

Корисници

Практични задачи

Работни часови

Последно најавување на 15. Септември 2025 13:34

Нема нови пораки.

Copyright © Joint Mentorship: Better Cooperation for Better VET 2024

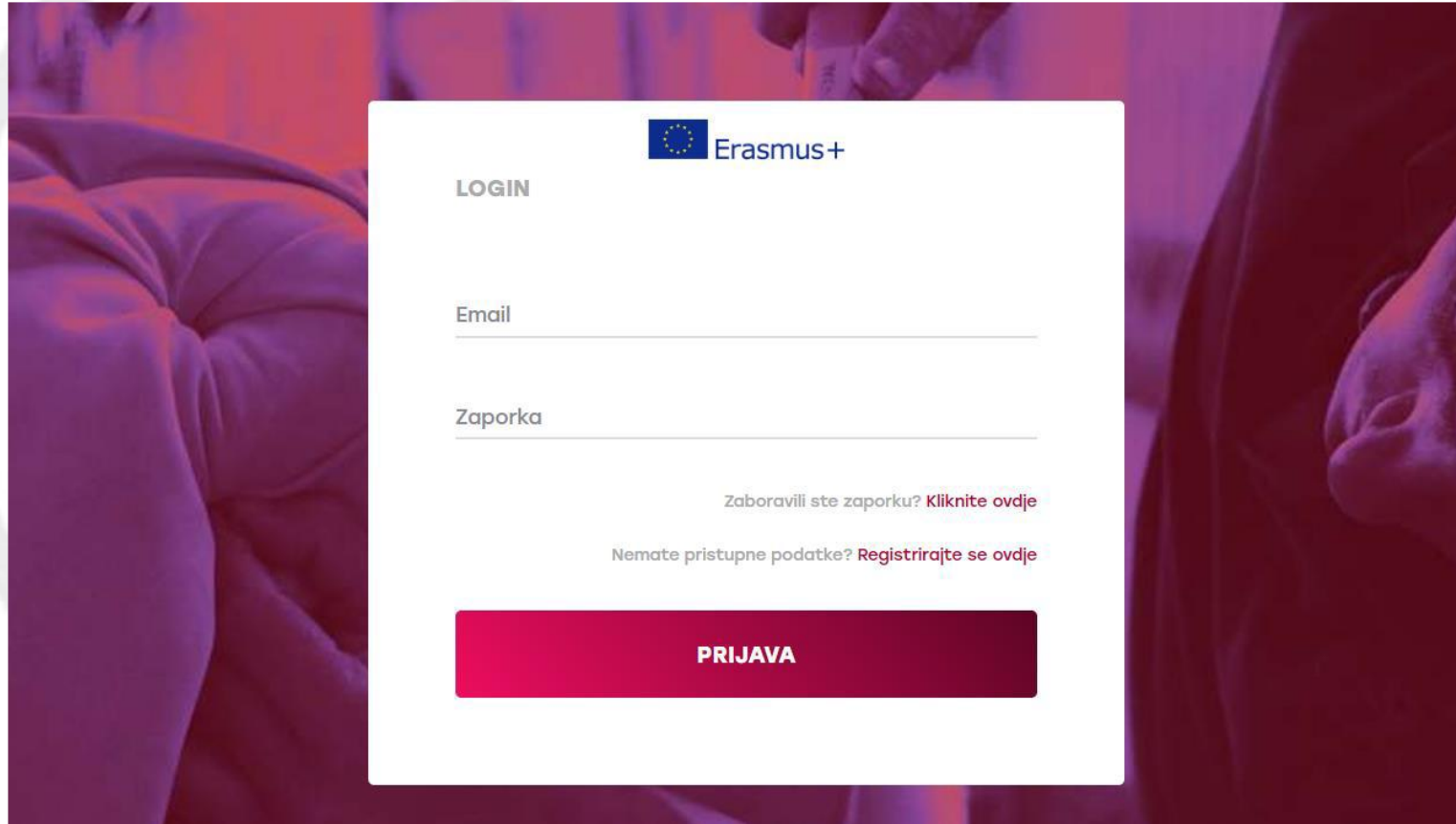
ERASMUS+
Joint Mentorship
Better Cooperation for Better VET

Co-funded by
the European Union

CHAMBER OF CRAFT
SKOPJE

www.zkomora.com.mk

Online platform for Master craft exams



 Erasmus+

LOGIN

Email

Zaporka

[Zaboravili ste zaporku? Kliknite ovdje](#)

[Nemate pristupne podatke? Registrirajte se ovdje](#)

PRIJAVA

Online platform for Master craft exams

ERASMUS+MASTER4.0 

Основна администрација ^

- Кандидати
- Испитни групи
- Доступност на испитот
- Статистика на групата
- Испитна статистика
- Статистика на кандидатот

