



Apprenticeship and Traineeship Schemes in EU27: Key Success Factors

**A Guidebook for Policy
Planners and Practitioners**

December 2013



Disclaimer: This document was prepared by Ecorys, IES and IRS for the use of and financed by the European Commission, Directorate-General for Employment, Social Affairs and Inclusion. It does not necessarily represent the Commission's official position.

© European Union, 2013. Reproduction is authorised provided the source is acknowledged.

Contents

1.0	Introduction	1
2.0	Apprenticeships and Traineeships: Definitions and Distinctive Characteristics.....	4
2.1	Apprenticeships	4
2.2	Traineeships	6
3.0	Effectiveness and Key Success Factors in Apprenticeship and Traineeship Schemes.....	9
3.1	Overview of the Effectiveness of Schemes.....	9
3.2	Key Success Factors	13
4.0	Summary Country Fiches	30
4.1	Summary Country Fiche: Austria	31
4.2	Summary Country Fiche: Belgium.....	35
4.3	Summary Country Fiche: Bulgaria	38
4.4	Summary Country Fiche: Cyprus	41
4.5	Summary Country Fiche: Czech Republic	46
4.6	Summary Country Fiche: Denmark	50
4.7	Summary Country Fiche: Estonia.....	53
4.8	Summary Country Fiche: Finland	56
4.9	Summary Country Fiche: France	59
4.10	Summary Country Fiche: Germany	63
4.11	Summary Country Fiche: Greece.....	68
4.12	Summary Country Fiche: Hungary	72
4.13	Summary Country Fiche: Ireland	75
4.14	Summary Country Fiche: Italy.....	79
4.15	Summary Country Fiche: Latvia	82
4.16	Summary Country Fiche: Lithuania.....	84
4.17	Summary Country Fiche: Luxembourg	88
4.18	Summary Country Fiche: Malta.....	91
4.19	Summary Country Fiche: The Netherlands.....	94
4.20	Summary Country Fiche: Poland.....	98
4.21	Summary Country Fiche: Portugal	103
4.22	Summary Country Fiche: Romania.....	106

4.23	Summary Country Fiche: Slovakia	111
4.24	Summary Country Fiche: Slovenia	113
4.25	Summary Country Fiche: Spain	116
4.26	Summary Country Fiche: Sweden	120
4.27	Summary Country Fiche: UK.....	124

List of figures

Figure 2.1 Incidence (%) of Apprentices in the Youth Population (aged 15-29) in EU27 (2011)	5
Figure 3.1 Checklist of Key Success Factors.....	13

List of tables

Table 2.1: Differences between Apprenticeships and Traineeships	8
Table 3.1 Examples of Pilot Schemes for Tailored and Flexible Approaches to the Needs of Vulnerable Young People.....	29

1.0 Introduction

This Guidebook has been prepared within the context of a wider project commissioned by the European Commission, entitled “Providing targeted advice on European Social Fund (ESF) support to apprenticeship and traineeship schemes” which will be implemented between December 2012 and December 2014.¹ The Guidebook’s primary aim is to provide an overview of the main apprenticeship and traineeship programmes (‘what exists’) which have been in operation in each Member State in the period 2007-2012, with a particular focus on their employment outcomes and overall effectiveness.

Young people in most EU Member States have been hit disproportionately hard by the recession and its aftermath. The youth unemployment rate in EU27 rose from 15% in February 2008 to 23.5% in March 2013. This represents a historic high and means that over 5.6 million young Europeans are unemployed, although numbers vary considerably between Member States.²

Both apprenticeships and traineeships can - and do - play a critical role in helping young people make a smoother transition from school to work (STW). A long-standing and robust body of evidence has consistently shown that countries with rigorous apprenticeship schemes, such as Germany, Austria, Denmark, Norway, the Netherlands and Switzerland, are the most successful in terms of facilitating STW transitions. Likewise, some forms of traineeships, notably those associated with educational programmes and well-structured active labour market policies (ALMPs), have proved to be highly effective in facilitating STW transitions.

Empirical evidence suggests that both types of schemes can significantly improve young people’s employment prospects by contributing to the acquisition of work-related skills and experience in close alignment with employer requirements, leading to nationally recognised qualifications, enhancing young people’s links to the labour market, and providing young people with valuable first work experience.

The proven benefits of schemes which combine work and study and allow young people to acquire a first work experience have led to increased recent policy interest at both national and EU level. As a result, apprenticeships and traineeships have become more prominent in the EU’s employment and youth policies in recent years. The European Commission has actively been seeking to promote work-based learning through high-quality apprenticeships and traineeships as an effective tool for integrating young people into the labour market. For example, both the *Youth Opportunities Initiative* and the *Youth Employment Package* put forward a number of key actions, notably with significant ESF support.

In view of the expansion of apprenticeship and traineeship programmes, the Commission published in 2012 two major EU-wide studies on apprenticeship supply and traineeship arrangements which provide a comprehensive overview of such schemes across the EU.^{3,4} Both studies identified information gaps, including different degrees of data availability for apprenticeship and traineeship schemes and between different Member States. Likewise, they pointed to a dearth of aggregate and comparable data across the EU, especially in relation to traineeships but also to certain apprenticeship-type schemes. Despite the growing importance and incidence of apprenticeships and traineeships, the availability and quality of relevant information remains uneven across the EU.

¹ Project website: <http://ec.europa.eu/social/youthtraining>

² Eurostat, (2013). *March 2013 - Euro Area Unemployment Rate at 12.1%*, Eurostat News Release, 30.4.2013, http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-30042013-BP/EN/3-30042013-BP-EN.PDF

³ European Commission, (2012b). *Apprenticeship Supply in the Member States of the European Union*, Report prepared by IKEI Research & Consultancy for DG EMPL

⁴ European Commission, (2012c). *Study on a Comprehensive Overview on Traineeship Arrangements in Member States*, Report prepared by IES, IRS and BIBB for DG EMPL

This Guidebook and its 27 Country Fiches aim to address the need for a comprehensive and robust EU-wide apprenticeship and traineeship-related evidence base by drawing together and summarising the available country-specific knowledge base for such programmes. Where possible, it seeks to fill information gaps identified by both studies.

To this end, a key aspect of the work undertaken was the systematic and comprehensive auditing and mapping of the relevant knowledge base and data sources in each Member State, including all available quantitative data⁵ and qualitative evaluations. Crucially, in addition to collecting and collating all available data, the review sought to draw together information allowing an assessment of the effectiveness of the apprenticeship and traineeship programmes, particularly in terms of employment outcomes and – where such data was available – cost. It also aimed to identify the success factors of each programme, as well as the level and sources of funding, including EU/ESF funding.

On the basis of the information that was collected and analysed by our network of national experts, a Country Fiche was compiled for each Member State which provides an overview of the main apprenticeship and traineeship programmes in recent years. For each programme, the Country Fiche presents: (i) a description of the scheme, including aims and objectives, target groups, duration and type of initiative; (ii) sources and level of funding, including EU funding/ESF; (iii) governance structure and role of main actors, including the extent and impact of social partner involvement; (iv) a quantitative analysis of relevant data, including number of apprentices/trainees and participating companies as well progression outcomes after completion, with a particular focus in employment outcomes; and (v) an overall assessment, including the extent to which it facilitates school-to-work transitions, its main strengths and weaknesses as well as key success factors and overall impact. Section 3 of the Guidebook presents a summary version of the 27 Country Fiches, while all relevant quantitative data is included in the Technical Annex.

This country-specific review is complemented by a cross-country analysis of the programmes' effectiveness and impact, especially in relation to employment outcomes, involving both qualitative and quantitative analysis. The quantitative analysis comprised three research strands: (i) a literature review of the results of existing evaluation studies; (ii) an econometric analysis of cross-country data available at EU level; and (iii) the evaluation of the impact of apprenticeship schemes in two selected countries – Italy and the UK. These two countries were considered particularly interesting because, since the 1990s, they have both expanded apprenticeship-type training for young people with the explicit aim to facilitate their labour market entry; in addition, each country represents a different STW transition model. The qualitative analysis of Country Fiche information has also yielded valuable information about the effectiveness of specific apprenticeship and traineeship programmes, their strengths, weaknesses and key success factors including - where relevant - the role and impact of social partner involvement. A summary of the main findings of both the quantitative and qualitative analysis are presented in Section 4.

This Guidebook is primarily targeted at authorities at all levels (including ESF Managing Authorities since ESF represents a significant source of actual and potential funding for such schemes) wishing to establish new apprenticeship and traineeship schemes or improve existing ones. However, the Guidebook is also relevant for a range of other key actors, including social partners and educational institutions in both secondary and tertiary education sectors.

⁵ Including official/administrative/monitoring data and data from surveys, studies, evaluation and research reports, etc.

The Guidebook is structured as follows:

- Section 2 presents an overview of definitions of apprenticeships and traineeships, together with their distinctive features and key differences;
- Section 3 comprises the 27 Summary Country Fiches which provide a brief overview of the main representative apprenticeship and traineeship programmes in each Member State, together with a review of available data on their effectiveness;
- Section 4 presents the results of the cross-country qualitative and quantitative analysis of the effectiveness of the schemes, including key success factors and highlights examples of good and innovative practices.

2.0 Apprenticeships and Traineeships: Definitions and Distinctive Characteristics

The previous section has underlined the marked expansion of both apprenticeships and traineeships across the EU in recent years. However, it is important to note that there exists a wide variation of forms of such schemes together with a diversity of definitions, especially in relation to traineeships. Moreover, both types of programmes share a number of characteristics, in many cases blurring the boundaries between the two. These common elements include the focus on learning through practical work-related experience and the common aim to facilitate young people's entry into the labour market.

2.1 Apprenticeships

Apprenticeships are in general much more clearly and consistently defined across the EU than traineeships. In most Member States there is a generally or formally recognised definition. These definitions highlight some of the key distinctive features of apprenticeships. First, they are a component of a formal education and training programme, typically at upper secondary level. Second, they provide systematic, long-term training by combining practical work-related training at the workplace (either company- or school-based) with theoretical education in an educational institution or training centre. Based on a pre-defined training plan, their pedagogical content seeks to help learners acquire over time the full set of knowledge, skills and competences required for a specific occupation. Third, all aspects of apprenticeships (e.g. occupational profile duration, skills and competences to be acquired, terms and conditions) are often explicitly defined in the apprenticeship contract. This legally-binding document, which is typically a fixed-term employment contract, is concluded either directly between the apprentice and the employer, or via the educational institution. Fourth, linked to this, apprentices typically obtain the status of an employee or a contracted/employed apprentice. As such, they receive remuneration, the precise amount of which is either collectively negotiated or set by law. Fifth, apprentices who successfully complete the scheme are awarded accredited initial vocational education and training (IVET) qualifications or certificates which, in turn, qualify them to work in a specific occupation or group of occupations. Sixth, apprenticeships are more tightly regulated and monitored than other forms of alternance-based education, often with relevant provisions included in education and training-related legislation or regulations. Seventh, the involvement of social partners in apprenticeships is, in many cases, extensive.

Despite the above key features of apprenticeships, the way these are manifested and implemented in specific national (and occupational) contexts varies considerably. For example, according to a recent EU-wide study⁶, 24 Member States have apprenticeship systems which could be characterised as mainly company-based, meaning that more than 50% of training activities take place in a work setting. However, the distribution of company- and school-based training in main national programmes varies greatly: from 66-90% of company-based training in Denmark and 60% in Germany, to only 20-30% in Spain. Interestingly, in 18 countries (including the Netherlands, Finland, France, Hungary, Latvia, Sweden and the UK), predominantly school-based programmes co-exist with work-based programmes.

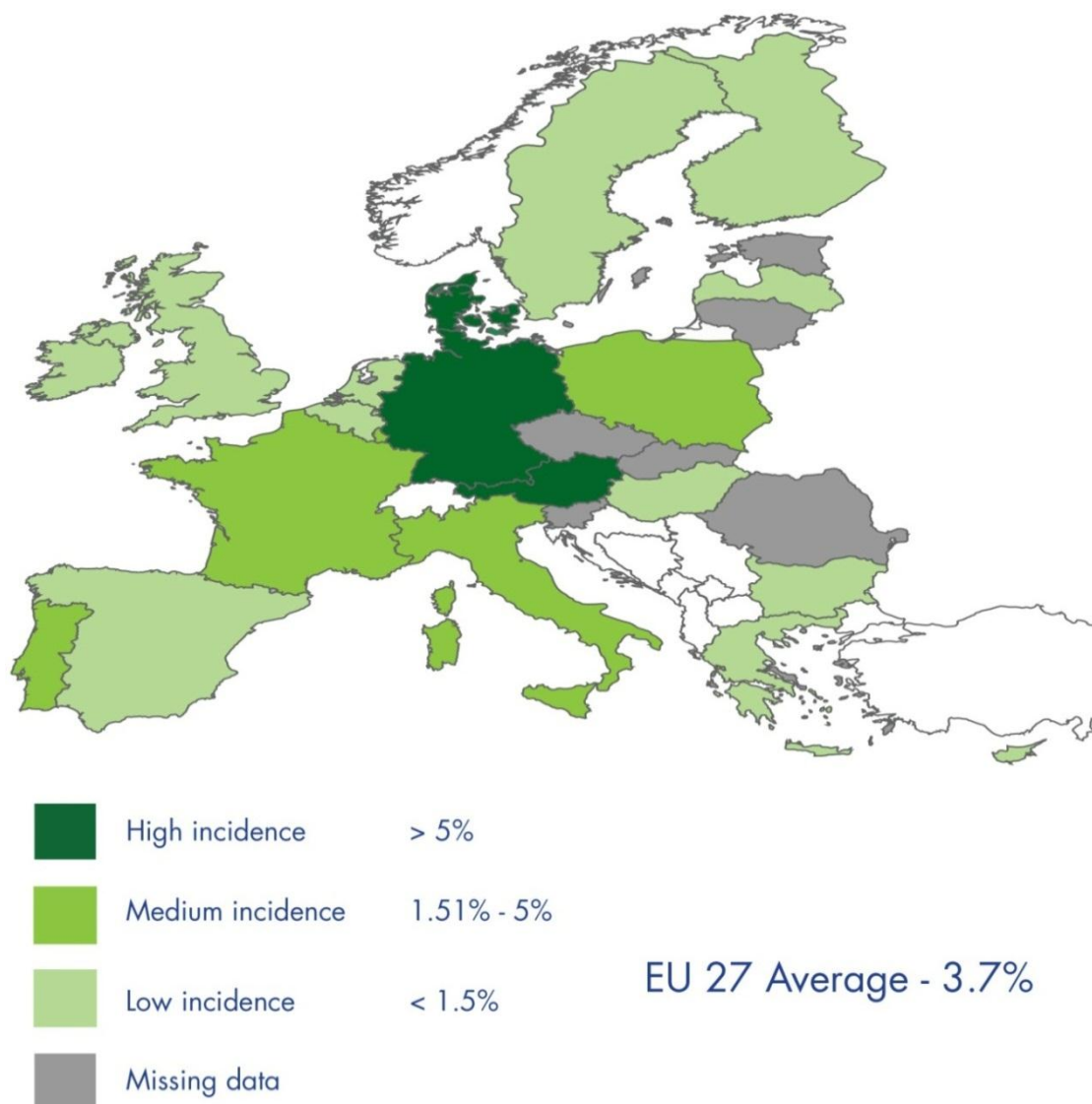
The proportion of young people who undertake apprenticeships also varies significantly across the EU27, as shown by the below map.

⁶ European Commission, (2012b). *Op.Cit.*

Due to the inexistence of a single and clear-cut definition of apprenticeships and given the diversity of vocational training systems in European countries, at EU level, the Commission has used⁷ the definition put forward by the recent EU-wide study on apprenticeship supply:⁸

"Apprenticeship-type schemes" are those forms of IVET that formally combine and alternate company based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/practical education followed in a school or training centre), and whose successful completion leads to nationally recognised IVET certification degrees.

Figure 2.1 Incidence (%) of Apprentices⁹ in the Youth Population (aged 15-29) in EU27 (2011)



NB: Data for CZ, EE, LT, MT, RO, SI and SK is missing; data for BG, CY, HU, IE and LV is only weakly reliable

Source: Calculated on the basis of Eurostat data, EU LFS microdata (2011)

⁷ European Commission, (2012). *Invitation to Tender n° VT/2012/0039 – Providing Targeted Advice on ESF Support to Apprenticeship and Traineeship Schemes*

⁸ European Commission, (2012b). *Op.Cit.*

⁹ To identify apprentices, we use the variable TEMPRES in the EU LFS micro data, which collects information on the reason for having a temporary job/work contract. Following the indications provided during the 3rd European User Conference for EU-LFS and EU-SILC (Mannheim, 21- 22 March 2013), we consider as apprentices those persons having a "temporary contract covering a period of training (Apprentices, trainees, research assistants, etc.) (TEMPRES=1)". The majority of individual aged 15-29 in this category are apprentices.

2.2 Traineeships

Two types of traineeship can be distinguished:

- Traineeships associated with educational programmes: traineeships which form an optional or compulsory part of study curricula, typically in upper secondary and tertiary IVET. However, they are also increasingly integrated into the curricula of general/academic studies in both secondary and tertiary education;
- Traineeships associated with ALMPs: traineeships increasingly form part of ALMPs and are targeted at unemployed young people with the explicit aim of facilitating their labour market transition by helping them acquire work experience.

Most IVET programmes include an optional or compulsory component of either school- or company-based practical training, which challenges the boundaries with apprenticeships. Although such traineeships have long been a feature of vocational upper secondary and higher education, they are now increasingly becoming formally integrated into curriculum requirements for both higher vocational and academic education qualifications, sometimes with considerable ESF support. Whilst traineeships linked to educational programmes vary by type, focus and duration, they typically last between three and six months and are undertaken towards the end of studies.

A particular type of traineeship is that associated with mandatory professional training for certain professions, typically undertaken either in the final years of undergraduate studies or just after graduation for example in medicine/nursing, law, education/teaching or architecture/engineering. Both these types of traineeships are well-defined and tightly regulated with clearly specified learning content and quality assurance procedures. Transnational traineeships supported by EU mobility programmes, notably the Erasmus and Leonardo da Vinci programmes, are also increasingly important. These traineeships are often tightly regulated, well-structured and closely supervised. This structured approach ensures that the transnational traineeship has a coherent fit with the study programme and accreditation system.

In contrast, traineeships undertaken after graduation are typically less regulated. A growing number of young people undertake such schemes, not least because employers increasingly put a premium on work experience. Some such traineeships have met with criticism for exploiting trainees by using them as cheap or even free labour to replace regular staff, and for being associated with poor terms and conditions, including lack of social security coverage and low or non-existent learning content.

Finally, due to the proven effectiveness of workplace learning opportunities in increasing labour market entry rates, traineeship programmes linked to ALMPs have also been introduced or broadened across most Member States with the explicit aim of connecting or reintegrating (young) people with the labour market. Specifically, these are commonly targeted at: (i) unemployed young people whose numbers are rising due to the recession and its aftermath; (ii) early school leavers and low skilled or unqualified young people who face considerable difficulties in entering the labour market; (iii) disadvantaged young people at risk of social exclusion (e.g. young people from migrant and/or ethnic minority backgrounds, those from socially and economically disadvantaged backgrounds, young people living in deprived and/or remote areas, young people with physical and/or learning disabilities, etc.); (iv) young graduates who have also been hit particularly hard by the crisis.

The above discussion highlights the wide diversity of traineeships which currently exists, particularly in comparison to apprenticeships which tend to be more homogeneous and implemented within a highly regulated framework.¹⁰ In contrast to apprenticeships, the degree of traineeship-related regulation varies

¹⁰ *Ibid.*

considerably, as does their implementation and governance. Even so, across the Member States most forms of traineeships share a number of common characteristics, including: (i) the general educational purpose; (ii) the practical element of learning; and (iii) the temporary character of the placement. Indeed, according to the Commission:¹¹

Traineeships can be described as work practice (either as part of a study curriculum or not) including an educational/training component which is limited in time. They allow to document practical work experience as part of the individual CV and/or as requested in educational curricula or to gain work practice for the purpose of facilitating the transition from education and training to the labour market. They are predominantly short- to middle-term (a few weeks up to 6 months, in certain cases one year).

This definition highlights the key distinctive features of traineeships. First, they can be a component of a formal education and training programme, or involve work-based training organised by education and training institutions and/or public employment services. Second, the practical work-related training aims at completing the learner's theoretical education and/or enhancing employability by allowing them to acquire a first work experience. Third, their duration is variable and typically much shorter than apprenticeships. Fourth, there is not always a traineeship agreement regulating the placement (including for example objectives, learning content terms and conditions), especially for postgraduate traineeships. However, in traineeships linked to educational curricula and ALMPs, the trainee terms and conditions are generally clearly set out in traineeship agreements between educational institutions (or Public Employment Services (PES)), host organisations and trainees. Crucially, in most Member States, the traineeship agreement is explicitly *not* an employment contract. Fifth, the trainee is considered to be a pupil, student or a person who is working on a temporary basis to acquire on-the-job experience relevant to his/her studies and/or need to acquire a first work experience. Significantly, in most Member States, the legal position of a trainee is *not* equal to the legal position of a regular employee or apprentice. Moreover, in contrast to apprentices, trainees are not always remunerated, and – where they are – the level of remuneration varies widely. Sixth, in contrast to apprenticeships, traineeships, especially those linked to ALMPs, often do not lead to a formal qualification. Finally, again in contrast to apprenticeships, social partner involvement is not as extensive and in some cases non-existent. Yet, there are indications that the most effective traineeship programmes are characterised by strong social partner involvement in both design, implementation and quality assurance.¹²

¹¹ European Commission, (2012). *Towards a Quality Framework on Traineeships - Second-Stage Consultation of the Social Partners at European Level under Article 154 TFEU*, SWD(407) final, Brussels, 5.12.2012

¹² European Commission, (2012d). *Work-Based Learning and Apprenticeships: Policy Pointers and EU Country Examples*, Background Document for the Preparatory Meeting of experts and Social Partners, Ministerial Conference on 'Vocational Training in Europe - Perspectives for the Young Generation', Berlin, 10-11 December 2012. The positive impact of strong social partner involvement on the effectiveness of traineeships was also one of the main findings of the review of the main traineeship programmes summarised in the 27 Country Fiches and included in the next Section.

The following table¹³ summarises some of the distinct features of traineeships and apprenticeships:

Table 2.1: Differences between Apprenticeships and Traineeships

	Apprenticeship	Traineeship
Scope	Full qualifying professional or vocational education and training profile	Complementing educational programme or individual CV
Goal	Professional profile/qualification	Documented practical experience
Educational level	Usually EQF level 3-5	Traineeships can be found as part of programmes on all EQF levels – common forms in (pre) vocational education, in higher education and after graduation (sometimes compulsory)
Content	Acquisition of the full set of knowledge, skills and competences of an occupation	Vocational &/or work/career orientation, acquisition of parts of knowledge, skills and competences of an occupation or a profession
On-the-job learning	Equally important to coursework	Usually complementing coursework or optional extra
Length	Determined, middle- to long-term	Varying, short- to middle-term
	Usually up to four years	Usually less than one year
Employment status	Typically employee status	Student/trainee often based on an agreement with employer or school; sometimes volunteer status or not clearly defined status
	Often contracted/employed apprentice	Student/trainee often based on an agreement with employer or school
Compensation	Typically remunerated – amount collectively negotiated or set by law	Varying remuneration, often unpaid
	Apprenticeship allowance which takes into account net costs and benefits for the individual and the employer	Unregulated financial compensation
Governance	Strongly regulated, often on a tripartite basis	Unregulated or partly regulated
Actors	Often social partners, training providers	Individuals, companies, state, educational institutions

¹³ Source (adapted): European Commission (2012). *Study on a Comprehensive Overview on Traineeship Arrangements in Member States*, Final Synthesis Report, May

3.0 Effectiveness and Key Success Factors in Apprenticeship and Traineeship Schemes

This review of the effectiveness of apprenticeship and traineeship programmes, especially in relation to employment outcomes and cost, is based on a combination of qualitative and quantitative analysis. The former uses primary information collected as part of the Country Fiche preparation. The latter on the other hand adopts a multi-pronged approach, including a review of the results of existing evaluation studies, a cross-country econometric analysis of the correlations between apprenticeship and traineeship coverage and youth labour market outcomes based on data available at EU level. Furthermore, it builds on an evaluation of the effects of apprenticeship schemes in selected countries, notably Italy and the UK, each of which represent different STW transition models.

In the course of our review, we have identified a number of data limitations which have affected the extent of the analysis that could be conducted. For example, the availability of existing evaluation data on employment outcomes, and particularly cost-effectiveness, is very patchy and uneven both between Member States and programmes. Where data does exist, it is rarely consistent between Member States, and even within some Member States. The high level of heterogeneity in the coverage and features of apprenticeship and traineeship schemes across the EU also makes the results of existing evaluation studies difficult to generalise. Our review of the existing evaluation literature showed that there are a very limited number of impact evaluation studies in this field, and that those that do exist are limited to apprenticeships, mainly referring to those countries with apprenticeship-based VET (Austria, Germany, Switzerland, Denmark and the Netherlands) where detailed micro-data is available; detailed cost-benefit analysis of apprenticeships from a random sample of companies exists in Germany and Switzerland. In general, the lack of robust comparable micro-data available on apprenticeships, and particularly traineeships, strongly limited the new quantitative analysis. Even so, our review has identified a number of results which are consistent with other existing literature and evidence.

The main findings of the different strands of analysis are presented in this chapter. We begin with an overview of the effectiveness of programmes including key findings from our quantitative analysis, before moving on to an examination of the key success factors with examples from the schemes.

3.1 Overview of the Effectiveness of Schemes

Effectiveness of Apprenticeships

Our analysis by country has shown that apprenticeships have consistently yielded positive employment outcomes and not only in countries typically associated with the dual training system like Germany and Austria. For most of the apprenticeship programmes reviewed, the majority of apprentices secured employment immediately upon completion e.g. AT, BE, DE, EL, FI, FR, IE, MT, NL, UK; the average proportion is about 60%-70%¹⁴, while in some cases it is as high as 90%.¹⁵ In addition, within six months to a year after completing the scheme, the proportion of apprentices who secure employment increases even further and is often over 80%.¹⁶ Indeed, the high effectiveness in relation to employment outcomes

¹⁴ For example, the German apprenticeship system has high completion rates of 75-80%, with 61% of apprentices retained by their company immediately upon completion in 2008. Likewise, in France some 61% of apprentices go directly into employment. In the Netherlands, 75% of BBL graduates are taken on by their training company, and in Finland in 2011, almost three-quarters (71%) of IVET participants found employment.

¹⁵ In Malta's Technician Apprenticeship Scheme (TAS) and Extended Skills Training Scheme (ESTS), 91% of applicants were placed with an employer following completion in 2010.

¹⁶ For example, in the year 2007-2008 in Belgium, 84.3% of graduates of the scheme 'Apprenticeship Contract for Lifelong Learning in SMEs' found a job within a year. Likewise, six months after completion of the apprenticeship contract in France some 78% of apprentices are in employment, while in Austria 76% of dual apprenticeship graduates secure employment within three months of graduation.

of apprenticeship programmes, especially those associated with the dual training system, has led a number of Member States to either introduce schemes akin to this system, or to embark upon major reforms of their apprenticeships, e.g. BE, CY, EL, ES, HU, IT, PT, RO, SE.

The positive impact of apprenticeships in easing the STW transition was clearly borne out by the other strands of our analysis, including the review of existing evaluation literature, the cross-country data analysis and the Italian and UK case studies.

In the empirical literature there is a general consensus on the positive effects of apprenticeships in easing the STW transition. Cross-country evidence shows that, in those European countries where the apprenticeship system is most developed, young people have better labour market outcomes than in other countries.¹⁷ Furthermore, national studies, based on individual data, provide evidence of the superiority of apprenticeships in smoothing the STW transition with respect to vocational school-based education or to entering the labour market immediately after compulsory education. Apprentices achieve better job matches¹⁸; higher wages; shorter periods of unemployment before finding a first job¹⁹; or a longer duration of their first job compared to individuals with low educational attainment or school-based vocational education.²⁰

However, the literature also highlights that these positive outcomes should be nuanced. Firstly, the positive effect of apprenticeships on wages only appears when compared to workers with low education and no apprenticeship training, but not when compared to workers having completed full-time vocational education.²¹ Secondly, the advantages of apprenticeships compared to school-based vocational paths tend to be stronger at the beginning of working life and then decline or even disappear over the longer term.²² Thirdly, there are gender differences in the effectiveness of apprenticeships: the beneficial effects on transition and pay seem not to hold true for women in all countries, mainly because of occupational and sectoral segregation.²³ Fourthly, studies in Germany have shown that the size of the training firm appears to affect the labour market perspectives of former apprentices, with better employment and

¹⁷ Van der Velden, R., Welter, R., Wolbers, M. (2001). 'The Integration of Young People into the Labour Market within the European Union: the Role of Institutional Settings', *Research Centre for Education and the Labour Market Working Paper*, No. 7E; Quintini, G. and Martin, S., (2006). 'Starting Well or Losing their Way? The Position of Youth in the Labour Market in OECD Countries', *OECD Social, Employment and Migration Working Papers*, No. 39, OECD, Paris; Quintini, G. and Manfredi, T., (2009). 'Going Separate Ways? School-To-Work Transition in the United States and Europe', *OECD Social, Employment and Migration Working Papers*, No. 90, OECD, Paris.

¹⁸ Ryan, P., (2001). 'The School-To-Work Transition: A Cross-National Perspective'. *Journal of Economic Literature*, 39 (1), 34–92.

¹⁹ Ryan, P., (1998). 'Is Apprenticeship better? A Review of the Economic Evidence', *Journal of Vocational Education & Training*, 50(2), 289-329; Bonnal, L., Mendes, S., Sofer, C., (2002). 'School-to-Work Transition: Apprenticeship versus Vocational School in France', *International Journal of Manpower*, 23 (5), 426–442; Parey, M. (2009), 'Vocational Schooling versus Apprenticeship Training. Evidence from Vacancy Data', mimeo.

²⁰ Bellmann, L., Bender, S., Hornsteiner, U., (2000). 'Job Tenure of two Cohorts of Young German Men 1979-1990: An Analysis of the (West-) German Employment Statistic Register Sample concerning Multivariate Failure Times and unobserved Heterogeneity', *IZA Discussion Paper*, No. 106.

²¹ Ryan, P., (1998). *Op. Cit.*; Clark, D. and Fahr, R., (2002). 'The Promise of Workplace Training for Non-College Bound Youth: Theory and Evidence from German Apprenticeship', *Centre for Economic Performance Discussion Papers*, No. 0518; Hofer, H. and Lietz, C., (2004). 'Labour Market Effects of Apprenticeship Training in Austria', *International Journal of Manpower*, Vol.25, 104-122; McIntosh, S., (2007). *A Cost-Benefit Analysis of Apprenticeships and Other Vocational Qualifications*, Department of Economics, University of Sheffield, Sheffield University Management School, Research Report 834; Fersterer, J., Pischke, J.S., Winter-Ebmer, R., (2008). 'Returns to Apprenticeship Training in Austria: Evidence from failed Firms', *Scandinavian Journal of Economics*, 110 (4), 733–753

²² Plug, E. and Groot, W.J.N., (1998). 'Apprenticeship versus Vocational Education: Exemplified by the Dutch Situation', *TSE/STT Working Paper*, 10–98; Ryan, P., (1998). *Ibid.*; Ryan, P., (2001). *Op. Cit.*

²³ Ryan, P., (1998 and 2001). *Ibid.*

earnings prospects for those who received their apprenticeship training in large firms compared to those in smaller firms.²⁴ Finally, the positive effects of apprenticeships on labour market conditions are also related to the quality of the apprenticeship (e.g. training intensity, duration and type of training, occupational field and sector of apprenticeship).²⁵

The positive relationship between apprenticeships and youth labour market outcomes was also demonstrated by the cross-country exploratory regression analysis which was conducted with panel data for EU countries. This analysis showed that a higher incidence of apprenticeship is associated with a higher youth (15-24) employment rate as well as with lower youth unemployment. Furthermore, estimates show that a one percentage point increase in the apprenticeship coverage rate is associated with an increase in the youth employment rate of 0.95 percentage points and a reduction in the youth unemployment rate of 0.8 percentage points.

Our two case studies – of Italy and the UK – also back up the evidence on positive impacts.

In Italy, it was shown *inter alia* that:

- Young individuals who were on an apprenticeship scheme have on average a 5% lower probability of being unemployed relative to young individuals on other temporary contracts;
- The effect of apprenticeship in reducing the probability of being unemployed in the next period is stronger (6.3%) for individuals with less than a tertiary education degree;
- Having been an apprentice increases the probability of having a permanent contract in the future -apprentices have a 16% higher probability of a stable job than young fixed-term workers.
- The counterfactual analysis of the effects of the 2003 apprenticeship reform (which expanded the use of apprenticeships) shows an increase in the incidence of training under apprenticeships when compared to the other temporary contracts, probably due to the financial support of the regions;
- The research team's own estimates find that the 2003 reform, , reduced significantly the probability of youth unemployment.
- A previous study²⁶ on the effects of the 2003 reform in Italy found that the reform also led to an increase in apprenticeship employment, inducing a substitution of external staff with firms' apprentices, and an overall productivity-enhancing effect: added value per worker increased by 1.5%; sales per worker by 0.9%; and total factor productivity by 1.6%.

In the UK, our case study demonstrated *inter alia* that:

- Completing an apprenticeship increases the probability of being employed. In the case of Level 2 apprenticeships, the probability of being employed increases by 7.8 percentage points when this

²⁴ Euwals, R. and Winkelmann, R., (2004). 'Training Intensity and First Labour Market Outcomes of Apprenticeship Graduates', *International Journal of Manpower*, 25, 447–462; Bougheas, S. and Georgellis, Y. (2004). 'Early Career Mobility and Earnings Profiles of German Apprentices: Theory and Empirical Evidence.' *Labour*, Vol. 18, 233- 263

²⁵ Büchel, F., (2002). 'Successful Apprenticeship-to-Work Transitions: On the Long-Term Change in Significance of the German School-Leaving Certificate', *International Journal of Manpower*, 23 (5), 394–410; Bertschy, K., Cattaneo, M.A., Wolter, S.C., (2009). 'PISA and the Transition into the Labour Market', *Labour: Review of Labour Economics and Industrial Relations*, 23, 111–137

²⁶ Cappellari, L., Dell'Arima, C., Leonardi, M., (2012). *Op. Cit.*

type of programme is completed, relative to having Level 1 qualifications and no apprenticeship; completion of a Level 3 apprenticeship is associated with a 10.7 percentage point increase;

- Wage returns are higher for the Intermediate (Level 2) and Advanced (Level 3) apprenticeships. Completion of Level 2 and 3 apprenticeship leads respectively to a 14.7% and 23.6% increase in wages relative to staying at Level 1 without completing an apprenticeship;
- Cost-benefit analysis shows that, by taking on apprentices, employers experience a short-term net cost, but in the longer term there is a net benefit. A similar outcome is observed for apprentices, public budgets and society at large; in the latter cases, the calculations presented show a large net benefit, reflecting that apprenticeships are investments with substantial long term returns for all stakeholders involved.

It is worth adding here that because of the better employment outcomes of apprenticeships - and VET in general - as compared to more academic forms of education, the perception of this type of education is changing in a number of countries, not least those currently characterized by high youth unemployment. Our review identified for example renewed interest among young people in this type of education in CY, EL, ES, LT, PT, SI, SK, UK, many of which are severely affected by the current economic crisis. The main reason given was the improved employment prospects, however other factors cited in some countries were the fact that it has regulated learning content and terms and conditions and remuneration, and typically helps obtain a nationally recognised qualification. By way of example, participation in the Slovenian On-the-Job Training programme has doubled since 2008.

In addition, our analysis has shown that a number of Member States, in an effort to either reduce the number of apprentice drop-outs and/or encourage young people at risk of early school leaving to stay in education or even attract those not in employment, education or training (NEETs) back to education, have introduced a range of apprenticeship-related measures and schemes. These include pre-vocational programmes and/or the provision of individualised vocational guidance, support and mentoring for the duration of the placement, e.g. AT, DE, FI, IE, NL, SE, SI, UK.

Effectiveness of Traineeships

Our analysis has demonstrated that employment outcomes of traineeships are less well documented, not least because of the great variety of schemes. However, overall, the most effective traineeships in facilitating STW transitions have been shown to be those undertaken during education and, in some instances, those linked to well-structured ALMPs.

Indeed, the perceived positive impact of traineeships on employability has also been highlighted by other studies. OECD's estimates based on data from the EU-wide REFLEX survey of graduates suggest that study-related work experience increases a graduate's likelihood of finding a job immediately upon graduation by 44%, lessens the probability of over-qualification by 15%, and reduces the occurrence of skills mismatch by 26%.²⁷ Similarly, a 2011 Eurobarometer survey showed that 44% of those who had completed a traineeship thought that it had helped them secure permanent employment. However, just over a quarter felt that it did not help them to find a job (26%).²⁸

Of all the various types of traineeships, those which form part of academic or vocational study courses seem to have the best outcomes in terms of effectiveness, quality, learning content, trainee experience, including terms and conditions and, crucially, labour market transitions.²⁹ In the programmes reviewed as

²⁷ OECD, (2010). *Developing Internships in the Western Balkans*

²⁸ European Commission, (2011). *Employment and Social Policy Survey*, Special Eurobarometer 377, December

²⁹ European Commission, (2012c). *Op.Cit.*







part of our study, the employment outcomes of such traineeships in terms of the proportion of trainees who secured employment range between 34%³⁰ and 87%.³¹ The schemes associated with technical and other vocational education (either upper secondary and/or post-secondary education) show the highest labour market entry rates, e.g. AT, CY, CZ, DE, DK, EE, EL, FI, FR, IT, NL, SE, UK.