Напредна администрација ^

- Групи

Испитна група

Група: Испитен центар ZKSkopje

Испитна група: 10.02.2022_Struchno-teoretski del od majstorski is

Број на испитната група: 5314

Име на испитната група: 10.02.2022_Struchno-teoretski del od majstorski is

Број на актуелна компанија: 20

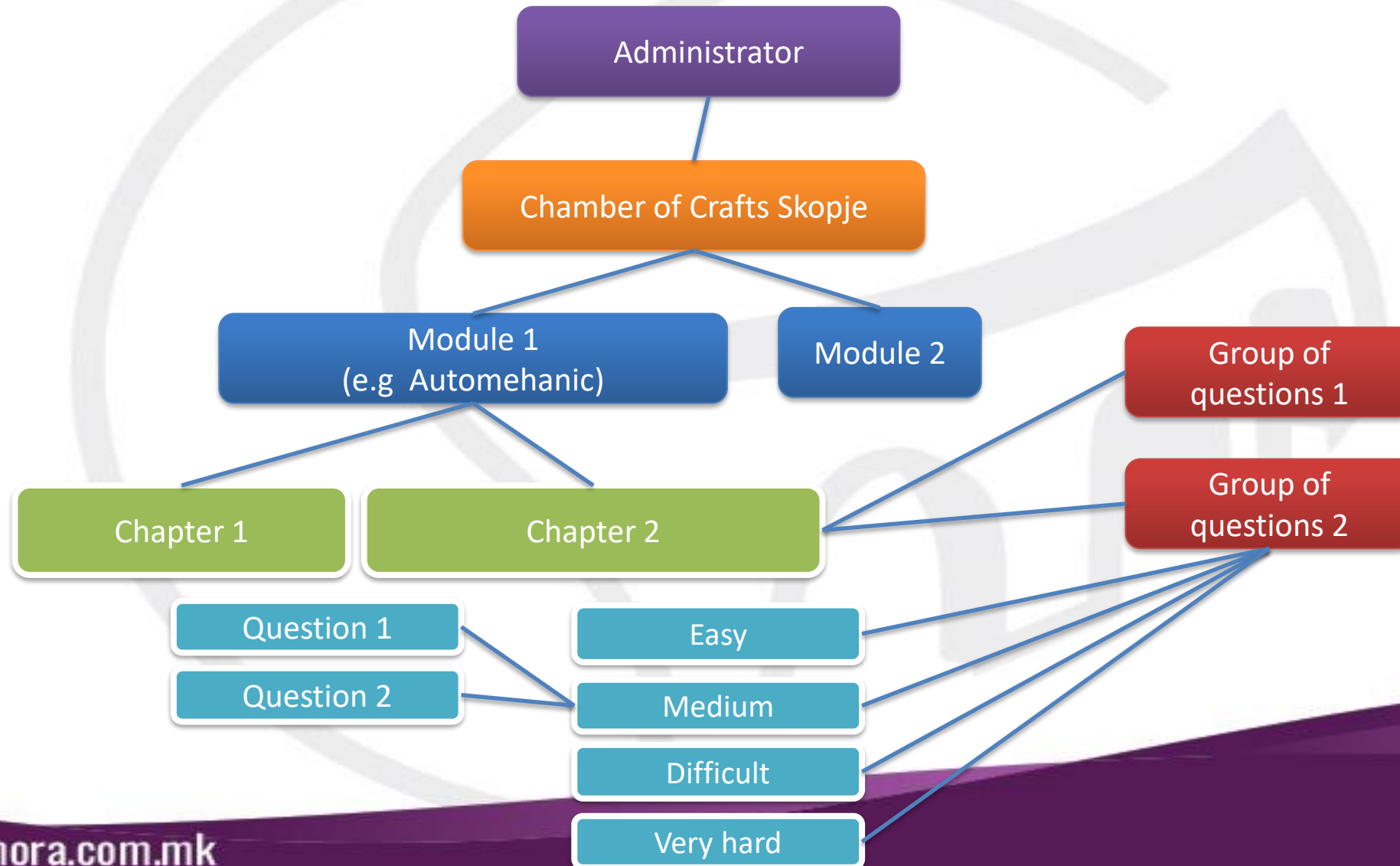
За принтање: ☒

Име на испитната група: 10 02 2022 Struchno-teoretski del od majstorski is

Код за испитната група: 2626

Креирај испитна група Зачувај ги промените Избриши испитна група

Online platform for Master craft exams





CHAMBER OF CRAFT
Skopje

Thank you for your attention!

MA Sirma Ilijoska Trifunovska

Associate Fellow for Projects and International collaboration

Chamber of Crafts Skopje

Email: sirma@zkskopje.org.mk

Website: www.zkomora.com.mk

Tatjana Babrauskiene

Head of International Relations, Lithuanian Education and Science Trade Union (LESTU)



Recent Developments in Lithuanian Apprenticeships

Strengthening Skills, Quality, and Inclusion (2022-2026)

Tatjana Babrauskiene, VET/AL expert, Head of International Relations, Lithuanian Education and Science Trade Union

Strengthening Apprenticeships in Lithuania



Nepraleisk galimybes.