Of the ALMP-linked traineeship programmes which were reviewed, the proportion of trainees who secured employment immediately upon completion ranged from 13%³² (almost three times lower than the least effective education-linked traineeship) to 90%³³, with schemes aimed at graduates unsurprisingly yielding the best employment outcomes, e.g. AT, BE, BG, CY, DK, EL, ES, IE, FI, FR, LU, PL, PT, RO, SE, SI, UK. The positive employment outcomes of a number of traineeship programmes associated with ALMPs must also be seen under the prism of employer incentives which typically continue after the completion of the scheme if the trainee is retained for a period of time (usually six months), e.g. BE, CY, EL, LU, PL, PT, RO. The most common form of such post-completion subsidies is total or partial exemption for the employer from social security contributions. In analytical terms, this may blur the boundary between a traineeship programme and a job subsidy scheme.

3.2 Key Success Factors

The review and analysis of the main apprenticeship and traineeship programmes in all 27 Member States have identified a number of factors which most often contribute to their success. Interestingly, the key success factors are similar for both types of programmes, although some are more critical than others for specific schemes. The key success factors are summarised in the following checklist, and then expanded below, with examples from different Member States.

Figure 3.1 Checklist of Key Success Factors

	Key Success Factors	Main Features
	Robust Institutional and Regulatory Framework	<ul style="list-style-type: none"> A stable and robust institutional and regulatory framework Which sets the overarching context and baseline conditions within which schemes are implemented
	Active Social Partner Involvement	<ul style="list-style-type: none"> Strong employer engagement Constructive dialogue with trade unions and employee representatives
	Strong Employer Involvement	<ul style="list-style-type: none"> Including co-design of programmes, supply of quality placements, support to the apprentice/trainee, quality assurance, promoting schemes
	Close Partnerships between Employers and Educational Institutions	<ul style="list-style-type: none"> Two-way interaction and exchange of knowledge between the educational system and employer skills requirements Ensuring the provision of practical training placements of sufficient quantity and quality
	Funding including Employer Subsidies and Other Incentives	<ul style="list-style-type: none"> The provision of adequate funding for the proper design and rigorous implementation of programmes Sources include EU (including ESF) funds, national/regional funds, employer funds, and subsidies/incentives for employers
	Close Alignment with the Labour Market Needs	<ul style="list-style-type: none"> The alignment of the placement to national, regional or local labour market needs Which in turn inform the curricula or qualification framework

³⁰ Second Chance Schools in France

³¹ Polytechnics (VET at Tertiary Level, ISCED Level 5) - On-the-Job Learning in Finland

³² Work Experience Programme for New Labour Market Entrants aged 16-24 in Greece

³³ Scheme for the Job Placement and Training of Tertiary Education Graduates in Cyprus

	Robust Quality Assurance	<ul style="list-style-type: none"> • Robust procedures, administered by an external single body or jointly by the sending organisation and host organisations • Can cover i.e. learning content, length of training, equity of access and working conditions
	High-quality Guidance, Support and Mentoring of Apprentices/Trainees	<ul style="list-style-type: none"> • Both at the workplace and at the sending organisation • Critical for the successful completion and reduction of drop-out risks, as well as monitoring and quality assurance
	Appropriate Matching of Apprentice/Trainee to Host Organisation (Company)	<ul style="list-style-type: none"> • Employers can use the work practice period to screen the potential employee • The apprentice/trainee can obtain a realistic job preview, and enable them to build relevant contacts and networks
	Combination of Theoretical, School-Based Training with Practical Work-Related Experience	<ul style="list-style-type: none"> • Structured, blended learning, including school-based and on-site work-based learning • Enabling an apprentice/trainee to achieve qualifications based on practical knowledge and skills
	Existence of an Apprenticeship/Traineeship Agreement	<ul style="list-style-type: none"> • The agreement delineates roles and responsibilities of all parties and specifies apprentice/trainee terms and conditions • It is generally crucial for the successful achievement of the programme's aims and the protection of the parties involved
	Certification of Acquired Knowledge, Skills and Competences	<ul style="list-style-type: none"> • Accreditation of the knowledge and skills obtained in both the on-the-job and off-the-job phases of training • The certification should state as a minimum the duration and learning content, tasks and activities undertaken, and the acquired knowledge, skills and competences
	Tailored and Flexible Approaches to the Needs of Vulnerable Young People	<ul style="list-style-type: none"> • The introduction of innovations to respond to specific needs in terms of pedagogical methods, flexibility of curricula, individualisation of learning pathways, partnerships with key stakeholders, funding mechanisms, and training environments

Robust Institutional and Regulatory Framework

A critical success factor observed across most apprenticeship and traineeship programmes is the existence of a stable and robust institutional and regulatory framework which sets the overarching context and baseline conditions within which such schemes are implemented.

In line with the EU's great variety of education and training systems, welfare and employment regimes, and STW transition mechanisms, there is equally great diversity in the existing frameworks. This institutional and legislative/regulatory diversity exists not only between Member States, but also between apprenticeship and traineeship programmes, and even between different types of traineeships. In general, apprenticeship programmes are tightly regulated, in most cases by law, while the extent and type of traineeship-related regulation varies widely. Traineeships associated with educational programmes are often better regulated than those linked to ALMPs, whereas traineeships undertaken after graduation tend to be unregulated (although exceptions exist, e.g. FR, IT).

Typically, this overarching framework: (i) spells out the main training and skills development requirements in order to ensure the learning content and quality of the programme; (ii) provides a clear outline of the rights, roles and responsibilities of all relevant parties and, in some cases, institutionalises the specific role of key actors, notably social partners; (iii) specifies the status of the apprentice/trainee; (iv) outlines the basic apprentice/trainee-related terms and conditions, including (where applicable) entitlement to remuneration and other benefits; (v) determines the (minimum) duration of the placement as well as the distribution of time between school- and work-based training; (vi) specifies quality assurance mechanisms; (vii) defines the contractual arrangements between the educational institution, employer and apprentice/trainee, usually reflected in an apprenticeship/traineeship agreement; (viii) sets the

minimum qualifications and length of previous professional experience for trainers both at the educational institutions and within the companies.

For example, in the Netherlands, there is a legislative framework only for VET-related traineeships, as defined by the Adult Education and Vocational Training Act (*Wet Educatie en Beroepsonderwijs/WEB*), which came into force in 1997. A main part of this act covers the standardisation of traineeships (*'praktijkcomponent'*; *'opleiden' in de praktijk*; *beroepspraktijkvorming, BPV*) within the school-based learning pathway (BOL) and in upper secondary vocational education (MBO). Indeed, as regards the latter there is explicit legislation in the Netherlands on different traineeship-related aspects, including roles and responsibilities of all parties involved, quality assurance mechanisms and traineeship agreements. Likewise, in Denmark, the role of enterprises offering apprenticeships and apprentice-related rights are stipulated by the Vocational Education and Training Act (*Erhvervsuddannelsesloven*). This is further complemented with a raft of statutory orders and guidelines which further define other aspects of apprenticeships and VET-related traineeships.

Germany: Dual Apprenticeship System (*Berufsausbildung im Dualen System*)

VET is a defining feature of the German education system and is a highly respected educational pathway. The success of Germany's dual training (apprenticeship) system in facilitating STW transitions is widely recognised, e.g. it has high completion rates of 75-80% and 61% of apprentices were retained by their company immediately upon completion in 2008. Indeed, Germany's low youth unemployment has been partially credited to its VET system, which provides young people with both theoretical knowledge and practical work-experience. A key factor contributing to this success is the existence of a well-developed and strong regulatory framework as outlined by the Vocational Training Act (*Berufsbildungsgesetz/BBiG*). The primary aim of BBiG which was introduced in 1969 and revised in 2005 is to regulate all aspects of apprenticeships and VET, e.g. content and structure of vocational training; roles, rights and responsibilities of all parties involved, including social partners; length and other aspects of apprenticeship; assessment, including examinations administered by Chambers of Commerce; the minimum qualifications and prior professional experience for trainers both at the educational institutions and within the companies; etc. In general, the German apprenticeship system has greatly benefitted from a robust and stable institutional and regulatory framework; strong and institutionalised social partner involvement, and numerous quality assurance mechanisms, all of which have contributed to apprenticeships enjoying a very good reputation and thus being a popular career pathway among young people.

Active Social Partner Involvement

Our study has shown that, in the majority of Member States, there is active social partner involvement, especially in apprenticeships, but also in many traineeship programmes. The extent, type and nature of social partner involvement are consistently shown to be key to the success of particular schemes. These findings correlate with a recent ILO study which showed that strong employer engagement and constructive dialogue with trade unions and employee representatives at all levels is the most fundamental condition for the success of an apprenticeship system.³⁴

Nonetheless, the extent and type of social partner involvement varies considerably both between Member States, between apprenticeship and traineeship programmes, and even between different types of traineeship schemes. In general, the role of social partners is clearly prescribed in highly regulated VET/apprenticeship systems with a corporatist form of governance such as Austria and Germany which, in turn, leads to very strong and active social partner involvement. In contrast, in market-led systems such as the UK, social partner involvement is rather uneven. Likewise, social partner involvement in

³⁴ ILO, (2012). *Overview of Apprenticeship Systems and Issues*, ILO Contribution to the G20 Task Force on Employment, November

school-based VET systems tends to be less extensive than in work-based VET systems. As such, our analysis unsurprisingly showed that work-based apprenticeship and traineeship schemes are typically associated with extensive social partner involvement, e.g. AT, BG, CY, DE, DK, EE, EL, ES, FI, FR, HU, IE, IT, LT, LU, MT, NL, PL, PT, SE, SI, SK, UK.

The involvement of social partners takes various forms and, based on our analysis, typically includes (i) their representation in the relevant national/regional/local and/or sectoral VET-related commissions, councils and/or advisory bodies; (ii) the regular assessment and updating of VET programmes in order to ensure that these are closely aligned to labour market needs; (iii) their input and active participation in the design and development of professional qualifications and associated curricula, including the content and extent of practical company-based training; (iv) the definition of apprenticeship-related standards and terms and conditions, including in some countries apprentice remuneration; (v) implementation and oversight of apprenticeships and VET placements at the workplace; (vi) monitoring and quality assurance; (vii) funding (e.g. through joint funding bodies, employer funds, etc.); (viii) working closely with educational institutions/VET providers in both curriculum design and provision of work-based placements.

Employer representatives are essential players in both ensuring that the supply of apprenticeship and traineeship placements is of sufficient quantity and quality, and providing adequate resources, including staff and funding for the company-based component of training (see next section). Trade unions/employee organisations play a critical role in the quality assurance of the placement and in safeguarding the rights, terms and conditions of the apprentice/trainee. In addition, they have consistently argued for a balance between occupational, firm-specific skills and more general and transferable knowledge and skills that the apprentice/trainee needs to acquire through the placement. Likewise, they have also insisted on the need for proper certification of placements, which although the general rule for apprenticeships, is not always the case for traineeships.

France: Apprenticeship Contract (*Contrat d'Apprentissage*)

The French Apprenticeship programme aims to enable young people (aged 16-26 years) to follow a training course, combining both theoretical and practical elements, in order to achieve a recognised vocational qualification (typically the Vocational Baccalaureat; Diploma of Vocational Studies (*BEP*), Certificate of Vocational Aptitude (*CAP*), Higher Technical Diploma (*BTS*), or University Technological Diploma (*DUT*). There is strong social partner involvement with the social partners having an obligatory role in the boards of governors of the Apprentice Training Centres (CFAs), and on the Commissions set up within the *Organismes Paritaires Collecteurs Agréés* (Accredited Organisations for the Collection and Distribution of Training Funds). The Apprenticeship Contract has been proven to offer a high level of entry into employment, which is maintained (and indeed increased) over time: upon completion, some 61% of apprentices go directly into employment and six months after completion some 78% of apprentices are in employment. The scheme has been widely promoted by "Apprenticeship Developers" in the Chambers of Commerce, achieving contact with some 140,000 enterprises between 2009 and 2012. In France, the social partners are strongly involved in VET policy-making, and this role is clearly enshrined in the Labour Code.

Strong Employer Involvement

Employers themselves are key to providing apprenticeships and traineeships of sufficient quantity and quality on the basis of their current and future workforce skills development needs. Indeed, a success factor common to all programmes is the need for strong employer engagement in apprenticeship and traineeship programmes.

This can be manifested in a number of ways and includes the following:

- The co-design of programmes. For example, in a growing number of Member States, there is strong employer involvement in the co-design of apprenticeship and VET-related traineeship programmes, their study curricula and content/duration of practical training in order to ensure that these are closely aligned with their needs, e.g. AT, BE, BG, CY, CZ, DE, EE, ES, FI, HU, IE, IT, LT, NL, PL, SE;
- The supply of quality placements and associated training;
- The provision of adequate support to the apprentice/trainee, including compensation and social insurance coverage (which are typically defined in an apprenticeship/traineeship agreement);
- Quality assurance and setting standards;
- Promoting apprenticeships and traineeships. In a number of Member States, employers are actively promoting schemes, for example through awareness-raising campaigns targeted at both young people and other employers in order to increase take-up, e.g. AT, DE, DK, IE, FI, FR, LU, NL, PL, SE, UK.

To this end, in addition to their representative role in the relevant national/regional commissions or committees, employers are also increasingly working closely at the local level (with educational institutions, career services, PES, etc.) in ensuring that the curriculum and placement content meets their specific needs and providing the actual apprenticeship and traineeship placements, as well as being actively involved (together with the sending organisation) in the quality assurance of such placements. Crucially, employers, either individually or through their collective organisations, also provide financial support for such programmes, especially apprenticeships and company-based VET-traineeships.

Organised employer engagement in apprenticeship and traineeship programmes takes various forms but typically it involves employer organisations (national/regional/local or sectoral), trade and/or professional associations, or intermediary bodies such as Chambers of Commerce or Craft Chambers. For example, the local Chambers of Commerce in Germany are key actors in the implementation, funding and monitoring of the apprenticeship programme. They are also responsible for expanding the supply of such placements by attracting and supporting new employers, liaising with current employers who have taken on apprentices, and administering apprenticeship contracts and examinations. Likewise, in Luxembourg, the Employment Initiation Contract (*Contrat d'initiation à l'emploi - CIE*), a traineeship scheme targeted at young unemployed people, has been designed with the active cooperation of employer representative bodies and the Chambers of Commerce. The latter are actively involved in apprenticeship and traineeship programmes in a number of other countries, including AT, CZ, DE, DK, EE, FI, FR, HU, IT, LT, LU, LV, SI. Chambers of Commerce, or similar bodies such as employer networks, business organisations or group training organisations, also increasingly play an important role in increasing the participation of SMEs in such schemes.

Belgium: Apprenticeship Contract for Lifelong Learning in SMEs (*Le contrat d'apprentissage dans le cadre de la formation permanente pour les Classes moyennes et les PME (IFAPME/ EFPME) / De leerovereenkomst in het kader van de leertijd (Syntra)*)

The objective of this programme is to enable participants to develop practical and theoretical skills relevant to industry (mostly small industries and craft occupations), leading to formal qualifications equivalent to ISCED 2 or ISCED 3. The programme has proved highly effective in terms of the STW transition and according to the most recent evaluation published in 2010, over the period 2007-2008, some 84% of apprenticeship graduates secured employment within a year and only 2.8% of participants had not achieved any type work experience one year after completion. Key to the success of the programme is the ongoing cooperation and commitment of employers which ensures access to

Belgium: Apprenticeship Contract for Lifelong Learning in SMEs (*Le contrat d'apprentissage dans le cadre de la formation permanente pour les Classes moyennes et les PME (IFAPME/ EFPME) / De leerovereenkomst in het kader van de leertijd (Syntra)*)

the relevant occupations. It should, however, be noted that despite the strong employment outcomes of this programme, the number of apprentices on this programme (and in IVET more generally in Belgium) has decreased over recent years.

Close Partnerships between Employers and Educational Institutions

In most programmes, close partnerships between employers and educational institutions (and PES for traineeship schemes linked to ALMPs) are crucial in promoting a two-way interaction and exchange of knowledge between the educational system and employer skills requirements. Indeed, this close co-operation which, in some cases, amounts to a full business-school partnership, is key in, *inter alia*, ensuring better alignment of study curricula to employer requirements, the provision of practical training placements of sufficient quantity and quality, and the joint supervision and quality assurance of the placement to make sure that its learning objectives are met, e.g. AT, BE, BG, CY, CZ, DE, DK, EE, ES, FI, FR, HU, IE, LT, LU, NL, MT, PL, PT, SE, SI, UK.

For example, in the Czech Republic, there is a long-standing tradition of substantial collaboration between VET schools and employers which allows for the continuous updating and adaptation of the VET curricula in line with labour market needs, with employers being closely involved in the design of study curricula as well as the supply of practical training placements. Likewise, in Finland, Denmark and the Netherlands, the close collaboration between employers and VET schools is well-established.

The importance of close co-operation is also evident in programmes linked to ALMPs, where, in most cases, effective links between PES and companies are critical for success, e.g. AT, BE, BG, CY, DK, EE, EL, FI, FR, IE, LU, LV, MT, NL, PL, PT, SE, SK, UK. For example, close employer-PES collaboration is a key success factor for the Latvian programme Work Practice for Young Unemployed (*Jauniešudarbaprakse*). Likewise, close PES-employer collaboration contributed to the effectiveness of the Maltese Job Experience Scheme (JES).

Our literature review has highlighted that training firms seem to differ as regards the motivation for supplying apprenticeship positions: for some firms apprenticeships represent a long-term investment, while for others it may represent a substitute for regular employment.³⁵

Sweden: Qualified Vocational Courses (*Yrkeshogskola, YH*)

These courses provide specialist skills training in response to labour market demand. Participants must have qualifications equivalent to secondary level education; however the course eligibility requirements enable applicants with various backgrounds to participate. The courses, delivered by various education and training providers, promote highly effective employment outcomes, with 74% of students within a month of completion finding employment, rising to 90% within six months. Some 4% of students also pursue further education or training. Of the students who found a job, more than 60% found employment consistent with their education, and this proportion increased by 12% between 2011 and 2012. Key to the success of the scheme is the close partnership between schools and employers and the courses' alignment with labour market needs, including the skills requirements of the professional role for which the participant is being trained. This alignment is achieved through consultation with employers in the design of the programmes.