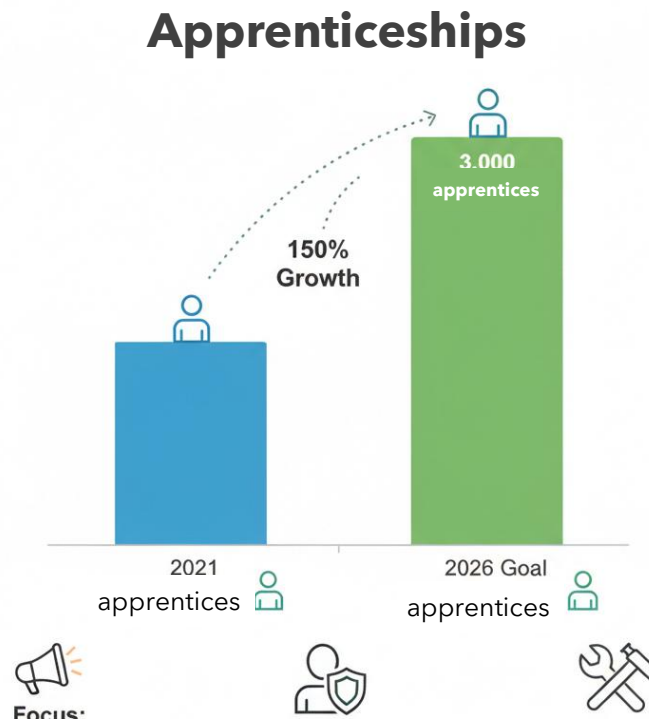
Dalyvauk konkurse!

Major investments to
reduce skills mismatch and
youth unemployment

Focus on quality training,
employer involvement,
and inclusion

Backed by national
strategies and EU
alignment

National Support Scheme (2022-2026)



- Goal: 3,000 apprentices by 2026 (vs 1,200 in 2021)
- Focus on promotion, engagement, and retention
- Incentives:
 - Subsidies for in-company trainers
 - Funding for equipment and tools

The ambitious plan aims not only to grow numbers but also to ensure quality experiences

National Platform for Progress in VET (2024)

National Platform for Progress in VET (2024) Apprenticeships, Policy & Social Dialogue



- Apprenticeship spotlight within national VET policy
- Emphasis on inclusion of apprentices in trade unions
- Goals:
 - Fair conditions
 - Stronger representation
 - Long-term policy direction

One breakthrough from this platform is the call to integrate apprentices into the labour movement.

Beyond Bargaining: Sectoral Trade Unions as Apprenticeship Advocates

Monitoring compliance and
rights

Ensuring training quality

Promoting inclusion and
access

Unions are shifting from traditional roles to actively
shaping apprenticeship policy and practice

Apprenticeships advocates



Trade Unions Monitor Apprenticeships

- **Key Actions:**

- Ensure companies comply with labour and education laws
- Check fair wages, training plan implementation
- Gather feedback from apprentices

- **Data Example:**

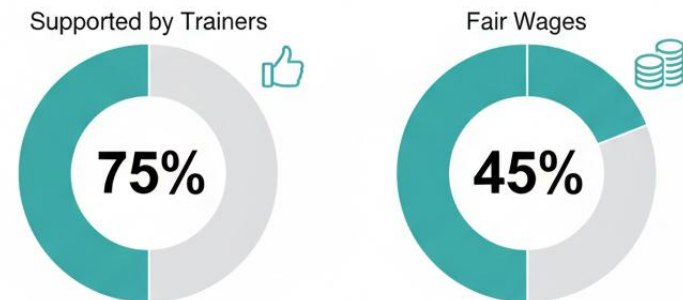
- 75% feel supported by trainers
- Only 45% believe wages are fair

These insights help unions address real-world issues faced by apprentices.

Key Actions:

-  Ensure companies comply to labour and education laws
-  Check fair wages, training plan implementation  Gather feedback from apprentices

Apprentice Feedback Data (2024 Survey)



Unions use these insights to advocate for better conditions

Quality Assurance Efforts



Awareness Campaigns

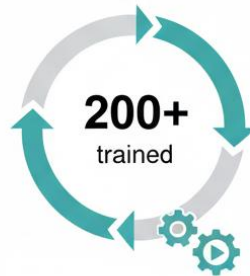


- Workshops with sectoral unions (eg., construction)
- Over 50 companies reached



Trainer Development

Joint programs
with VET schools



Pedagogy & Modern Methods

Two Key Actions:

- Awareness Campaigns
 - Workshops with sectoral unions (e.g., construction)
 - Over 50 companies reached
- Trainer Development
 - Joint programs with VET schools
 - 200+ trainers trained in pedagogy and modern methods

Quality apprenticeships depend on well-trained trainers and informed employers.

Promoting

- **Strategies:**
- Outreach to low-income and rural youth
 - Pilot project: +15% applications
- Support for apprentices with disabilities
 - Funding for assistive tech and training materials

Strategies



Outreach to low-income and rural youth



Pilot project:
+15% applications



Support for apprentices with disabilities



Funding for assistive tech
and training materials



Unions ensure vocational opportunities accessible to all

Key Challenges - Next Steps

 Challenges
 Ensuring sustainable funding
 Scaling successful pilot programmes
 Strengthening union capacities

 Opportunities
 Embedding apprentices in collective agreements
 Expanding inclusion efforts
 Leveraging EU and national funding



“The groundwork is laid – what comes next is crucial for long-term impact”

Apprenticeships as a Bridge to Better Jobs

- **Key takeaways:**
- Apprenticeship reforms in Lithuania are accelerating
- Trade unions are central to quality and inclusion
- Continued collaboration needed across sectors



Kviečiame teikti paraiškas projektui:

„Pameistrystė - nauja galimybė man!“



Finansuoja
Europos Sąjunga



NAUJOS KARTOS
LIETUVA

Questions & Discussion

What role should trade unions play in future apprenticeship policy?