³⁵ Mohrenweiser, J. and Backes-Gellner, U., (2010). 'Apprenticeship Training, what for: Investment or Substitution?', *International Journal of Manpower*, 31(5), 545-562; Cappellari, L., Dell'Aringa, C., Leonardi, M., (2012). 'Temporary Employment, Job Flows and Productivity: A Tale of two Reforms', *The Economic Journal*, 122 (August), 188-215

Funding including Employer Subsidies and Other Incentives

The provision of adequate funding for both the proper design and rigorous implementation of apprenticeship and traineeship programmes is also a key determinant of their likely success, including employer take-up. EU funds, notably ESF, have been instrumental in promoting apprenticeships and traineeships (and workplace experience placements more generally) as a way of helping young people become familiar with the world of work, acquire skills and competences deemed relevant to employers, and enhancing their employability, as seen for example in BE, BG, CY, CZ, EE, EL, ES, FI, FR, IE, IT, LT, LV, MT, PL, PT, RO, SE, SI, SK, UK. However, in some cases the administrative procedures associated with ESF funding may act as a disincentive to employers, especially SMEs.

In addition, in most Member States, national and/or regional funds have been mobilised in support of such programmes, e.g. AT, BE, CY, CZ, DE, DK, EE, ES, IE, IT, FI, FR, HU, LU, LV, MT, NL, PL, PT, SE, SK, UK. Employer funds are also increasingly used in supporting these programmes, especially apprenticeships, e.g. AT, BE, BG, CZ, DE, DK, EE, ES, FI, FR, HU, NL, PL, RO, SE, UK. The provision of employer subsidies - either directly or through a reduction of non-wage labour costs, total or partial exemption from social security contributions, tax breaks, etc. - contributes in many cases to a scheme's success, not only in terms of higher employer take-up, but also to close monitoring or quality assurance of the placement. A number of schemes, especially traineeships linked to ALMPs which involve employer subsidies, require that the employer keeps the trainee on for a period of time (usually six months) upon completion; however, information about the employment outcomes after this period varies both between programmes and Member States. Interestingly, a number of programmes use a sliding scale of subsidies to stimulate greater SME participation by providing higher subsidies to SMEs. This is important as a number of employer surveys have shown the importance of subsidies, especially for SMEs. For example, according to a UK employer survey, subsidies were an important determinant of the decision to offer a placement for 58% of companies; this rose to 71% for SMEs.³⁶

Nonetheless, it is clear that the provision of employer subsidies cannot on its own contribute to the success of a scheme. In other words, participating employers must also be motivated and committed to providing high quality practical work-related training and a first work experience to young people, rather than just taking advantage of the available financial support in an ad hoc and opportunistic way. In most cases, such employers can clearly see the benefits of these programmes not only for the young participants but also for their own business needs, either current or future. Likewise, our analysis confirms that employer subsidies, in order to avoid any deadweight and/or substitution effects, must be well-designed and monitored. For example, in a number of programmes, employers are eligible for a subsidy or a grant/bonus for additional apprentices/trainees they take on. In a similar vein, a growing number of traineeship schemes also set limits to the maximum number of trainees who the host organisation can take on at any given time. These limits relate directly to its number of full-time employees on the company's payroll at the time of recruitment.

In a growing number of Member States such subsidies or grants are offered to employers who take on young people who face multiple disadvantages in the labour market, including NEETs, as observed for example in AT, BE, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HU, IE, LU, MT, NL, PT, SE, SI, UK.

Apart from financial incentives, it is important to note that employers can be supported in a variety of ways in the end-to-end apprenticeship/traineeship processes. These include:

- Help with the apprentice/trainee recruitment, placement and support at the workplace;

³⁶ Oakleigh Consulting Ltd and The Career Development Organisation, (2011). *Increasing Opportunities for High Quality Higher Education Work Experience*, Report to the Higher Education Funding Council for England (HEFCE), July

- Help with the training of in-company trainers;
- Help with all the administrative procedures and paperwork involved;
- Help with the assessment and certification element.

Ensuring that the apprentices/trainees have the necessary basic skills and key competences through, where necessary, appropriate pre-apprenticeship/pre-vocational training is also becoming increasingly common as a way of helping employers managing the new recruits.

Our review of the evaluation literature highlighted that public subsidies for apprenticeships may play a role in increasing the provision of apprenticeships, although the empirical evidence on the effectiveness of these subsidies is still limited and controversial.³⁷ In order to avoid the possible negative effects in terms of deadweight losses and substitution effects, governments are advised to target apprenticeship subsidies to specific industries and firms that would not otherwise offer apprenticeship positions.³⁸ Direct subsidies appear to be effective in encouraging firms to start training, but not to increase the demand for apprentices in firms that already train.³⁹

Net costs and benefits of apprenticeships for employers may be different across occupations, sectors and firm size. Recent empirical work show that not all firms bear net costs for apprentices, since costs and benefits depend on apprenticeship occupational categories and on the size and sector of the training firm⁴⁰, as well as the scheme's regulatory framework. Comparative cost-benefit analysis in Germany and Switzerland shows that, during the apprenticeship period, German firms incur - on average - net costs, while Swiss firms experience net benefits. The difference in returns on apprenticeships for firms in the two countries appears to mainly relate to the relevant benefits rather than costs and can be explained by a higher share of productive tasks being allocated to apprentices in Switzerland and by the differences in relative wages with respect to regular employment (with higher differentials in Switzerland).⁴¹ The large supply of apprenticeship placements in German firms, which on average incur a net cost during training, can be explained by the higher productivity of trained apprentices later on.

On a wider scale, our specific cost-benefit analysis of apprenticeships in the UK has shown that there is a large net social benefit, reflecting that apprenticeships are an investment with positive returns in the longer term for all stakeholders involved. It shows that by taking in apprentices, employers assume a cost in the short-run, but that there is a net benefit in the longer term.

The UK: Apprenticeship Grant for Employers (AGE)

AGE targets employers with up to 1,000 employees, who have never employed an Apprentice before or who have not employed one in the last 12 months. The AGE was driven by a government priority to respond to the high rate of youth unemployment. It provides Apprenticeship grants (worth £1,500) to employers with up to 1,000 employees recruiting 16 to 24 year olds, to encourage employers to take on

³⁷ Westergaard-Nielsen, N. and Rasmussen, A.R., (2000). The Impact of Subsidies on the Number of new Apprentices', *Research in Labor Economics*, 18, 359–375 ; Wacker, K. (2007), *Teure neue Lehrstelle Eine Untersuchung zur Effizienz des Blum-Bonus*, NÖ Arbeiterkammer, Vienna; Mühlemann, S., Schweri, J., Winkelmann, R., Wolter, S.C., (2007). 'An Empirical Analysis of the Decision to Train Apprentices', *Labour: Review of Labour Economics and Industrial Relations*, 21 (3), 419–441

³⁸ Brunello, G., (2009). 'The Effect of Economic Downturns on Apprenticeships and Initial Workplace Training: a Review of the Evidence', *IZA Discussion Papers*, No. 4326; Wolter, S. and Ryan, P., (2011). 'Apprenticeship', in R. Hanushek, S. Machin and L. Wössman (eds), *Handbook of the Economics of Education*, Vol. 3, pp. 521-76, Amsterdam: Elsevier/North-Holland

³⁹ Mühlemann, S., Schweri, J., Winkelmann, R., Wolter, S.C., (2007). *Op. Cit.*

⁴⁰ Mohrenweiser, J., Zwick, T., (2009) "Why do firms train apprentices? The net cost puzzle reconsidered", *Labor Economics*, 16 (5), 631–637.

⁴¹ Wolter, S.C., Mühlemann, S., Schweri, J., (2006). 'Why some Firms train Apprentices and many others not', *German Economic Review*, 7 (3), 249–264; Dionisius, R., Mühlemann, S., Pfeifer, H., Walden, G., Wenzelmann, F., Wolter, S.C., (2009). 'Costs and Benefits of Apprenticeship Training. A Comparison of Germany and Switzerland', *Applied Economics Quarterly*, 55 (1), 5–38

The UK: Apprenticeship Grant for Employers (AGE)

new Apprentices. One aim of the AGE programme was to achieve at least 50% of AGE Apprenticeships in small businesses (with 50 or fewer employees) and that at least 50% of AGE Apprentices would be aged 16 to 18 on starting their apprenticeship. These aims have been achieved with the majority of AGE apprentices being in the 16-18 age range, and the large majority of AGE-supported employers having less than 50 employees. In addition, AGE apprenticeships have yielded good progression into employment and positive effects on encouraging employers to engage with Apprenticeships for the first time.

Close Alignment with the Labour Market Needs

The alignment of the placement to national, regional or local labour market needs, which in turn inform the curricula or qualification framework, has also been shown to be a key factor in achieving successful employment outcomes. Hosting an apprentice/trainee presents additional costs to employers and therefore tailoring the learning to the needs of the employer/industry becomes crucial in order to help offset these costs, e.g. AT, BG, CY, CZ, DE, DK, FI, FR, EE, EL, ES, IE, LT, MT, NL, PT, SE, SI, UK. This is particularly important in a sector with skills shortages as employers are more likely to invest in learners where they have recruitment difficulties. Labour market relevance is also a key element of a placement for the apprentice/trainee as this helps them develop directly applicable and transferable skills in their area of interest.

For example, in Sweden, an Apprenticeship Council (*Lärlingsråd*) tasked with reflecting current labour market skill needs is set up at municipal level and comprises representatives from schools, industry and trade unions. Likewise, in Denmark the trade committees (*de faglige udvalg*) where social partners are represented in equal numbers define the content of the education and training programmes, including the division between practical training and school-based learning and, *inter alia*, seek to ensure that IVET is in line with labour market needs. In Ireland, the National Traineeship programme engages the social partners in the stages of design, development and implementation of the courses and to advise on the standards for the occupation to ensure placements which are 'occupation-specific' and 'industry endorsed'. This programme provides participants with some of the highest levels of progression into employment in Ireland.⁴² In Bulgaria, the Framework Programme C for Vocational Education, which is by far the most popular VET programme, also involves a close collaboration with social partners in order to ensure a good match between skills supply and demand.

Some private sector companies also operate their own apprenticeship/traineeship schemes in order to provide the skills which are in high demand in their company and/or sector. For example, in Germany, Deutsche Bahn is a major provider of dual training and every year recruits about 3,000 new apprentices in line with its business needs in the fields of transport, technology, commerce and IT. Likewise, the Rolls Royce Apprenticeship in the UK provides skills required by the company and its supply chain partners, while in Poland the Microsoft Internship programme is widely seen as a highly effective programme and is one of the most successful and sought after in the IT sector. In Sweden, Youth Job (UngaJobb) initiative, led by Swedbank and the Swedish Savings Banks, also aims at increasing traineeships in banks and industry.

⁴² European Foundation for the Improvement of Living and Working Conditions, (2012). *Effectiveness of Policy Measures to increase the Employment Participation of Young People*

The Netherlands: Centres of Expertise / Knowledge Centres for VET and Industry (*Kenniscentrum Beroepsonderwijs Bedrijfsleven - KBBs*)

The sectorally organised Centres of Expertise (KBBs) are responsible for developing qualifications for VET and maintaining up-to-date occupational profiles on which to base vocational education qualifications. Employer organisations and the trade unions inform the boards of the KBBs, while the social partners and educational institutions are jointly responsible for renewing training requirements. Companies offering apprenticeship places are accredited by the Centres, while the Centres monitor the quality and availability of these apprenticeships at a regional level. This close alignment with labour market needs contributes to the positive employment outcome of 75% of BBL graduates being taken on by their training company and some 51% of graduates considering that the training provided is a good basis with which to enter the labour market. The Centres are responsible for ensuring that hosts offering traineeships are assessed every four years and that the accredited companies are registered on a public website (*Stagemarkt.nl*) which allows learners to search for placements with approved employers.

Robust Quality Assurance

A critical success factor in all apprenticeship and traineeship programmes reviewed has been the application of robust quality assurance procedures, preferably administered by an external single body or jointly by the sending organisation (educational institution or PES) and host (company) organisations, e.g. AT, CY, CZ, DE, DK, EE, EL, FI, FR, HU, IE, IT, LU, MT, NL, PL, SE, UK.

The focus of quality assurance varies but typically covers:

- The aims, objectives, scope and learning content of the programme to ensure that it meets the professional development requirements of the participants (in line with, where applicable, the existing study curriculum and qualification standard);
- The type, content, frequency, length and quality of the training (both theoretical and more importantly, practical, work-based training);
- The equity of access and transparency of recruitment;
- The apprentice/trainee's working conditions as well as other terms and conditions of the placement.

The analysis highlighted some particularly robust quality controls, including in situ inspections, often in schemes linked to educational programmes. For example, to ensure quality training at the employer's establishment and at VET Institutes, in 2012 Malta's Employment and Training Corporation (ETC) officials carried out a total of 680 monitoring visits, while in 2010 introduced apprenticeship handbooks (for employers and apprentices) to ensure that the apprenticeship training was in line with the relevant professional/occupation role and training requirements. In a similar vein, the Greek *Work Experience Programme for New Labour Market Entrants* was associated with robust quality assurance procedures. Specifically, the Greek PES (OAED) which is the programme's Intermediary Management Agency and Co-ordinating body was responsible for the quality assurance of the programme, including the vetting of the participating private sector companies and the regular in situ inspection for the duration of the placement. This inspection seeks to check that the work experience placements are implemented by companies in line with the trainee's individualised action plan and to ensure that the employer complies with all labour law regulations. The regular in situ reports prepared by the inspectors are then filed in a company-specific dossier kept by OAED.

Careful screening of host organisations (companies) as a quality assurance tool is indeed becoming increasingly widespread for both apprenticeship and traineeship programmes, and can be an important tool. Key aims of such vetting include:

- To ensure that the company has the necessary capacity to host apprentices/trainees and meet their professional development needs in terms of suitability of training premises, in-company trainers' knowledge and experience, and quality of training;
- To ensure that companies are really committed to the programme and do not aim to use apprentices/trainees as source of (subsidised) free or cheap labour or as replacement to regular staff. To this end, a number of programmes explicitly set limits to the maximum number of apprentices/trainees the host organisation can take on according to its size. In some countries like the Netherlands, employers have to be accredited by a competent authority before being allowed to take on apprentices/trainees.

Significantly, in a number of Member States, the important role played by trade unions/employee representatives at the workplace itself in the quality assurance of these programmes is also clear, e.g. AT, DE, DK, FR, LU. For example, in Luxembourg trade unions have direct involvement in ensuring the quality of the Employment Initiation Contract (*Contrat d'initiation à l'emploi -CIE*), and have an active role in monitoring the traineeships in the workplace, and at national level. Specifically, during implementation, trade unions have the right to check that the training aspect of this traineeship is being adhered to by the employer, and trainees are encouraged to report any exploitative traineeship arrangements to the employer's trade union representative.

Finland: Apprenticeship Training at Vocational Upper Secondary Level (IVET and CVET, ISCED Levels 3 and 4) (*Oppisopimuskoulutus*)

The objective of this programme, which attributes part of its success to its robust quality assurance measures, is to provide a route to achieving vocational qualifications (both IVET and CVET) for young and adult learners. In 2011, almost three-quarters (71%) of IVET participants found employment. Apprenticeship training is based on an individual study plan (as opposed to studying on an annual basis), which recognises previous education, training and work experience and consequently may shorten the study time required. This is considered a key contributor to the success of the programme, alongside the involvement of the social partners in the development and implementation of the system. The quality of apprenticeship training in Finland is assured and monitored at different levels, according to the quality strategy of the Ministry of Education. All institutions involved in the apprenticeship training are included in the quality assurance systems. The vocational institutions collect feedback on the quality of apprenticeship training arrangements from all actors through an online quality system (SOPIMUSPRO). The apprenticeship trainee can also respond to a national online quality assurance questionnaire (AIPAL) at the beginning and end of the training.

High-quality Guidance, Support and Mentoring of Apprentices/Trainees

A critical success factor for both apprenticeship and traineeship programmes is the provision of adequate support, guidance and mentoring to the young participants, both at the workplace and at the sending organisation (educational institution, PES, etc.), as seen for example in AT, CY, CZ, DE, DK, EL, FI, FR, HU, NL, MT, SE, UK. Although such 'dual' supervision is common in apprenticeships and traineeships associated with educational programmes, it is less common in some programmes linked to ALMPs. Yet the provision of such support for the duration of the placement is critical both for the successful completion and reduction of drop-out risks as well as the monitoring and quality assurance of the proper implementation of the learning plan and the apprenticeship/traineeship agreement.

For example, among the key success factors of the Denmark's Basic Vocational Education (*Erhvervsgrunduddannelser - EGU*) are effective support and mentoring of the apprentice together with an individualised approach towards his/her learning needs and abilities. Likewise, the provision of mentoring is critical for both Slovenia's On-the-Job Training scheme (*Usposabljanjenadelovnemestu*)

and Bulgaria's New Beginning - From Education to Employment (*Новоначалото образование към заетост*) as well as Cyprus's Accelerated Initial Training programmes (*Ταχύρρυθμα Προγράμματα Αρχικής Κατάρτισης*). Mentoring also contributes to the effectiveness of Hungary's 'Against the Stream' (*Árralszemben*) ALMP-programme.

Linked to this is the need for the company-based supervisor and/or trainer to be both adequately trained and supported in the task of overseeing and guiding the practical training and acquisition of work experience of apprentices/trainees at the workplace. In most apprenticeships and many traineeships associated with educational programmes, there is a formal requirement that the company-based trainer not only be an experienced worker with a specified number of years of previous work experience in the relevant area, but also hold a 'train the trainer' qualification. In a similar vein, in a number of programmes involving apprenticeships and educational traineeships, it is stipulated how many apprentices/trainees that can be assigned to a supervisor and/or trainer.

A different but crucial type of guidance relates to the vocational orientation offered to young people at either the educational institution or PES. Such career guidance offered at the interface between compulsory and further education/schooling plays a particularly important role in providing young people with impartial and quality information about career choices, including employment prospects associated with VET in general and apprenticeships/traineeships in particular. In a number of Member States, the provision of quality career guidance also contributes to addressing the issue of gender segregation which is quite prevalent in some types of apprenticeships (and traineeships) which attract predominantly male participants. Finally, in a growing number of Member States, career guidance combined with intensive and personalized support is targeted at young people at risk of exclusion, early school leavers, NEETs, etc., with the aim of (re-engaging) them in education through VET.