How can social inclusion efforts be scaled?

Learn from and exchange with new and old EAfA Members

Group 2

Tom Muller

Director, Vocational Education and Training, Ministry of Education, Children and Youth,
Luxembourg



Vocational Education and Training Luxembourg

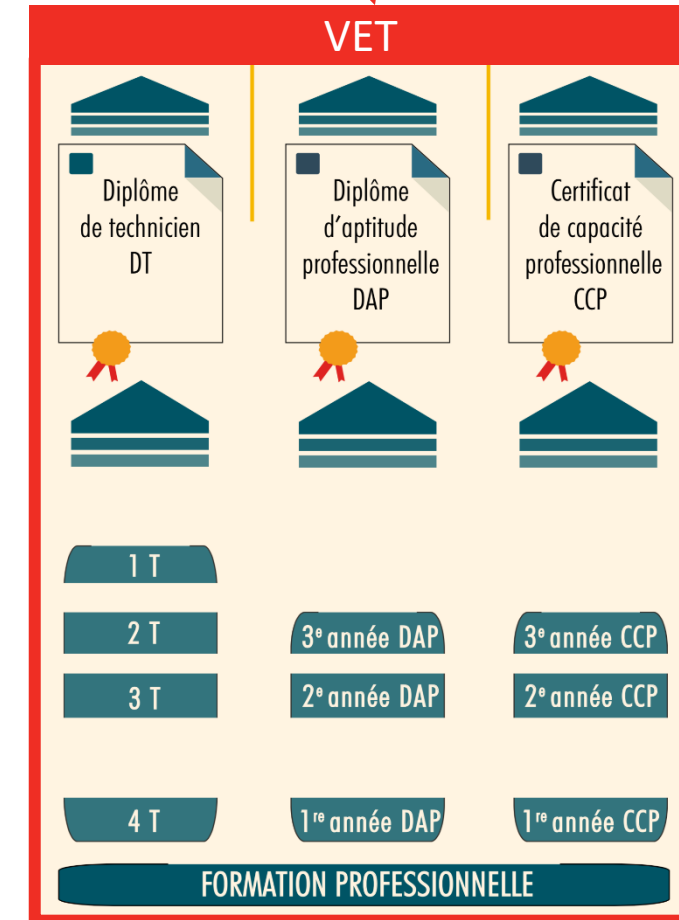
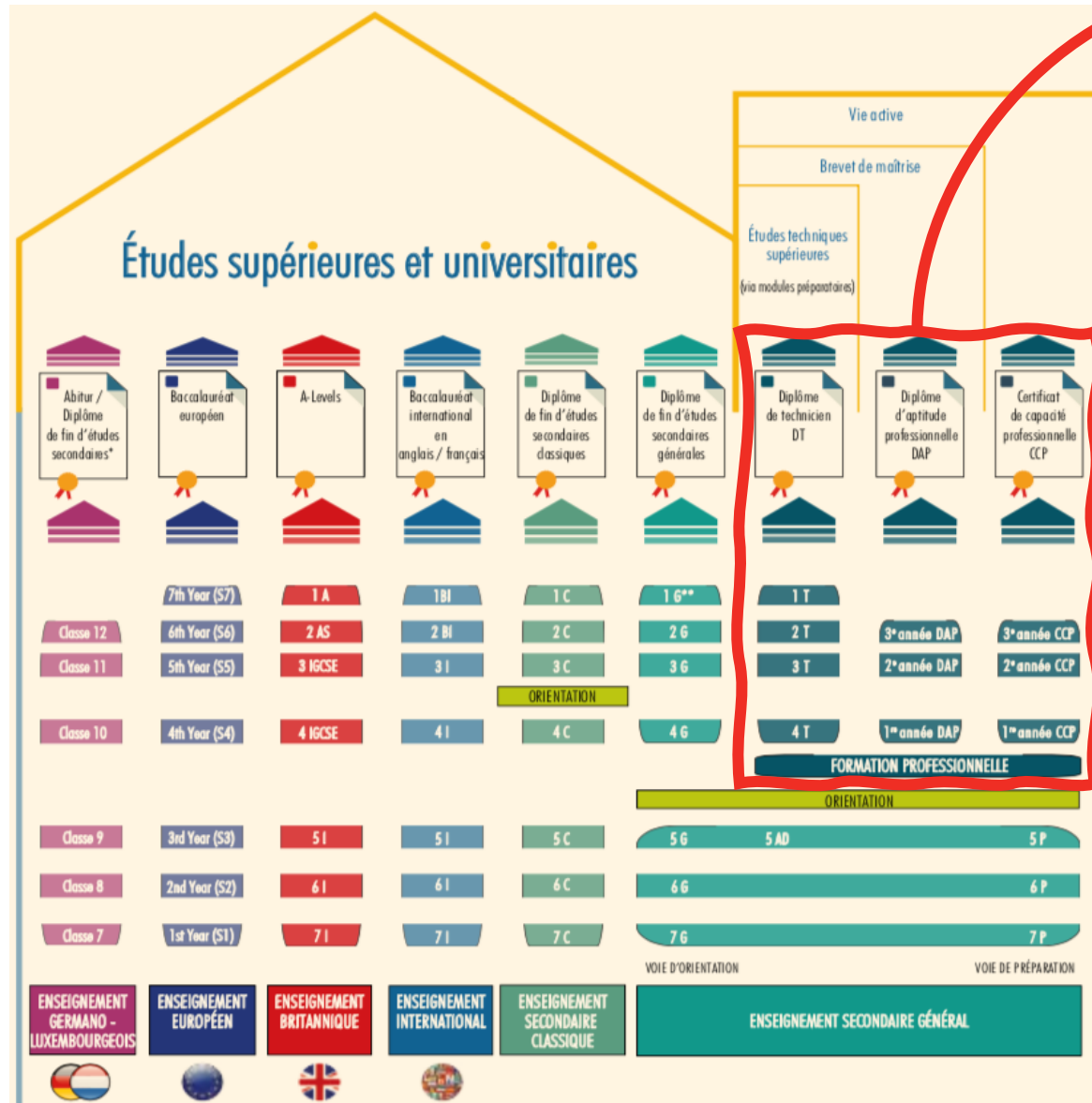


LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

Stakeholders

- Ministry of Education, Children and Youth (MENJE) = authority over VET
- **Tripartite Advisory Committee on VET:** Composed of government, employer, and employee representants, offering advice on policy development
 - Four chambers—three representing employers (Commerce, Trades & Crafts, Agriculture) and one representing employees. These chambers:
 - Must be consulted on draft legislation concerning VET and related policy.
 - Participate actively in organising, accrediting, and monitoring training, including apprenticeship oversight.
 - Appoint apprenticeship counsellors who play vital roles in ensuring quality and consistency in practical training

VET Formats and Implementation



- **Initial Vocational Training (“formation initiale”)**

Conducted within secondary education and leads to official qualifications:

- **CCP** (Certificat de Capacité Professionnelle)
- **DAP** (Diplôme d’Aptitude Professionnelle)
- **DT** (Diplôme de Technicien)

- Available formats include:

- **Concurrent (régime concomitant)**: Mix of school and workplace learning weekly
- **Mixed (régime mixte)**: Full-time school for one year, followed by apprenticeship
- **Full-time (à plein temps)**: Mainly school-based with mandatory internships under contracts

- **Types of Apprenticeships**

- **Initial Apprenticeships**: For youth (15+) leading to CCP, DAP, or DT
- **Cross-Border Apprenticeships**: Practical component in Luxembourg, school-based element in neighboring countries (requires Minister’s approval)
- **Adult Apprenticeships**: For adults 18+, with eligibility criteria based on prior education and work status; overseen by a review commission

CCP - Vocational capacity certificate

- Duration of training:
 - Generally 3 academic years
- Training structure:
 - Training level focused on practical skills rather than theoretical basics.
 - One day of classes at school and four days of classes at the training company (concurrent training).
 - School-based training is bilingual: German and French.

- Opportunities after passing the CCP
 - Orientation towards working life
 - Access to the second year of the DAP training programme, which corresponds to:
 - CCP diploma leading to the second year of the DAP in the same training.
 - Adult apprenticeship (if the candidate is 18 years of age or older).
- EQF Level 2

DAP - Vocational aptitude diploma

- Duration of training:
 - Generally 3 academic years
- Different streams within the DAP:
 - Full-time training → secondary school education with compulsory work placements
 - Concurrent training → 2 to 3 days of classes per week at secondary school and 3 to 2 days of classes at the training company
 - Signing of the apprenticeship contract by 31 October of the current school year
 - Mixed training → 1st year of full-time training & 2nd and 3rd years of concurrent training

- Opportunities after passing the DAP
 - Working life (as a qualified professional)
 - Depending on the DAP, access to certain DT training courses
 - Master craftsman's diploma (Chamber of Trades)
- EQF Level 3

DT – Technician's diploma

- Duration of training:
 - 4 academic years (full-time training)
 - Some DT courses last only 2 academic years, but are only accessible with a diploma or prior training
 - Concurrent training
- Different streams within the DT:
 - Full-time programme → secondary school programme with compulsory work placements
 - Concurrent programme → 2 to 3 days of classes per week at secondary school and 3 to 2 days of classes at the training company
 - Apprenticeship contract must be signed by 31 October of the current academic year
 - Mixed training → 1st and 2nd year of full-time training & 3rd and 4th year of concurrent training

- Opportunities after passing the DAP
 - Working life
 - Master craftsman's certificate
 - Access to higher technical education in the corresponding field
 - only possible if the preparatory modules have been successfully completed
- EQF Level 4

Girls: Deploy your talents!

- European-funded project
- Raise awareness and encourage secondary school girls to explore STEM careers
- Deconstruct the gender bias that hinders their orientation
- Strengthen the connection between schools, young people and companies in Luxembourg
- Concrete actions
 - Organising educational evenings, producing podcasts and co-creating an exhibition with secondary school students to question stereotypes and promote female role models
 - Setting up an annual company immersion day to enable young girls to discover these professions from the inside
 - Strengthening dialogue between companies, the education sector and young people to create a more inclusive and encouraging environment through two major conferences

YEP! Schoulfoire

- YEP = Youth Education and Professions
- Fair where the education sector shows what it has to offer



STEM in VET

- Some of our STEM trainings:
 - Aircraft mechanic
 - Technician in building services engineering
 - Technician in civil engineering
 - Technician in computer science
 - Technician 'Smart Technologies' - Automation and Robotics
 - ...
- Depending on offered language more or less students
- STEM professions with the highest female representation
 - Technician in civil engineering → 26.6% girls
 - Technician in computer science (English) → 13% girls
 - Technician 'Smart Technologies' - Automation and Robotics → 10.8% girls

Thank you for your attention!

Burak Öztemel

Unit Manager, Istanbul Chamber of Commerce, Project and Business Development
Department, State Support and Vocational Education Unit, Türkiye

Apprenticeship and Vocational Education in Türkiye

October 2025

Introduction and Purpose

This presentation aims to provide an overview of apprenticeship and vocational education in Türkiye, highlighting its historical roots, current framework and future prospects from an international perspective.

- Presents the concept of apprenticeship in Türkiye with historical and cultural context.
- Explains the legal and institutional framework.
- Defines the role of employers, schools and government.
- Identify challenges and opportunities in modernization.
- Compares Turkish practices with international models.



Historical Background of Apprenticeship in Türkiye

Apprenticeship in Türkiye has deep cultural roots, evolving from traditional master-apprentice relationships to a modern vocational education system.

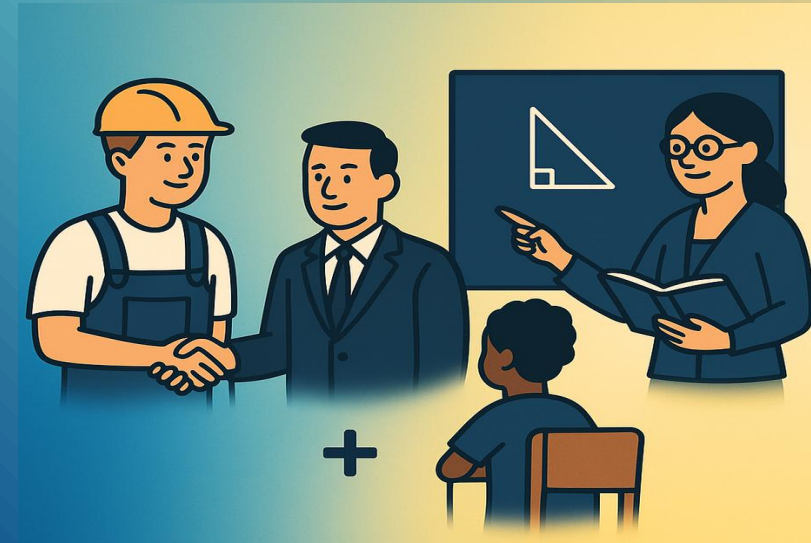
- Origins in the Ottoman period with the “Ahi” guild system.
- Master-apprentice tradition as a cornerstone of vocational learning.
- Strong cultural values; discipline, respect and skill transmission.
- Transition to formal apprenticeship schools in the 20th century.
- Integration into national education policies since the 1970s.



Definition of Apprenticeship

Apprenticeship is a structured system of learning that combines practical training in a workplace with theoretical education in a school.

- Dual nature: workplace training + classroom instruction.
- A formal agreement between apprentice, employer and training institution.
- Aims to develop professional skills, knowledge and work ethics.
- Leads to certified qualifications and employability.



Legal and Institutional Framework

Apprenticeship in Türkiye is regulated through a solid legal framework and coordinated by national institutions under the Ministry of National Education.

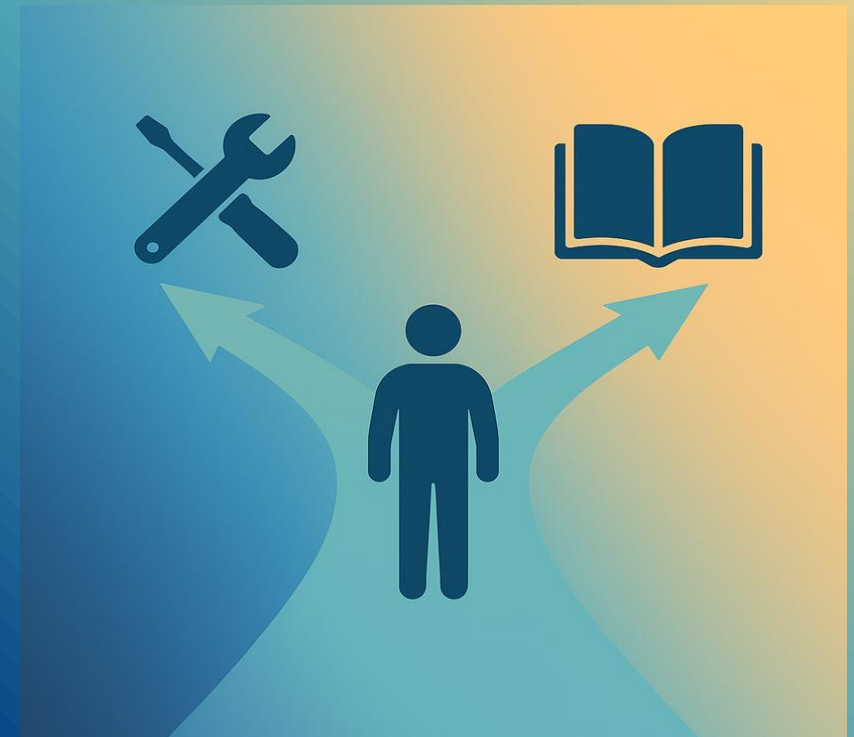
- Primary law: Vocational Education Law No. 3308 (1986).
- Regulated and supervised by the Ministry of National Education (MoNE).
- Training coordinated between vocational schools and workplaces.
- Employers provide practical training, schools provide theoretical instruction.
- Chambers of commerce and professional associations act as supporting stakeholders.