Austria: Dual Apprenticeship in Company and School (*Lehre*)

The Austrian *Lehre* aims to provide vocational qualifications at ISCED-level 3B, and to prepare young people for employment by integrating them early into the work process on the basis of a well-structured learning pathway. It is a very effective instrument in facilitating STW transitions, with 76% of dual apprenticeship graduates securing employment within 3 months of graduation. The apprentice spends 80% of training time at the workplace, with the remaining 20% at a vocational school and he/she is supported in both by specifically assigned staff. The company-based IVET trainer is responsible for planning and providing the apprenticeship-related training as well as supporting the apprentice(s). It is widely accepted that the success of company-based apprenticeship training is mainly determined by the trainer's professional competence and pedagogical (teaching) skills. To this end, the IVET trainer's work requires the relevant professional qualifications and experience, but also proof of knowledge and skills related to vocational pedagogy and law. As a result, candidates have to either take the IVET trainer examination, (which is one module of the master craftsperson examination), or successfully complete a 40-hour trainer course with a vocationally-specific interview. A sufficient number of professionally and pedagogically qualified trainers must be available in the company taking on apprentices. Teaching staff who teach and support apprentices at the vocational school must also be properly qualified and have three years of professional practice.

Appropriate Matching of Apprentice/Trainee to Host Organisation (Company)

Key to achieving a successful employment outcome at the end of the apprenticeship/traineeship, and in ensuring high completion rates on the programme, is the match between the apprentice/trainee and their work placement host, as seen in BE, BG, CZ, DK, EE, EL, HU, IE, LU, NL, SE, UK. An appropriate match can increase the likelihood of the apprentice/trainee securing employment with the employer; similarly, employers can use the work practice period to screen the potential employee. For the apprentice/trainee a suitable placement can help improve their self confidence, enable them to identify a job which is commensurate with their abilities and obtain a realistic job preview allowing them to make a more

informed career decision, and help to keep them close to the relevant labour market, enabling them to build relevant contacts and networks. The provision of dedicated offices/roles tasked with supporting and ensuring appropriate matching of apprentices/trainees to host organisations can also help ensure participants and employers capitalise on each placement; for example, in Greece, offices in EPAS vocational schools have this task in order to increase the likelihood of employment upon completion.

Some countries also vet companies on the basis of their relevance to the trainees' study curricula in an effort to achieve the best match between trainees and the host organisation (EL) or, in the case of Luxembourg, where legislation restricts the Employment Initiation Contract (CIE) to enterprises that can offer a genuine opportunity at the end of the contract. A good match will also increase the likelihood of the employer offering placement opportunities again in future and helps engage the employer; for example, in the UK, a strength of the Future Jobs Fund was that it engaged employers to the extent that 'many became more likely to employ an unemployed young person or engage with other Welfare to Work programmes'.⁴³ Transparency in the recruitment process is also key to achieving a suitable match between the candidate and the work placement (i.e. BG, EL), ensuring clearly defined requirements for each placement. The UK provides an example of measures introduced to assist the matching between the programme participant and host through the National Apprenticeship Service (NAS) which offers an online vacancy matching service and the Graduate Talent Pool which aims to reduce questionable recruitment practices, by providing a matching service between interns and employers with internship vacancies.

Estonia: Scheme for Work Practice in Companies (*Töötukassa*)

This scheme helps unemployed people (of all ages) gain practical work experience and enables them to acquire work-related knowledge and skills in a host organisation in order to improve their employability. This type of work practice scheme has been found to be particularly effective in increasing the employability of the unemployed, with over half of participants finding employment six months after completion and 70% of participants being retained by their host organisation. Key to the success of the scheme is the careful matching of the trainee to the host company, which helps boost retention at the end of the programme. The delivery of the work experience is also tightly controlled through a contract between *Töötukassa* and the host organisation which specifies all aspects of the placement including content and duration. The trainee is also closely supervised and is required to produce a work placement diary in which all activities are recorded. As a consequence, the quality and learning content of the placement can be monitored more effectively. The scheme has also been found to be very cost effective, yielding €3 for society for every €1 invested in the scheme.

Combination of Theoretical, School-Based Training with Practical Work-Related Experience

The provision of structured, blended learning, including school-based and on-site, work-based learning is a common factor in the programmes achieving good employment outcomes, as seen for example in AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FR, IE, IT, LV, NL, PL, PT, UK. Enabling an apprentice/trainee to achieve qualifications based on practical knowledge and skills will offer a quicker return to the employer.⁴⁴ A key element of the on-the-job phase is the design and implementation of programmes which identify the *individual* training needs of each participant and their learning goals and outcomes, e.g. BE, CY, DK, EE, EL, FI, FR, IT, LU. Where these learning plans recognise previous work experience and education, there is often a better match between the on-the-job learning and participant skills needs (FI). The tailoring of the programme delivery to meet the needs of individuals becomes a higher priority when the focus is particularly on assisting NEETs to make the transition into employment, e.g. AT, BE, CY, DE, DK, ES, FR, LT, LU, NL, SE, SI.

⁴³ Fishwick, T., Lane, P., Gardiner, L., (2011). *Future Jobs Fund - An Independent National Evaluation*, Centre for Economic and Social Inclusion (CESI), July

⁴⁴ National Audit Office/NAO, (2012). *Adult Apprenticeships*, February

The on-the-job learning phase requires clear objectives in line with the learning and skills requirements. Where participants are able to engage in structured, meaningful and genuine work activities in this phase (PL, LV), positive employment outcomes are often achieved. The recording of work activities through a learner diary for the duration of the work placement also ensures that learning is closely linked to the learners' development needs (i.e. university students in Greece undertaking practical work experience placements use a 'Traineeship Diary' (*Imerologio Praktikis Askisis*) and in Estonia trainees keep a diary for content and quality monitoring). The length of the practical work-related experience varies widely across the different programmes (normally less than 50% in traineeships). The shorter the duration of the on-the-job phase, the greater the necessity for clear objectives and genuine work related tasks to be provided within the placement to ensure the participant obtains the required competences in the set timeframe.

Italy: Traineeships within Initial Vocational Training (*Formazione Professionale Iniziale, FPI*)

These traineeships, aimed at young people aged 14 to 17 years, combine school-based training with practical experience, within a workplace. The traineeships allow young people to fulfil a dual obligation to stay in education until age 16 and acquire a qualification by age 18. The scheme is considered to be particularly effective for young people at risk of dropping out of school or training courses. The young people who have enrolled view the experience positively and as a result show a propensity to continue in training and/or study. Participants qualifying in the academic year 2006/2007 achieved strong employment outcomes: one year after completion some 70% of students from training agencies and 50% of students from schools were employed; and after two years these proportions rose to 85% and 78% respectively. Key to the success of the scheme is the blend between school-based training and work experience (particularly in the private sector) that is viewed as valuable for securing stable employment. The strong mix of school-based training and practical work-based experience is one of the main success factors of these traineeships.

Existence of an Apprenticeship/Traineeship Agreement

In order to ensure the delivery of quality placements, the existence of an apprenticeship/traineeship agreement has been shown to be an important factor in both apprenticeship and most traineeship programmes. This agreement delineates roles and responsibilities of all parties and specifies apprentice/trainee terms and conditions. It is generally crucial for the successful achievement of the programme's aims and the protection of the parties involved, especially the young participant (e.g. AT, BE, BG, CY, CZ, DE, EE, EL, ES, FR, IE, IT, LU, MT, NL, PT, UK). Commonly, the programmes with positive employment outcomes across the Member States had such agreements in place. An apprenticeship/traineeship agreement explicitly states elements such as the aims of the placement, its content and duration, the responsibilities and obligations of the parties involved, the status of the trainee and any remuneration or social security contributions.

These training agreements are typically signed between the employer, the VET school and the learner. They ensure that the parties involved are not exploited and that there is clarity around their obligations. It is also important that the training contracts do not place unnecessary burdens upon the employer in order to maintain their engagement and the supply of placements. Training agreements may also include provisions for quality assurance, compliance checking or monitoring of the placements to ensure the objectives of the placement are being achieved in line with the learner's and employer's requirements and the rules of the scheme.

In general, apprenticeship agreements are widely used (and in many cases required by law), while the use of traineeship agreements vary and is more common for those placements which are integrated into (academic or vocational) educational programmes and ALMPs.

Ireland: JobBridge

JobBridge provides jobseekers with a 6 to 9 month work experience opportunity. It is particularly targeted at the younger short-term unemployed, especially recent leavers from education. It aims to foster stronger links to the labour market and enhance participant's skills and competencies through internship. The scheme has positive outcomes in terms of employment progression, with 52% of JobBridge interns securing employment after finishing their internship. Almost three-quarters of interns have been satisfied with their placement and over 90% of host organisations have been satisfied with the scheme.⁴⁵ The host organisation (supervisor) and the intern must both sign a Standard Internship Agreement before commencing on the scheme. The host organisation must complete a monthly compliance check which verifies the attendance of the intern and that the internship is being delivered in accordance with the Standard Agreement. The Agreement sets out the terms and conditions of the intern including their duties and responsibilities, the placement duration, hours of work, leave arrangements, notice period, legal requirements, and the support and management arrangements for the intern.

Certification of Acquired Knowledge, Skills and Competences

In blended learning programmes, where learners spend time in a school/college/training provider in addition to the workplace, a key factor contributing to a positive employment outcome is the accreditation of the knowledge and skills obtained in both the on-the-job and off-the-job phases of training, as seen in AT, BE, DE, DK, ES, FI, FR, NL, PL, PT, SK, UK. As a rule this certification exists for apprenticeships, whereas formal accreditation of the successful completion of a traineeship is less common. Upon completion of the traineeship, the trainee should be awarded a certificate stating:

- The duration and learning content of the placement;
- The tasks and activities undertaken by the trainee;
- The knowledge, skills and competences acquired.

In dual systems such as in Austria and Germany, the assessment processes are adaptable to the requirements of the industry and demonstration of the required vocational competencies. Certification also typically results in the provision of skilled worker status. Certification of knowledge is also the driving force of the Redundant Apprentice Placement Scheme (RAPS) in Ireland. This scheme provides redundant apprentices with the opportunity to complete the on-the-job phase of their apprenticeship in order to achieve the requirements to successfully progress to the next off-the-job phase or to complete their apprenticeship and obtain certification of the knowledge acquired. Both the more rigid approach in Germany and Austria, and the modular approach in Ireland, have been shown to have successful results.

In several cases, it has been observed that it is important for assessment/examination to be conducted externally in order to guarantee objectivity, be appropriate to the occupation and to not wholly dictate the training delivered within the firm.

Accreditation of skills acquired does not necessarily have to involve a formal qualification. For example, in the Second Chance Schools in France, the focus is on acquiring a certified portfolio of competences and skills in the workplace rather than a focus on gaining a nationally recognised qualification.

⁴⁵ Indecon, (2013). *Evaluation of JobBridge*. Final Evaluation Report. Indecon, April

Denmark: Dual Apprenticeship System

The Danish dual apprenticeship is widely considered very effective in facilitating STW transitions, with apprenticeship graduates being typically the first to be hired, even before university graduates who have not gained practical experience on the labour market. It is also characterised by a high completion rate of about 70%. A number of factors contribute to its success, including strong social partner involvement, close links between education and business and rigorous certification procedures which lead nationally recognised qualification. The final assessment in the Apprenticeship system is undertaken through a mixture of a school-based exam, a journeyman's exam (*svendep prøve*) - the final examination of vocational education programmes carried out by Trade Committees⁴⁶ - or a combination of both. The use of both assessment methods is most common and focuses on both practical projects and theoretical knowledge. External examiners, appointed by the local trade committees, conduct the assessment. On passing the journeyman examination, the learner achieves the qualification and skilled worker status.

Tailored and Flexible Approaches to the Needs of Vulnerable Young People

Our review identified a clear trend to a growing number of programmes which are explicitly aimed at young people at risk of social and labour market exclusion, as seen in AT, BE, BG, CY, DE, DK, EE, ES, FI, FR, HU, IE, IT, LT, LU, MT, SE, SI, SK, UK. In the face of tightening public finances, ALMP-linked traineeship programmes targeted at graduates are being phased out in a number of Member States, while there is a concerted effort to focus on vulnerable young people, including early school leavers and NEETs. The specific requirements of this target group have led to the development of innovative schemes, innovating in particular in terms of pedagogical methods, flexibility of curricula, individualization of learning pathways, partnerships with key stakeholders, funding mechanisms, and even training environments.

For example, in France, the Second Chance Schools (*Ecoles de la Deuxième Chance*) target unemployed young people who have dropped out of school or who have left the education system with no qualifications make the transition into employment or training. The schools have achieved positive labour market outcomes and high completion rates, with 58% of participants finding employment or entering training immediately upon completion (of which 34% immediately obtained an employment contract). This is a particularly strong outcome considering the disadvantages faced by the participants. The scheme offers a high degree of flexibility and individualisation for its participants and there is a focus on acquiring skills and competences rather than gaining new qualifications. There are strong partnerships between the schools and the private sector. At present, there are more than one hundred Second Chance Schools helping over 13,000 students in France.⁴⁷

Similarly, in Lithuania, the Productive Learning Pilot (*Produktyvusismokymas*) aims to help young people who lack motivation, have learning difficulties and who are at risk of early school leaving, remain in education through offering them personalised learning programmes which combine academic/theoretical learning (60–78%) and practical work experience (22–40%) in their area of interest. To date, some 34 participants have been involved in the pilot project, implemented within one mainstream school and two youth schools. It is implemented at lower secondary education level (ISCED 2) and targets young people aged 15–16. The scheme is being implemented across a wide range of industry areas depending on the school, local employment context and availability of interested employers. The social partners have been significantly involved in the pilot phase and their role is crucial in ensuring placement availability and the success of the programme.

⁴⁶ See http://eu.trainerguide.eu/Portals/default/share/docs/Module9/DK_final_exam.pdf

⁴⁷ See <http://www.reseau-e2c.fr/zoom/2586-donnees-2012-et-perspectives.html>

Other examples of such new pilot schemes include the following:

Table 3.1 Examples of Pilot Schemes for Tailored and Flexible Approaches to the Needs of Vulnerable Young People

Country	Name of Programme	Overview of Programme
Bulgaria	Development of Professional Education and Training in Cooperation with Employers	This new programme aims to update professional education and training through 'educational parks' involving the relevant policy authorities, training providers and employers. These 'parks' are located on the premises of educational/training facilities and provide specific training as required by employers. The programme aims to engage local employers in providing professional/vocational education by adapting the educational/apprenticeship process to their specific requirements. It also aims to update the skills of students and teachers in alignment with employer requirements. Employers have been involved in the implementation of this programme and their involvement has been key to achieving a match between skill supply and demand at local level.
Ireland	Redundant Apprentice Placement Scheme (RAPS)	The RAPS is a revision of the previous 'Employer Based Redundant Apprenticeship Rotation Scheme', which was announced in 2008. The current scheme, which began in 2011, is aimed at redundant apprentices, providing them with an opportunity to complete the on-the-job phase of their apprenticeship in order to progress to the next off-the-job phase or to complete their apprenticeship. As a result of the success in enabling redundant apprentices to complete their apprenticeship in 2011/12, the target group of eligible redundant apprentices has significantly reduced. Over 60% of participants have gained employment, mostly in their own apprenticeship trade, either in Ireland or abroad and one in three redundant apprentices found a job in Ireland.
Slovenia	Project Learning for Young Adults (PLYA)	This programme helps young people (15 to 25 years) who are at risk of social and labour market exclusion and who face multiple disadvantages. The programme encourages a return to education or employment in order for participants to acquire sufficient experience, knowledge and skills to successfully resume education or enter a vocational career. Whilst the scheme has relatively low numbers of participants, it is considered extremely important for increasing the motivation and self-esteem of participants and, in 2007, it was awarded the European Regional Social Policy Champion Award. Some 64% of young participants return to education as a result of participation. The programme has also been found to have long term effects on social integration. The programme's flexibility, use of mentors and its suitability for the target population have ensured its ongoing success.
Greece	Cheque/Voucher for the Entrance of Unemployed Young People to the Labour Market according to their Formal Skills	This new ESF-supported programme, planned for the period 2013-2015, offers an integrated set of interventions aimed at facilitating the labour market entry of unemployed young people in Greece through offering a training programme, combined with mentoring, of up to 100 hours and a five month work placement in a private sector company. Some 86% of this placement (500 hours) is spent in the workplace, with the remaining 14% (80 hours) involving theoretical training. An employer subsidy is offered to cover all non-wage costs if this work experience is converted into an employment contract lasting at least one year.

4.0 Summary Country Fiches

This section comprises 27 Summary Country Fiches which present the main representative apprenticeship and traineeship programmes in each Member State. The Country Fiches provide a brief overview of these programmes and their effectiveness, especially in terms of employment outcomes and key success factors. More detailed quantitative data on these programmes can be found in the Technical Annex.

The selection of the apprenticeship and traineeship programmes reviewed as part of this study:

- Is based on those included in the two EU-wide studies on apprenticeship supply⁴⁸ and traineeship arrangements⁴⁹ which were published by the European Commission in May 2012;
- Covers schemes which have been in operation in a particular Member State in the period 2007-2012, including where possible those which started in early 2013;
- Includes programmes funded by a variety of other sources, including ESF; and
- For which relevant data, including quantitative data and evaluation results about their effectiveness in terms of employment outcomes is available⁵⁰.

In terms of methodology, it is important to note that the classification of schemes in the following country fiches is based on the definitions outlined in chapter 2. However, in the case of school-based IVET schemes with (increasingly) short periods of practical training, the classification is not always clear cut. Most of our country experts classified such short periods of practical training as "traineeships" within school-based IVET. However, depending on the country situation, some also classified the entire IVET cycle as "apprenticeship-type scheme"⁵¹.

⁴⁸ European Commission, (2012). *Apprenticeship Supply in the Member States of the European Union*, Report prepared by IKEI Research & Consultancy for DG EMPL, <http://ec.europa.eu/social/BlobServlet?docId=7717&langId=en>

⁴⁹ European Commission, (2012). *Study on a Comprehensive Overview on Traineeship Arrangements in Member States*, Report prepared by IES, IRS and BIBB for DG EMPL, <http://ec.europa.eu/social/main.jsp?catId=738&langId=en>

⁵⁰ Please note that "d.n.a." has been inserted to indicate where data is not available.