Structure of Apprenticeship Training in Türkiye

Apprenticeship training in Türkiye combines workplace-based learning with school-based education, creating a dual system.

- Dual structure: 4 days at workplace + 1 day at school (standard model).
- Workplace: practical skills, professional experience.
- School: theoretical courses, general education, certification.
- Supervision and evaluation carried out jointly by schools and employers.
- Duration varies depending on profession (2–4 years).



Stakeholders and Responsibilities

Apprenticeship training in Türkiye involves multiple stakeholders, each playing a crucial role in ensuring effective learning and professional development.

- Employers: provide practical training and mentorship.
- Schools/Vocational Institutions: deliver theoretical education and certification.
- Government (MoNE): regulate, supervise and provide policy framework.
- Chambers of Commerce & Professional Associations: support training quality and coordination.
- Apprentices: actively learn, apply skills and develop a work ethic.



Statistical Overview of Apprenticeship in Türkiye



475,000 students currently enrolled in MESEM programmes.



2.4 million graduates received Mastery Certificates.



2 million graduates received Journeyman Certificates.



1.1 million instructors certified with Master Trainer Certificates.



MESEM covers 34 fields and 184 professions nationwide.

State Support and Incentives



Apprentices in grades 9–11 receive at least 30% of minimum wage, covered by the state.



Grade 12 students receive at least 50% of minimum wage.



Social security and accident insurance provided by the state.



Employers' financial burden significantly reduced through state subsidies.



Incentives strengthen cooperation between government, schools, and businesses.

Challenges in Apprenticeship and Vocational Education



Limited employer engagement in apprenticeship programmes.



Student preferences often shift away from vocational schools.



Adapting both apprenticeship and vocational curricula to new technologies.



Regional disparities in VET opportunities.



Ensuring stronger and more consistent cooperation between schools, employers, and government.

Opportunities in Apprenticeship and VET

- ✓ MESEM programs are now accessible nationwide, reaching students in every province.
- ✓ The state provides financial support covering 30–50% of minimum wage, reducing employer costs.
- ✓ Female enrolment has grown sharply, reflecting progress in inclusivity.
- ✓ Ongoing reforms integrate digital and green competencies into vocational curricula.
- ✓ Erasmus+ and OECD initiatives create new opportunities for international collaboration.

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THANK YOU FOR
YOUR ATTENTION !

Burak ÖZTEMEL
Unit Manager of State Support
and Vocational Education

WBL in Montenegro: overview and latest developments

Emmanuelle Roure, Team Leader, DG EMPL E.3, European
Commission

Marko Vukašinić

Director General, Ministry of Education, Science and Innovation, Montenegro

EAfA

European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

Seminar for EAfA Partner Countries

7-8 October 2025 – Podgorica, Montenegro



WORK-BASED LEARNING

**Overview and latest
developments
Montenegro**

Work-based learning (WBL) refers to all forms of learning that occur in a real work environment

It equips individuals with the skills necessary to obtain, maintain and advance in their jobs and professional development. Common types of work-based learning include apprenticeships, internships, traineeships and on-the-job training

These often, but not always, combine workplace learning with classroom-based education

What are the differences?

Apprenticeships

- Provide occupational skills and typically lead to a **recognised qualification**
- Combine learning in the workplace with school-based learning in a structured way
- In most cases, apprenticeships last several years
- Most often the apprentice is considered an employee, and has a work contract and a salary

Internships/Traineeships

- A limited period of work practice, whether paid or not, which includes a learning and training component, undertaken in order to gain practical and professional experience with a view to improving employability and facilitating transition to regular employment
- They may last from a few days or weeks to months. They may or may not include a work contract and payment

Internships/Traineeships

Three main types

Internships as part of formal education and training curricula

- Usually organised by a VET provider (vocational school or centre)

Active Labour Market Policy (ALMP) traineeships

- Part of active labour market measures
- Organised by Public Employment Services (PES)

Traineeships offered in the open market (OMTs)

- Non-mandatory, bilateral, and private agreements agreed between a trainee and a traineeship provider
- Without the involvement of a third party
- Without a formal connection to education or training