⁵¹ CZ, LT, PL, SI

4.1 Summary Country Fiche: Austria

Table 1: Overview of Apprenticeship-Type Schemes in Austria

Name of Scheme	Overview	Effectiveness
Dual Apprenticeship in Company and School (Lehre)	<p>Objectives: To provide vocational qualifications at ISCED-level 3B, and to prepare young people for professional employment by integrating them into work processes.</p> <p>Length of apprenticeship: 24-48 months (depending on professional sector, most apprenticeships have a duration of 36 months). 80 % workplace learning, 20 % school education.</p> <p>Duration of scheme: Ongoing as part of apprenticeship system.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: Total expenses for vocational school in the dual apprenticeship system: € 580m. Public funding: €5,600 per apprenticeship placement. Financial resources of the school-based part of apprenticeship training are covered by the provinces. 50% of the costs for teaching staff are subsidized by the federal government.</p> <p>No. of placements funded: 140,000 (2009/10) (this includes IBA and ÜBA: 2011/12: 12,000 ÜBA, 2,000 IBA).</p>	<p>Overall effectiveness: Effective instrument to facilitate the school-to-work-transition, with 76 % of dual apprenticeship graduate obtaining employment within 3 months of graduation.</p> <p>Effectiveness: employment outcomes: Employment status 18 months after graduation (graduate cohort 2008/09): 5% enrolled in education; and 75.8% in employment.</p> <p>Cost effectiveness: Public funding: €5,600 per apprenticeship.</p> <p>Key success factors of scheme: i) Strong work-place learning; ii) Apprenticeship works as a recruitment instrument and eases the school-to-work transition; iii) Apprenticeship supply is driven by actual labour market need; iv) Consideration of employers' needs in the development of curricula.</p>
Supra-Company Training Centre (Überbetriebliche Ausbildung [ÜBA])	<p>Objectives: To offer an apprenticeship to young people who can not find a company based apprenticeship or a place in a secondary school. The offer provides a training guarantee to all young people.</p> <p>Length of apprenticeship: 24-48 months (most last 36 months). 80 % work-place learning in a in a training centre which is financed by the Public Employment Service (AMS), 20% school education. ÜBA 1: full apprenticeship is spent with a training centre including internships in companies. ÜBA 2: co-operation with training companies based on short-term apprentice contracts.</p> <p>Duration of scheme: Ongoing programme that started in 2008.</p> <p>Scale: National</p> <p>Type of measure: Active labour market policy</p> <p>Nature of measure: Unilateral</p> <p>Total amount and source of funding: Public funding: €14,000 per apprenticeship placement; total: €149 million.</p> <p>No. of placements funded: 12,000 placements (2011/12).</p>	<p>Overall effectiveness: Generally, the measure is accepted as an appropriate means to overcome apprenticeship shortages. There is apprehension that the measure substitutes regular apprenticeships.</p> <p>Effectiveness: employment outcomes:</p> <p>Cost effectiveness: €14,000 cost per placement.</p> <p>Key success factors of scheme: i) Selection of apprenticeship trades offered at a supra-company training centre is the result of a planning and management process from different actors: Public Employment Service Austria, social partners and supporting institutions; ii) Career guidance and coaching is a part of ÜBA: young people are informed about existing in-company curricula and apprenticeship posts.</p>

Name of Scheme	Overview	Effectiveness
Integrative VET (Integrative Berufsausbildung [IBA])	<p>Objectives: Goal is to provide a VET qualification to disadvantaged young people and integrate them into working life.</p> <p>Length of apprenticeship: Length depends on the chosen path (varies between 12 to 36 months):</p> <ul style="list-style-type: none"> • Path 1: Extension of a regular vocational training by 12 to 24 months to meet the special need of the apprentices • Path 2: Apprentices acquire a partial vocational education degree that has a duration of 12 to 36 months <p>80 % work-place learning in a training centre which is financed by the Public Employment Service (AMS) or in a company, 20% school education.</p> <p>Duration of scheme: Ongoing programme that started in 2003.</p> <p>Scale: National</p> <p>Nature of measure: Unilateral</p> <p>Total amount and source of funding: Funded by Public Employment Service (AMS) and others. Financial resources of the school-based part of apprenticeship training are covered by the provinces. 50% of the costs for teaching staff are subsidized by the federal government.</p> <p>No. of placements funded: 5,740 placements (2012), of which 1,500 did a partial qualification and 4,237 a programme with extended length. 2,220 were based in a training entity and 3,521 in a company.</p>	<p>Overall effectiveness: In general the programme is regarded appropriate to the target group. The company-based programme is more effective than the training centre-based.</p> <p>Effectiveness: employment outcomes: depending on the nature of the individual arrangement. One month after programme 76% of company based programme in employment, 20% of training centre based.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Mainly targets young people with special support needs at the end of compulsory school, for young people without a lower secondary school qualification, as well as for young people who cannot complete an apprenticeship training programme without special support; ii) Programme is legally anchored in 2003 Berufsausbildungsgesetz (BAG; Vocational Training Act); iii) Variable options - 'extended apprenticeship' allows an extension of the apprenticeship by a maximum of one year (in exceptional cases by two years) or 'partial qualification' within a training period of one to three years that allows partial qualification for one or several apprenticeship occupations; and iv) support is provided to apprentices and employers before and during the apprenticeship.</p>

Table 2: Overview of Traineeship Schemes in Austria

Name of Scheme	Overview	Effectiveness
Traineeship as Part of Higher Level or Middle Level VET Education (Ferialpraktikum)	<p>Objectives: To provide an opportunity to acquire practical experience.</p> <p>Length of traineeship: Between four weeks up to a few months during summer holidays or before the commencement of a vocational education programme (see below).</p> <p>Duration of scheme: 4 weeks to 8 months, typically 4-8 weeks.</p> <p>Scale: National</p> <p>Nature of measure: Possibility to gain practical experience</p> <p>Total amount and source of funding:</p>	<p>Overall effectiveness: d.n.a.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Provides an opportunity to gain a first work experience; (ii) Allows a 'taster' of a profession/sector before beginning a vocational course.</p>

Name of Scheme	Overview	Effectiveness
	No. of placements funded: 134,600 participants in 2009/10, based on the number of young people enrolled in VET schools/colleges.	
School-Based Vocational Education (Higher Level) (Berufsbildende Höhere Schule [BHS])	Objectives: To provide vocational qualifications at ISCED-level 4A and to offer access to higher education professional employment. Length of programme: 60 months including 10% work-place learning, 90% school education. Duration of scheme: Ongoing as part of vocational education system. Scale: National Nature of measure: Unilateral (government) Total amount and source of funding: Total funding for BMS and BHS in 2011 was €2,100m. Public funding: €8,600 per student. No. of placements funded: 138,000 placements in 2009/10. 25% of young people choose a BHS.	Overall effectiveness: Effective in facilitating the transition into tertiary education. BHS is not as successful as the dual apprenticeship ("Lehre") in integrating young people into the labour market: (66% v. 76% in employment within 3 months). However, there Little work-place learning; dropouts of BHS (even if terminating just before graduation) have difficulties to get into another scheme without starting from the beginning. Effectiveness: employment outcomes: Employment status 18 months after graduation (graduate cohort 2008/09): 50% enrolled in education; and 41.1% in employment. Cost effectiveness: Cost per placement from public funding: €8,600. Key success factors of scheme: i) Young people can acquire a vocational education degree and a secondary education degree at the same time; ii) Some content can be recognised in the Universities of Applied Sciences.
School-Based Vocational Education (Middle Level) (Berufsbildende Mittlere Schule [BMS])	Objectives: To provide vocational qualifications at ISCED-level 3B, to give access to higher education, and to prepare young people for professional employment. Length of traineeship: 12-48 months (depending on the professional sector). 10% of learning in the workplace learning, 90% in school. Duration of scheme: Ongoing as part of apprenticeship system. Scale: National Nature of measure: Unilateral (government) Total amount and source of funding: Total funding for BMS and BHS in 2011 was €2,100m. • Public funding: €8,601 per student. No. of placements funded: 80,000 placements in 2009/10. 13% of young people choose a BMS.	Overall effectiveness: Effective in facilitating the transition into employment (however, less effective than "Lehre"). Not as successful in facilitating the transition from school to work as the "Lehre": (68% v. 76% in employment within 3 months). Effectiveness: employment outcomes: Employment status 18 months after graduation (graduate cohort 2008/09): 31.3% enrolled in education; and 54.5% in employment. Cost effectiveness: Cost per placement for public funding: is €8,600. Key success factors of scheme: Covers niche occupations in which no company-based training is offered.
Short-Term Work Placements (Schnupperlehre)	Objectives: To provide a short-term traineeship with a professional orientation. Length of traineeship: One week or less. Duration of scheme: Ongoing Scale: National Total amount and source of funding: d.n.a	Overall effectiveness: Highly effective in allowing young people to gain an initial insight into the world of work. Not designed to be true training or career guidance tool. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a Key success factors of scheme: i) Allows an initial insight into a

Name of Scheme	Overview	Effectiveness
	No. of placements funded: d.n.a	particular profession; ii) Companies most likely to allow these courses are listed nationally; iii) Voluntary and usually targets 14 to 18 year old pupils on compulsory and secondary school level.
Court Year (Gerichtsjahr)	Objectives: To provide practical experience in judicial work to law graduates Length of traineeship: 12 months including court-based practice (practice was reduced recently to 5 months, 2011). Duration of scheme: Ongoing Scale: National Total amount and source of funding: Funded by Federal government. Remuneration of 1035 € /trainee/month. No. of placements funded: 1200 on average per year.	Overall effectiveness: Highly effective in allowing transfer from academia to legal practice. Effectiveness: employment outcomes: Court year is integral in moving from legal training to the legal profession so key outcome is the possibility to work in classical legal professions. Cost effectiveness: d.n.a Key success factors of scheme: i) It takes place at a court and consists of assistant work for a judge; ii) Subject to detailed regulation by federal or state law.
Teacher Training (Unterrichtspraktikum [formerly: Turnus])	Objectives: To provide practical teaching experience at a secondary school. Length of traineeship: 12 months Duration of scheme: Ongoing Scale: National Total amount and source of funding: Federal government provides funding for the places. No. of placements funded: d.n.a	Overall effectiveness: Highly effective in allowing transfer from academia to teaching practice. Effectiveness: employment outcomes: Mandatory for graduates who are set to become teachers at secondary schools, therefore high degree of employment afterwards. Cost effectiveness: d.n.a Key success factors of scheme: Practical experience within controlled school environment for future teachers.
Traineeships for Graduates of Medical Studies (Praktische Allgemeinärztliche und Fachärztliche Ausbildung, Turnusarzt)	Objectives: To provide practical experience for medical school graduates. Length of traineeship: 36 months Duration of scheme: Ongoing. Scale: National Total amount and source of funding: No. of placements funded: In 2011 there were 6,980 doctors-in-training.	Overall effectiveness: Highly effective. Effectiveness: employment outcomes: Statutory part of medical training so clear employment route. Cost effectiveness: d.n.a Key success factors of scheme: Obligatory part of training for medical professions.

4.2 Summary Country Fiche: Belgium

Table 1: Overview of Apprenticeship-Type Schemes in Belgium

Name of Scheme	Overview of Scheme	Effectiveness
Apprenticeship Contract for Lifelong Learning in SMEs (Le contrat d'apprentissage dans le cadre de la formation permanente pour les Classes moyennes et les PME (IFAPME/ EFPME) / De leerovereenkomst in het kader van de leertijd (Syntra)	Objectives: Development of practical and theoretical skills relevant to industry, leading to formal qualification equivalent to ISCED 2 or ISCED 3. Length of apprenticeship: 12 to 36 months Duration of scheme: Ongoing Scale: National Type of initiative: Public and private Nature of measure: Bipartite Level/source of funding: Regional funds: €7,343,000 (2012). A government bonus of €500/€750 is sometimes awarded. No. of placements funded: 3,440 (1/2/2012)	Overall effectiveness: d.n.a. Effectiveness: The programme is highly effective in terms of school-to-work transitions. According to the most recent survey published in 2010, in the year 2007-2008 84.3% apprenticeship graduates found a job within a year. However, the number of apprentices on this programme (and in IVET more generally) has been decreasing over the past few years. Cost effectiveness: d.n.a. Key success factors of scheme: (i) The certification process is linked to successfully completing apprenticeships; (ii) The ongoing cooperation and commitment of employers ensures access to necessary jobs.
Part-time Employment Contract for Alternating Training (Le contrat de travail à temps partiel (dans le cadre d'une formation en alternance) / De deeltijdse arbeidsovereenkomst (in een alternerende opleiding)	Objectives: Education programme for young people still at compulsory school age (i.e. under 18 years old). Length of apprenticeship: Most contracts last for 24 months. Duration of scheme: Ongoing until 2014 Scale: National Type of initiative: public and private Nature of measure: Bipartite Level/source of funding: ESF and Regional funds: €220,000 (2011-2012) No. of placements funded: 2,070 (201-2012); 1,560 (currently)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: 25% of youngsters secure employment. Cost effectiveness: d.n.a. Key success factors of scheme: A high proportion of those completing the course chose to pursue additional training, indicating a successful balance between the amount of training and work within the programme.
Industrial Apprenticeship Contract (Federal Programme) (Le contrat d'apprentissage d'une profession salariée (CAI) / De werknemersleerovereenkomst)	Objectives: It is a full-time VET course that consists of two elements. Theoretical training is provided in a training centre, and practical training takes place in an enterprise. Length of apprenticeship: 6 months (minimum duration of the contract) Duration of scheme: d.n.a. Scale: National Type of initiative: Public and private Nature of measure: d.n.a. Level/source of funding: d.n.a. No. of placements funded: d.n.a.	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Certification process is linked to the successful completion of apprenticeships; (ii) The cooperation of employers is key as they provide the necessary jobs.

Table 2: Overview of Traineeship Programmes in Belgium

Name of Scheme	Overview of Scheme	Effectiveness
Individual Company-Based Training Contract (Individuele beroepsopleiding in de onderneming) (Flemish Region)	Objectives: To provide job seekers with practical training and relevant work experience. Length of traineeship: 1 to 6 months, for specific target groups, can be extended to a maximum of 12 months. Duration of scheme: Since the 1970s - ongoing Scale: Regional Type of initiative: Public Nature of measure: Bipartite Level/source of funding: Regional funds and national funds No. of placements funded: 11, 880 (2012)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: Employers making use of the programme are obliged to offer participants an open-ended contract that has to be in force at least for a period equal to the duration of the contract. Therefore, after completion of the scheme, all trainees should be in work.
Integration Training Plan (Le Plan Formation Insertion - PFI)	Objectives: To train the unemployed and help them develop high-level practical skills. Length of traineeship: 4 to 26/52 weeks Duration of scheme: d.n.a. Scale: Regional Type of initiative: Public Nature of measure: d.n.a. Level/source of funding: d.n.a. No. of placements funded: 8,460	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. However, upon completion the company has to hire the former trainee for at least as long as the duration of the placement. Cost effectiveness: d.n.a. Key success factors of scheme: (i) The employer is required to retain the trainee upon completion of traineeship for the same period of time as that of the placement.
Bridging Project (Flemish Community) (Brugproject)	Objectives: Provision of guided practical training, together with technical training. Length of traineeship: Maximum of 10 months and 20 hours per week. Duration of scheme: Ongoing until 2014 Scale: regional Type of initiative: Public and private Nature of measure: Bipartite Level/source of funding: ESF and regional funds: €4,353,000 (2011-2012) No. of placements funded: 2,210 (2012); 850 (currently)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: 25% of participants secure employment. Cost effectiveness: d.n.a. Key success factors of scheme: (i) The scheme involves a variety of non-traditional businesses such as co-operatives, public or social welfare centres and local authorities; (ii) The scheme addresses the needs of young people who require more structured and individualised assistance than others.

Name of Scheme	Overview of Scheme	Effectiveness
Preliminary Trajectories (Flemish Community) (Voortrajecten)	Objectives: Local authorities and non-profit organisations employ youngsters alongside two days of school time per week. Length of traineeship: Maximum duration of 26 weeks Duration of scheme: Ongoing to 2014 Scale: Regional Type of initiative: Public and private Nature of measure: Bipartite Level/source of funding: ESF and Regional funds: €2,551,000 (2011-2012) No. of placements funded: 2,010 (2011-2012); 730 (currently)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: 25% of participants get a secure employment. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Participants are chosen from regular student pools through a robust screening method; (ii) The programme uses a module structure that allows for individualised learning.
Werk@teliers (Flemish Region)	Objectives: To help young unemployed people effectively address barriers relating to their labour market and career prospects. Length of traineeship: 3 to 6 months Duration of scheme: 2010 to 2013 Scale: Regional Type of initiative: d.n.a. Nature of measure: d.n.a. Level/source of funding: €240,000 No. of placements funded: 810	Overall effectiveness: The target was 2,000 participants in 2 years. However, this target was not reached and by October 2011, 813 were referred to partner institutions. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: Young people are forced to collaborate in project development exercised, therefore equipping them for the workplace in a different manner to traditional training/work activities.
WIJ!-projects (Successor of the Work@teliers) (Flemish Region)	Objectives: To help young unemployed/unqualified school leavers address barriers relating to their labour market and career prospects. A special program offering training on the job and special guidance to those youngsters (WIJ – werkinleving voor jongeren) exists in 13 large cities. Length of traineeship: 3 to 6 months Duration of scheme: Began in February/March 2013; ongoing until 2014 Scale: Regional Type of initiative: Public Nature of measure: d.n.a. Level/source of funding: Regional funds and ESF No. of placements funded: d.n.a.	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of the scheme: i) A guarantee on qualification or job experience for the most vulnerable group; (ii) A solid cooperation between different actors

4.3 Summary Country Fiche: Bulgaria

Table 1: Overview of Apprenticeship-Type Schemes in Bulgaria

Name of Scheme	Overview of Scheme	Effectiveness
Framework Programme C for Vocational Education (FWP-C) (Рамкова Програма В)	<p>Objectives: To regulate the terms and procedures for simultaneous acquisition of a general secondary education and a second or third degree of vocational qualification.</p> <p>Length of apprenticeship: Varies depending on qualification level/degree. Ranges between 3 and 14 months.</p> <p>Duration: Since 2004 - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Bipartite</p> <p>Level/Source of funding: Decentralised funding system. Possibility to use ESF co-funding in a number of programmes.</p> <p>No of placements funded: 40,290 (2011/2012) in the 3rd degree of professional qualification only.</p>	<p>Overall effectiveness: FWP-C is by far the most popular VET programme and attracts the largest number of participants.</p> <p>Effectiveness: employment outcomes: d.n.a. However, labour market statistics show that the average school-to-work transition time of jobseekers with vocational education is 5.4 months.</p> <p>Cost effectiveness: d.n.a. Estimated cost per placement: Annual funding per student is set by national standards and varies depending on the specific vocational path.</p> <p>Key success factors: (i) Provision of sufficient opportunities for company-based placements; (ii) Modernized training facilities; (iii) Close collaboration with social partners to ensure a good match between skills supply and demand; (iv) Training contract signed between VET school and employer.</p>
Development of Vocational Education and Training in Co-operation with Employers⁵² (Развитие на професионалното образование и обучение в сътрудничество с работодателите)	<p>Objectives: To (i) attract local employers to vocational education; (ii) adapt the educational/ apprenticeship process to the specific requirements of local employers; (iii) update the skills of students and teachers in accordance with the requirements of local employers.</p> <p>Length of apprenticeship: 2.5 months (100 hours) (100% school-based)</p> <p>Duration: 2012-2014</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Bipartite</p> <p>Level/Source of funding⁵³: ESF: BGN 5,900,000 (€3,009,000) (84%); National funds: BGN 1,050,000 (€535,500) (16%)</p> <p>No of placements funded: At least 3,200</p>	<p>Overall effectiveness: d.n.a. – New Programme</p> <p>Effectiveness: employment outcomes: d.n.a. – New Programme</p> <p>Cost effectiveness: d.n.a. – New Programme</p> <p>Key success factors: d.n.a. – New Programme</p>
Framework Programme A	<p>Objectives: To regulate the curricula for all accredited institutions to provide the first level of IVET (first degree of vocational qualification).</p> <p>Length of apprenticeship: Varies between FWP-A's 7 versions. Ranges between 0.5 and 1.5 months (Version A.4 aimed at those aged</p>	<p>Overall effectiveness: About 25% of FWP-A participants obtain a degree but it is unclear how many of the other participants continue on one of the other framework programmes which support further education and training (C or G).</p> <p>Effectiveness: employment outcomes: d.n.a. It is unclear what proportion of</p>

⁵² Although this programme does not fit in with the more conventional definition of apprenticeships, especially in terms of duration, its aims and mode of implementation are similar.