Legal Framework

- Laws regulating Vocational Education, Adult Education, National Vocational Qualifications, Employment Mediation and Rights During Unemployment
- The Methodology for preparation of educational programmes in vocational education
- The Methodology for developing adult education programmes
- The Economic Reform Programme (ERP) 2024-2026
- Education Reform Strategy 2025-2035
- Strategy for Career Guidance and Counseling 2025-2030
- The Adult Education Strategy of Montenegro 2015-2025
- The National Employment Strategy 2021-2025
- The Youth Guarantee programme in Montenegro

WBL in IVET

- The *IVET programmes* of 2-year, 3-year and 4-year duration *contain a WBL component*, in accordance with the Law on vocational education and the Methodology for preparation of educational programmes in vocational education
- The *dual type of practical training is implemented only for 3-year programmes*.
- In case of the school type of practical training, in IVET programmes lasting two, three or four years, the mutual rights and obligations of the school and the employer are regulated by the '*contract on practical teaching*'
- In case of the dual type of practical training, the mutual rights and obligations of the learner and the employer are regulated by an '*individual contract on practical education*'

Number of learners in different forms of VET

		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Level III	school type	1,195	2,746	2,825	3,339	3,314	3,367	3,758
	dual type	570	834	755	538	410	463	540
Level IV1		16,291	15,247	14,738	13,441	13,449	14,074	14,555

WBL in Initial VET [2/4]

EU criterion	Strengths	Challenges
1. Written contract	The contract on practical teaching or individual contract regulates mutual rights and obligations	
2. Learning outcomes	All IVET programmes are based on learning outcomes and have a WBL component.	
3. Pedagogical support	Teachers of practical training and organisers of practical training support in-company trainers.	Training of in-company trainers is not mandatory. Support mechanisms for in-company trainers (pedagogical, material, networking opportunities) are not sufficiently developed
4. Workplace component	All IVET programmes should include a learning component in the workplace	
5. Pay and/or compensation	Learners in the dual type of practical training have the right to compensation for the duration of the contract	
6. Social protection	All learners have accident insurance	Companies have no obligation to provide pension and health insurance to learners (on the other hand, it reduces the employer costs for training learners).
7. Health and safety at work	Health and safety is an integral part of practical training	

WBL in Initial VET [3/4]

EU criterion	Strengths	Challenges
8. Regulatory framework	There is a regulatory framework in place to enable the dual type of practical training	
9. Involvement of social partners	Social partners and employers' associations actively participate in the councils, and they are involved in developing standards, programmes and the scope of WBL.	Systemic participation of employers' associations in the organisation, implementation and evaluation of practical training does not take place.
10. Support for companies - cost-sharing arrangements	Learners' wage in the first and second grade are provided from the state budget. Companies provide compensation to learners in third grade.	When learners are in the third grade, a significant number of employers abandon their participation in dual type of practical training.
11. Flexible pathways and mobility	Regulations enable the horizontal and vertical transfer of learners	
12. Career guidance and awareness raising	VET schools promote their offer for learners in the final year of primary school.	There is no systematic, continuous promotion of school-business cooperation and raising awareness of the importance this cooperation
13. Transparency	Competitions for enrolling first grade learners include information on dual programmes available.	Placement of learners in companies is in accordance with the school's internal procedures. The criteria for the selection of companies for WBL are not available to employers
14. Quality assurance and graduate tracking	An external evaluation of the work of schools is carried out every fourth year, self-evaluation mostly every two years.	Tracking the learners' destination is not yet established. Monitoring of WBL is still in its initial phase.

WBL in Initial VET

Reflections and way forward:

On a positive note:

- Involvement of social partners in defining VET policies at the national level,
- Established regulatory framework for WBL,
- Mandatory WBL in all forms of implementation of IVET programmes, etc.

Space for improvement of WBL and the VET system as a whole:

- Availability of relevant information on the quality of practical training, including graduate tracking
- Further improvement of cooperation between educational institutions and employers
- Strengthening of career guidance and counselling mechanisms
- Continuous support of in-company trainers, etc.

EAfA

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THANK YOU FOR YOUR KIND ATTENTION

Marko VUKAŠINOVIĆ

**Director General for International Cooperation,
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Mladen Perazic

Head of Sector for Education and Quality, Chamber of Economy, Montenegro

Aleksandra Lalevic

Director, Public Institution Center for Vocational Education

Panel discussion

- **Marko Vukašinić**, Director General, Ministry of Education, Science and Innovation
- **Mladen Perazic**, Head of Sector for Education and Quality, Chamber of Economy
- **Aleksandra Lalevic**, Director, Public Institution Center for Vocational Education

Introduction to site visits

Floriana Folisi, Human Capital Development Expert, ETF

Site visits

La Parisienne Factory

Junior High School of
Electrical Engineering Vaso
Aligrudić

Secondary vocational
school Spasoje Raspopović

Interpretation is foreseen for all visits

Shuttles have been arranged to take you to the site visit you registered for.

The selected site visit **is indicated on the back of your event badge**. Due to limited capacity and to ensure balanced participation across the three site visits, attendees who did not register in advance will be assigned to visits with remaining spots.

See you in the hotel lobby at **13h50!**