⁵³ BGN: Bulgarian Lev. Conversion rate into euros as of April 2013.

Name of Scheme	Overview of Scheme	Effectiveness
	<p>16+).</p> <p>Duration: Since 2004 - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Bipartite</p> <p>Level/Source of funding: Decentralised funding system. Possibility to use ESF co-funding in a number of programmes.</p> <p>No of placements funded: 2,740 (2011/12)</p>	<p>those who obtain a qualification from FWP-A enters the labour market or stays in education.</p> <p>Cost effectiveness: d.n.a. Estimated cost per placement: Annual funding per student is set by national standards and varies depending on the specific vocational path.</p> <p>Key success factors: (i) Precise and up-to-date formulation of vocational training and job requirements for each of the professions included in FWP-A, thus ensuring that are closely matched with labour market needs; (ii) Close collaboration with social partners; (iii) Training contract signed between VET school and employer.</p>
<p>Apprenticeship-type scheme of Telerik Academy for Software Engineers</p> <p>(Софтуерна Академия на Телерик)</p>	<p>Objectives: To complement the ICT-related education provided by the Bulgarian universities and schools, and help young IT professionals develop in the sector.</p> <p>Length of apprenticeship: 18-24 months (50% company-based)</p> <p>Duration: 2010 – ongoing</p> <p>Scale: National Type of initiative: Private (100%)</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: Employer funds</p> <p>No of placements funded: 1,000 (2012) (Software Academy only)</p>	<p>Overall effectiveness: It is widely regarded as a highly successful scheme. It is very popular among young people because of its quality training and positive employment outcomes.</p> <p>Effectiveness: employment outcomes: 15% of apprentices in the Software Academy were directly hired in Telerik immediately upon completion, while over 50% of apprentices are in employment 6 months after completion.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Strong employer brand (Telerik was recognised as 'Best Employer in Bulgaria' in 2007-2012); (ii) Widespread publicity which increases awareness for the programme; (iii) High quality training and blended learning, including on-site, work-based learning; (iv) Provision of ICT skills which are in high demand in the labour market.</p>

Table 2: Overview of Traineeship Schemes in Bulgaria

Name of Scheme	Overview	Effectiveness
<p>New Beginning - From Education to Employment</p> <p>(Ново начало- от образование към заетост)</p>	<p>Objectives: To help unemployed people aged up to 29 to gain a first practical experience in the private sector which is relevant to their qualifications.</p> <p>Length of traineeship: 6 months (100% company-based)</p> <p>Duration: 4/10/2010 – ongoing</p> <p>Scale: National Type of initiative: Private and public</p> <p>Nature of measure: Bipartite</p> <p>Level/Source of funding: ESF: BGN 40,250,000 (€20,527,500) (87%) (foreseen) - BGN 9,000,000 (€4,580,000) (spent); National</p>	<p>Overall effectiveness: Popular and quite effective programme with very high completion rates (90%) and increased participation by both trainees and companies. In January 2013 the signing of new contracts with employers was discontinued due to achievement of target.</p> <p>Effectiveness: employment outcomes: 46.6% of participants were employed immediately upon completion but this proportion fell considerably after 6 months.</p> <p>Cost effectiveness: Very cost-effective. Estimated cost per placement: BGN 3,700 (€1,887) (planned) - BGN 835 (€426) (actual).</p> <p>Key success factors: (i) Willingness and commitment of employers; (ii) Full coverage of employer contribution which makes it attractive to companies; (iii)</p>

Name of Scheme	Overview	Effectiveness
	funds: BGN 5,250,000 (€2,677,500) (13%) (foreseen) - BGN 1,350,000 (€688,500) (spent) No of placements funded: 9,160	Support and guidance of the trainee for the duration of the placement through the assignment of a company-based mentor.
Summer student traineeships in the state administration	<p>Objectives: To provide all students studying in Bulgarian higher education institutions or abroad the opportunity to gain practical work experience; acquire new professional skills in a genuine work setting; and become familiar with the world of public administration as a possible career choice.</p> <p>Length of traineeship: 1 month</p> <p>Duration: Ongoing – Current programme: 1/7/2013 – 30/9/2013</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF and National funds</p> <p>No of placements funded: 1,090 (foreseen for summer 2013)</p>	<p>Overall effectiveness: d.n.a. However, the programme is a continuation of the project 'Capacity Building for the Future – Implementation of Internships in the Public Administration' which itself was seen as successful and very popular among students.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Transparent recruitment through an online portal and online testing in line with student's professional pathway; (ii) Careful matching of student to placement; (iii) Learning content of traineeship based on an individualised learning plan; (iv) Assignment of a mentor to each trainee; (v) Certification of traineeship upon successful completion; (vi) Assessment and evaluation at the end of the placement, including trainee feedback.</p>

4.4 Summary Country Fiche: Cyprus

Table 1: Overview of Apprenticeship-Type Schemes in Cyprus

Name of Scheme	Overview of Scheme	Effectiveness
Apprenticeship System (Σύστημα Μαθητείας)	<p>Objectives: To provide practical and theoretical training to those aged 14-17 and/or early school leavers; and supply industry with semi-skilled workers in line with its needs.</p> <p>Length of apprenticeship: 24 months. The apprentice spends 3 days (60%) a week in a company and 2 days (40%) a week at a technical school.</p> <p>Duration: 1963 - 2012</p> <p>Scale: National Type of initiative: public Nature of measure: tripartite</p> <p>Level/Source of funding: National Funds</p> <p>No. of placements funded: 2,400. At present: 1,551</p>	<p>Overall effectiveness: d.n.a. Because of a number of drawbacks, it is in the process of being totally phased out by June 2013.</p> <p>Effectiveness: employment outcomes: d.n.a. because of compulsory military service upon completion of apprenticeship. Vast majority of participants are male.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Active social partner involvement through the Apprenticeship Board.</p>
Subsidy Scheme for the Promotion of Employment & In-Company Training of Apprenticeship System Students (Σχέδιο Παροχής Κινήτρων για πρόσληψη μαθητευομένων του συστήματος μαθητείας στον Ιδιωτικό τομέα)	<p>Objectives: To support the Apprenticeship System and the NMA via employer subsidies and promote the employment and in-company training of apprentices in the private sector.</p> <p>Length of apprenticeship: 24 months</p> <p>Duration: 30/7/2010 – 31/7/2012</p> <p>Scale: National Type of initiative: Public Nature of measure: tripartite</p> <p>Level/Source of funding: ESF: €3,842,000 (85%); National Funds: €678,000 (15%). €134,465 (actual in 2011); €313,207 (actual in 2010)</p> <p>No. of placements funded: 147 placements funded in total</p>	<p>Overall effectiveness: The sliding scale of subsidies (i.e. higher for SMEs) has led to greater participation of SMEs.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: Medium cost effectiveness. Cost per placement: €1,282</p> <p>Key success factors of scheme: (i) Close monitoring by HRDA; (ii) sliding scale of employer subsidies according to size; (iii) social partner involvement through HRDA.</p>
New Modern Apprenticeship (NMA) (Νέα Σύγχρονη Μαθητεία)	<p>Objectives: a) To provide an alternative pathway for education and training for young people (aged 14-21) who withdraw early from education system; b) increase supply of qualified labour in line with the needs of the economy; c) attract more female apprentices.</p> <p>Length of apprenticeship: 36 months. In the first 2 years 2 days/week (40%) and in 3rd year 1 day/week (20%) at a training centre; in the first 2 years 3 days/week (60%) and in 3rd year 4 days/week (80%) in a company.</p>	<p>Overall effectiveness: d.n.a. - in process of being implemented. However, the NMA seeks to address a number of drawbacks of the Apprenticeship System.</p> <p>Effectiveness: employment outcomes: d.n.a. - in process of being implemented.</p> <p>Cost effectiveness: Medium cost effectiveness</p> <p>Key success factors of scheme: The design of the NMA is the outcome</p>

Name of Scheme	Overview of Scheme	Effectiveness
	<p>Duration: 1/10/2012 to 31/12/2015 - ongoing.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: ESF (85%) and National Funds (15%): up to €11,000,000</p> <p>No. of placements funded: 780 (foreseen); 90 in Preparatory Apprenticeship (2012-13)</p>	of lengthy and detailed deliberations with the social partners, which is expected to lead to greater effectiveness.

Table 2: Overview of Traineeship Schemes in Cyprus

Name of Scheme	Overview	Effectiveness
<p>Traineeship as Part of Upper Secondary Technical and Vocational Education (STVE) – Practical Pathway</p> <p>(Μέση Τεχνική και Επαγγελματική Εκπαίδευση)</p>	<p>Objectives: Through a balanced curriculum of general and technological education to offer pupils aged 15-18 the required knowledge and skills which will prepare them to enter the world of work well equipped; and/or continue further studies in chosen area.</p> <p>Length of traineeship: 3-year training programme; first 2 are mainly school-based. In 3rd year participants have to spend one day a week (20%) in a company placement</p> <p>Duration: 1963 - ongoing</p> <p>Scale: National Type of initiative: Public Nature of measure: Unilateral</p> <p>Level/Source of funding: National Funds: development expenditure €5,295,000 (2011); current expenditure €1,563,000 (2011)</p> <p>No. of placements funded: 21,000. At present: 19,040</p>	<p>Overall effectiveness: d.n.a. Compared to the Apprenticeship System, STVE is generally considered to be quite effective and of good quality. STVE curriculum is in process of being restructured. This contradicts the fact the participation in VET in CY is by the lowest in the EU, indicating a problem of attractiveness and possibly quality. Curricula reform is substantially delayed</p> <p>Effectiveness: employment outcomes: d.n.a. However, according to the Ministry of Education, over the last few years there has been a marked increase in the proportion of pupils opting for STVE (now 15-18%) because VET graduates have much better employment prospects.</p> <p>Cost effectiveness: High cost effectiveness</p> <p>Key success factors of scheme: (i) Robust quality assurance; (ii) A well-structured and closely monitored programme the completion of which offers both employment and further education/training opportunities; (iii) Close co-operation with social partners in relation to the practical experience/traineeship of VET students.</p>

Name of Scheme	Overview	Effectiveness
Emergency Scheme for the Support of Employment through Individualised Training in Enterprises (Έκτακτο Σχέδιο Στήριξης της Απασχόλησης με Εξατομικευμένη Κατάρτιση)	<p>Objectives: To provide incentives to enterprises for them to offer employment positions and practical traineeships to unemployed people in line with company's business needs.</p> <p>Length of traineeship: 3 months (100% company-based)</p> <p>Duration: 1/10/2009 to 31/12/2013 - ongoing</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: National funds: €7,645,000 for period 2009-2012</p> <p>No. of placements funded: 1,610 (2009 to 2012); 20 (for period 1/1/2013 to 11/3/2013).</p>	<p>Overall effectiveness: The scheme is seen by all relevant parties, including social partners, as effective in helping unemployed people enter/re-enter the labour market.</p> <p>Effectiveness: employment outcomes: Good employment outcomes. According to surveys run by the HRDA's Research & Planning Directorate, 80.2% of participants were in employment 6 months after completion of the programme.</p> <p>Cost effectiveness: d.n.a. Cost per placement depends on the salary of trainer and trainee as well as other training costs.</p> <p>Key success factors of scheme: (i) Social partner involvement in the design, planning and implementation of the Scheme; (ii) Direct relation of the individualised training programme to the needs of the unemployed person and the enterprise; (iii) The employment of the participant during the training period.</p>
Scheme for the Job Placement and Training of Tertiary Education Graduates (Σχέδιο Στελέχωσης Επιχειρήσεων με απόφοιτους τριτοβάθμιας εκπαίδευσης)	<p>Objectives: To combat graduate unemployment by helping graduates acquire practical company-based work experience and to upgrade the management and improve the competitiveness of firms by employing qualified people.</p> <p>Length of traineeship: 6-month company based traineeship (100% company-based but with the opportunity to attend training seminars for up to 20 hours).</p> <p>Duration: First introduced in 1983. Current programme: 1/1/2009 to 31/12/2014.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: National funds: €12,520,000 for period 2009 to 2012</p> <p>No. of placements funded: 1,530 (2009 to 2012); 120 (for period 1/1/2013 to 11/3/2013).</p>	<p>Overall effectiveness: According to the HRDA and the scheme's formal evaluation this has been a very successful programme. Selected by the European Commission as best practice.</p> <p>Effectiveness: employment outcomes: Good employment outcomes: 90% of participants were in employment 6 months after programme completion and 76.5% of participants were employed in the enterprise that trained them.</p> <p>Cost effectiveness: High cost effectiveness. Cost per placement depends on the salary of the trainer and trainee.</p> <p>Key success factors of scheme: (i) Combination of 'real' work experience with well-structured training; (ii) Effective combination of different policy interventions; (iii) Differentiation of funding levels/aid intensity; (iv) Active involvement of HRDA which ensures the active involvement of social partners.</p>

Name of Scheme	Overview	Effectiveness
Accelerated Initial Training programmes (Ταχύρρυθμα Προγράμματα Αρχικής Κατάρτισης)	<p>Objectives: To provide secondary education graduates, including early school-leavers, or the unemployed, both the theoretical and practical training in technical and other occupations currently in demand and facing considerable skills shortages.</p> <p>Length of traineeship: Entire programme duration 24 weeks with an 8-week company-based traineeship (67% school-based; 34% company-based).</p> <p>Duration: Current programme in its revised form: 1/04/2009 to 31/12/2014 – ongoing.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: National Funds: €4,848,000 (for period 2009-2012)</p> <p>No. of placements funded: 1,440 (for period 2009-2012).</p>	<p>Overall effectiveness: Effective programme in helping secondary education graduates enter the labour market or unemployed persons acquire skills needed by the economy.</p> <p>Effectiveness: employment outcomes: 85.7% continued in employment immediately and 62% 6 months after completion. 33.8% of participants were employed in the enterprise which trained them.</p> <p>Cost effectiveness: d.n.a. Cost per placement: €3,373</p> <p>Key success factors of scheme: (i) Involvement of the social partners in the design, planning and implementation of the Scheme; (ii) Direct relation of the training programme to the needs of the trainee and the enterprise, leading in most cases to employment.</p>
Practical Training of Students and School Pupils (Higher Hotel Institute/HHIC) (Πρακτική κατάρτιση μαθητών Ξενοδοχειακών Σχολών Υπουργείου Παιδείας και Πολιτισμού και φοιτητών ΑΞΙΚ)	<p>Objectives: To promote the acquisition of practical work experience and skills for HHIC students and school pupils in the Hotel Section of Technical Schools in order to ease their labour market entry.</p> <p>Length of traineeship: A 20-week (25%) company-based traineeship, with the rest of course being school-based (75%).</p> <p>Duration: HHIC was founded in 1969 and has a long-standing tradition of these subsidised traineeships which are part of IVET - ongoing.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: National funds: €228,000 (actual in 2011); €183,000 (actual in 2010).</p> <p>No. of placements funded: 330 in 2011 (140 HHIC students and 190 school pupils from the Hotel Section of Technical Schools); 240 in 2010.</p>	<p>Overall effectiveness: d.n.a. But it is considered quite effective and is one of the most long-standing traineeship programmes in Cyprus.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a. Estimated cost per placement in 2011 was €692.</p> <p>Key success factors of scheme: d.n.a.</p>

Name of Scheme	Overview	Effectiveness
Improvement of the Employability of the Unemployed -Work Experience-Training Programmes (Έργο για τη βελτίωση της απασχολησιμότητας των ανέργων)	<p>Objectives: To provide the unemployed (including those aged 18-30) with opportunities for participation in work experience-training programmes in order to assist them to enter/ re-enter employment.</p> <p>Length of traineeship: 10 week company placement (100% company-based).</p> <p>Duration: 1/3/2009 to 31/12/2015 – ongoing.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite</p> <p>Level/Source of funding: ESF: €5,600,000 (70%); national funds: €2,400,000 (30%)</p> <p>No. of placements funded: 370 placements since the start of the programme (July 2010 to Dec 2012).</p>	<p>Overall effectiveness: Effective programme in helping people enter/re-enter the labour market. According to the programme's official evaluation, 94.2% of participants were satisfied/very satisfied with the programme and 90% with content of work experience.</p> <p>Effectiveness: employment outcomes: 81 (43.2%) were employed upon completion, with 28 (35.1%) of these working in the host organisation/placement company.</p> <p>Cost effectiveness: d.n.a. Cost per placement is €2,665.</p> <p>Key success factors of scheme: Content (90.9% satisfaction level of participants); trainers (94%); facilities (95.5%); working/ training hours (100%); duration (89.4%); procedures (91.6%); training subsidy (94%); and cooperation with HRDA (96.2%).</p>
Scheme for the Improvement of the Employability of the Economically Inactive Female Labour Force (Έργο για τη βελτίωση της απασχολησιμότητας του οικο νομικά αδρανούς γυναικείου δυναμικού)	<p>Objectives: To enable economically inactive women to participate in training and work experience – training programmes to help them enter/re-enter the labour market.</p> <p>Length of traineeship: 8-week work experience placement (100% company-based).</p> <p>Duration: 1/3/2009 to 31/12/2015 – ongoing.</p> <p>Scale: National Type of initiative: Public Nature of measure: Tripartite Level/Source of funding: ESF: €2,730,000 (70%); national funds: €1,170,000 (30%)</p> <p>No. of placements funded: 280 in work experience programmes (July 2010 to Dec 2012) out of a revised aggregate target of 450.</p>	<p>Overall effectiveness: Quite effective. According to the programme's official evaluation, for 93% the programme improved their professional knowledge and qualifications, while 97% would recommend the programme to others. Participants expressed a high level of satisfaction for the work experience element of the programme.</p> <p>Effectiveness: employment outcomes: 31 (18.2%) were in employment and 8 (27.3%) of these were working in the host organization/placement company.</p> <p>Cost effectiveness: d.n.a. Cost per placement is €2,404.</p> <p>Key success factors of scheme: (i) Combination of training with real work experience which helped the labour market transition; (ii) Support, oversight and quality assurance by the HRDA; (iii) The scheme subsidisation; (iv) The quality of the training and instructors.</p>
Short-term student placements in companies (Τοποθετήσεις φοιτητών σε επιχειρήσεις για μικρό χρονικό διάστημα)	<p>Objectives: To create linkages between universities and business by setting up Enterprise Liaison Offices and promoting short-term student placements in companies.</p> <p>Length of traineeship: Variable.</p> <p>Duration: 2009 to 2014 - ongoing</p> <p>Scale: National Type of initiative: Public Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF: €2,976,000 (85%); national funds: €525,000.</p> <p>No. of placements funded: in total 400 students (foreseen).</p>	<p>Overall effectiveness: d.n.a. By 1st quarter of 2012, 5 Cypriot Universities had set up Enterprise Liaison Offices (vs a target of 6).</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: d.n.a.</p>

4.5 Summary Country Fiche: Czech Republic

Table 1: Overview of Apprenticeship-Type Schemes⁵⁴ in the Czech Republic

Name of Scheme	Overview of Scheme	Effectiveness
The Teaching-Communication-Practice Project (Výuka - komunikace – praxe/VÝ-KO-P)	<p>Objectives: (i) To develop an effective two-way communication system between VET schools and companies in the North Bohemian Region (ii) To enhance the quality of the school-based practical training; (iii) To support pupils in gaining practical knowledge and experience directly in companies</p> <p>Length of apprenticeship: Dependent on the Framework Educational Programme of a specific sector.</p> <p>Duration: 1/9/2008 - 31/8/2010</p> <p>Scale: Regional Type of initiative: Private and public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF €848,000 (85%); National funds: 150,000 (15%)</p> <p>No. of placements funded: 640 placements</p>	<p>Overall effectiveness: According to its final evaluation, the project has been quite effective and the content of the practical training has been successfully adapted to meet the requirements of both companies and VET schools, according to the school education programmes (SEPs). The company-based instructors have also been trained to be able to transfer effectively their professional knowledge to pupils and the teachers of VET schools have also been trained to be able to effectively manage the practical training elements in both school workshops and companies.</p> <p>Effectiveness: employment outcomes: The project has made a substantial contribution in addressing the lack of practical training experience among IVET pupils, thus preparing them more effectively for their chosen occupations and improving communication and co-operation between secondary VET schools and employers.</p> <p>Cost effectiveness: The cost of €1,325 for each placement included project activities such as developing the methodology, training of the VET teacher and in-company instructors, publicity, management, developing an on-line system, etc.</p> <p>Key success factors: (i) Identifying regional labour market needs and informing VET curricula accordingly; (ii) Improving content and quality of company-based practical training by developing a structured approach in the way it is organised and monitored; (iii) Developing a model contract for practical training specifying all aspects of the placement; (iv) The Practical Training Evidence diary kept by the pupil which is periodically reviewed by VET teacher; (v) Quality assurance procedures; (vi) Joint supervision of trainee by VET teacher and company trainer; (vii) Developing a practical training-related online system.</p>
Apprenticeships within the Czech National IVET System (Praktické vyučování ve	<p>Objectives: (i) To complement and enhance the knowledge and skills of pupils by helping them gain practical experience in their chosen professional field; (ii) To lead to nationally recognised IVET certification degrees (iii) To help develop work-related skills (iv) To enable one to become familiar with a company's work organisation and activities.</p> <p>Length of apprenticeship: Depends on VET school</p>	<p>Overall effectiveness: The importance of apprenticeship-type schemes in facilitating labour market transitions is recognised by the Czech Government. However, the aim of IVET in the Czech Republic is to improve the employability of its graduates, not only their immediate employment prospects.</p> <p>Effectiveness: employment outcomes: The employability of VET graduates depends on their level of educational attainment. The higher the level of education attainment, the lower the unemployment rate. However, the unemployment rates of VET graduates also differ according</p>

⁵⁴ There is no formal apprenticeship programme along the lines of the German dual system in the Czech Republic. However, practical, work-based training and work placements are integrated into IVET curricula of both upper secondary technical schools (*střední odborná škola*) and secondary vocational schools (*střední odborné učiliště*) which run two of the main IVET schemes. The Czech definition of *apprenticeships* is as follows: these are forms of initial vocational education and training (IVET), that formally combine and alternate company based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education followed in a school or training centre), and whose successful completion leads to nationally recognised IVET certification degrees. Most often there is a contractual relationship between the employer and the apprentice.

Name of Scheme	Overview of Scheme	Effectiveness
středním odborném vzdělávání podle školského zákona)	<p>education programme (SEP).</p> <p>Duration: Current programme funded up to 31/12/2013 – ongoing</p> <p>Scale: National</p> <p>Type of initiative: Private and public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: National and employer funds</p> <p>No. of placements funded: In 2011, 74,000 pupils graduated from VET schools; 28,000 of them from an apprenticeship scheme.</p>	<p>to their specific field of study (e.g. engineering graduates are in high demand in the labour market). In 2012 the unemployment rate of apprenticeship graduates (on VET programmes with type E and H apprenticeship certificate, i.e. EQF levels 2 and 3) eight months after completion was 16.7%, while in 2011 it was 18.7%. A VET school in Prague ‘SOŠ a SOU Praha Čakovice’ provides an example of the effective labour market transition, with 98% of the school’s graduates finding a job after having completed their studies.</p> <p>Cost effectiveness: Aside from the teachers' salaries, this form of VET entails no costs for the school. The cost of pupils' remuneration for their practical work during their VET studies (at least 30% of minimal wages) is covered by companies.</p> <p>Key success factors: (i) Content of the company-based training co-designed with employers; (ii) Apprenticeship agreement between school and company specifying all aspects of practical training; (iii) Long-term co-operation between companies and educational institutions; (iv) Assignment of an experienced company-based trainer for the apprentice; (v) Provision of work-related skills to pupils who are thus more attractive to potential employers; (vi) Strong and active social partner involvement and contact with the social partners enables the school to respond flexibly to the labour market (vii) Close link to actual work practice as pupils do not work in “laboratory conditions (viii) Pupils are encouraged to be self-reliant.</p>
<p>Practical Training in IVET Programmes in Tertiary Professional Engineering and Secondary Technical Automotive School</p> <p>(Praktické vyučování na VOŠ, SPŠ automobilní České Budějovice)</p>	<p>Objectives: To provide practical training placements to IVET pupils of the Tertiary Professional School and Secondary Technical Automotive School in České Budějovice in order to obtain an EFQ level 3 or 5 qualification.</p> <p>Length of apprenticeship: The duration of the whole course is 3 years, consisting on average of 4 months per school year (typically 50% company-based).</p> <p>Duration: Current programme funded up to 31/12/2013 - ongoing</p> <p>Scale: Regional Type of initiative: Private and public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: National and employer funds</p> <p>No. of placements funded: During 2012, 315 pupils have taken part in practical training in companies.</p>	<p>Overall effectiveness: The functioning and effect of this programme (and most IVET programmes) seems to be very good as indicated by the comparatively low unemployment rates of new VET graduates. The apprenticeship-type scheme run by this school is very successful in securing practical training in companies for its students and helping its participants enter the labour market.</p> <p>Effectiveness: employment outcomes: 20 pupils found a job immediately after finishing their studies, mostly in engineering companies. Most apprentices are kept on by the companies where they completed their practical training placements.</p> <p>Cost effectiveness: There is no obligation for employers to finance the company-based practical vocational training; employer costs (e.g. apprentice supervision) are not subsidised, but are expected to be covered by the apprentice’s practical work. Any financing by companies is determined according to a specific ‘apprenticeship’ contract between the VET school and the host organisation.</p> <p>Key success factors: (i) The content of company-based training is co-designed with employers; (ii) Apprenticeship agreement between school and company specifying all aspects of practical training; (iii) Long-term co-operation between companies and educational institutions; (iv) Assignment of an experienced company-based trainer to the apprentice.</p>

Table 2: Overview of Traineeship Schemes in the Czech Republic

Name of Scheme	Overview	Effectiveness
A Chance for Young with no Vocational Education (První šance i mladým bez vzdělání) (OP Human Resources and Employment)	<p>Objectives: To assist those aged up to 25, with basic/incomplete secondary education and little/no work experience in the Ústí nad Labem region, acquire relevant skills and improve employability.</p> <p>Length of traineeship: 1 – 2 weeks; the whole programme lasted 16 months for participants,</p> <p>Duration: 1/7/2009 – 30/6/2012</p> <p>Scale: Regional Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF and national funds: 73,240,000 CZK (€2,930,000)</p> <p>No. of placements funded: 1,420 placements and 1,000 participants</p>	<p>Overall effectiveness: The project offers a complex system of support for the target group. The support identifies the needs of individuals and the regional labour market and delivers the qualifications required by the labour market, enabling the target group to find employment.</p> <p>Effectiveness: employment outcomes: 370 people found a job after participating in the scheme</p> <p>Cost effectiveness: The estimated average cost per placement is € 3,000 (including project management and other provisions such as entrance interview, evaluating diagnostic, non-professional training, requalification courses, individual counselling), .</p> <p>Key success factors: (i) Thorough identification of the needs of both individuals and regional labour market (ii) Participants did not pay any fee for requalification courses or practical elements (iii) Participants received a full qualification.</p>
Traineeships for Young Jobseekers (Stáže pro mladé zájemce o zaměstnání)	<p>Objectives: To help high school and university students in their final year of studies acquire practical work experience and enhance their employability through a traineeship.</p> <p>Length of traineeship: 1 – 3 months (max. 300 hours)</p> <p>Duration: 1/9/2012 – 31/8/2015</p> <p>Scale: National Type of initiative: Private and public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF and national funds: 71,190,000 CZK (€2,848,000)</p> <p>No. of placements funded: A total of 840 placements planned</p>	<p>Overall effectiveness: d.n.a. - new programme. The first cohort of trainees available for placement is expected in March 2013.</p> <p>Effectiveness: employment outcomes: d.n.a. - new programme. However, since the lack of practical experience is one of the main barriers to young people's labour market entry, it is expected that this programme's traineeships will have a positive impact.</p> <p>Cost effectiveness: Cost of CZK 84,000 (€ 3,380) for each placement including project management and other project activities. .</p> <p>Key success factors: (i) Each traineeship is based on a standard, developed centrally by the Fund for further education, that describes the trainees' profile, the competence to be acquired, the workplace activities and the duration of the traineeship. The standard definitions are driven by an analysis of labour market need and the professions where there is the greatest unmet labour market demand are prioritised.</p>
Placements at Companies – Learning through Practice (Stáže ve firmách – vzdělávání praxí)	<p>Objectives: To help young people and other jobseekers acquire practical experience.</p> <p>Length of traineeship: 1-6 months, 100% company-based</p> <p>Duration: June 2012 – October 2014 – ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF: €27,200,000 (85%); National Funds: €4,800,000 (15%)</p> <p>No of placements funded: A total of 5,000 planned</p>	<p>Overall effectiveness: From early results the scheme appears quite effective (numbers of trainees and companies involved were initially low but are now growing).</p> <p>Effectiveness: employment outcomes: Of the traineeships completed in January and February 2013, some 7 of the 35 participants (20 %) secured employment and some 19 trainees (76%) terminated their placement early because they found another job.</p> <p>Cost effectiveness: Estimated cost per placement: € 216 (includes all associated costs (project management etc.).)</p> <p>Key success factors: (i) A matching service for employers and trainee applicants (ii) An awareness-raising campaign aimed at both potential participants and employers (ii) Requirement for training plan to be approved in order to ensure quality of learning content;</p>

Name of Scheme	Overview	Effectiveness
		(iv) Trainee remuneration and/or reimbursement of certain expenses (vi) Systematic approach to traineeships
Programme to acquire work experience and job - objective for the young (Program k získání pracovní praxe/zkušenosti a zaměstnání)	<p>Objectives: To help young unemployed people acquire work-related experience and skills in order to increase their employability.</p> <p>Length of traineeship: d.n.a. (100% company-based; except where young people get their practical training in school workshops).</p> <p>Duration: 1/7/2006 - 30/8/2008</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF (85%); national funds (15%)</p> <p>No of placements funded: As at 31 December 2006, employers had filed 40 applications, and 21 agreements on the creation of 24 jobs had been concluded. These new jobs were filled by 25 jobseekers.</p>	<p>Overall effectiveness: Similar programmes which involved retraining (<i>rekvalifikace</i>) and work experience have proved to be very effective. Crucially, the effectiveness is much higher in terms of placing young people in jobs after retraining (success rate ranging between 60-75%). Although these rates include a degree of deadweight (i.e. young people who would have secured employment anyway). The evaluation of such programmes has consistently shown that the net effect of retraining was more beneficial for people with low skills than for those with higher qualifications.</p> <p>Effectiveness: employment outcomes: d.n.a. However, other similar programmes have shown that retraining combined with work experience is particularly effective for young people (success rate 60-75%). For example, results of a quasi-experimental comparison at national level showed that six months after completion of retraining, regardless of age, 48% of participants returned to the job search / unemployment as opposed to 61% of non-participants.</p> <p>Cost effectiveness: The estimated maximum cost per participant is CZK160,000 (€6,400).</p> <p>Key success factors: (i) Careful matching of trainees to companies; (ii) Supervisions of trainee by an experienced company-based trainer; (iii) Retraining linked to labour market skill requirements; (iv) Suitable duration and quality of placement and, where applicable, training course.</p>
Traineeship Programme of Tertiary Professional Education in the Automotive Sector (Odborné praxe na VOŠ, SPŠ automobilní České Budějovice)	<p>Objectives: To provide practical training placements to VET students of the Tertiary Professional School and Secondary Technical Automotive School in České Budějovice.</p> <p>Length of traineeship: Variable, but company-based traineeship lasts 17 weeks (680 hours). In total, company-based practice is 33.33% of the entire study duration.</p> <p>Duration: Ongoing Scale: Regional Type of initiative: Public</p> <p>Nature of measure: Unilateral (employer)</p> <p>Level/Source of funding: Funded 100% through employer funds</p> <p>No of placements funded: In 2012 some 55 students participated in practical training placements.</p>	<p>Overall effectiveness: Students have expressed positive views on the placements concerning the opportunity to familiarise themselves with the working environment and demonstrate to employers their skills, knowledge and competences, which increases the likelihood of being retained as an employee on completion of their studies. These internships also serve as an effective recruitment tool for employers.</p> <p>Effectiveness: employment outcomes: Graduates in the technical occupations covered by this programme have no difficulty in securing employment upon completion and most of them are employed after finishing their studies.</p> <p>Cost effectiveness There is no obligation for employers to finance the company-based practical vocational training; employer costs (e.g. apprentice supervision) are not subsidised, but are expected to be covered by the apprentice's practical work. The financing is provided according to a specific 'apprenticeship' contract between the VET school and the host organisation.</p> <p>Key success factors: (i) The content of the traineeship is specified within an accredited education programme and in collaboration with the company; (ii) Close supervision and monitoring of placement by the educational institution; (iii) Close co-operation between the higher education technical schools and the automotive sector; (iv) Robust quality assurance procedures.</p>

4.6 Summary Country Fiche: Denmark

Table 1: Overview of Apprenticeship-Type Schemes in Denmark

Name of Scheme	Overview	Effectiveness
Vocational Upper Secondary Education and Training, IVET (Erhvervsuddannelser - EUD)	<p>Objectives: To motivate young people to complete a programme of training that can qualify them for employment and at the same time, effectively meet the labour market needs.</p> <p>Length of apprenticeship: Variable; between 50-70% company-based.</p> <p>Duration of scheme: Mid-70s to date (subject to significant reforms over time) – ongoing.</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: d.n.a.</p> <p>Level/source of funding: National funds: DKK 7,500,000 (€1,000,000) (2011) on foundation courses and main programmes; Employer funds: Employer funds: all employers pay an annual contribution of DKK 2,921 (€380) per full-time employee (2012).</p> <p>No. of placements funded: 131 730 (2012)</p>	<p>Overall effectiveness: d.n.a. However it has high participation rates.</p> <p>Effectiveness: employment outcomes: d.n.a. The most recent figures for students completing an IVET programme in 2006 show that, 27 months later, only 13.9% continued in education. Of these, more than half (7.4%) commenced a new IVET programme. Only 6% entered some form of higher education, and virtually none (0.1%) entered a university programme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: As a result of a number of reforms over time, the programme has become simpler to administer, more transparent, coherent, and flexible in order to adapt to the labour market needs (as defined by the social partners) and accommodate wider social changes) and be attractive to students. Its individually-focused and tailored approach to the specific needs of learners also ensures that both strong and weak learners benefit. Other success factors include a national strategy with a focus on knowledge-intensive specialist sectors and lifelong learning and a tradition for strong ties between enterprises, educational institutions and social partners.</p>
Combined Vocational and General Upper Secondary Education, EUX Programme (New Academic Preparation Programme) (Part of EUD) (Studiekompetencegivende eksamen i forbindelse med erhvervsuddannelse, EUX)	<p>Objectives: To bridge the gap between general and vocational upper secondary education and training by combining a general upper secondary with an IVET qualification.</p> <p>Length of apprenticeship: About 24 months, depending on the EUX programme, 50% company-based.</p> <p>Duration of scheme: 2010 to date – ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure:</p> <p>Level/source of funding: DKK 6,300,000 (€800,000) (earmarked for 2013)</p> <p>No. of placements funded: d.n.a.</p>	<p>Overall effectiveness: d.n.a.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Programmes are developed by relevant national trade committees with considerable social partner involvement.</p>

Name of Scheme	Overview	Effectiveness
Basic Vocational Education (Erhvervsgrunduddannelser - EGU)	<p>Objectives: To provide basic vocational training to unemployed young people aged under 30 in order to (i) Improve their vocational and personal skills; (ii) Achieve the objectives of the new curricula; and (iii) Inspire apprentices to enter the labour market or pursue further training.</p> <p>Length of apprenticeship: Up to 12 months, 66% company-based</p> <p>Duration of scheme: 1993 to date – ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: N/A.</p> <p>Level/source of funding: National funds: DKK 1,000,000,000 (€137,000,000) (2011).</p> <p>No. of placements funded: 7,360 (2003-2010); 1,920 foreseen for 2012).</p>	<p>Overall effectiveness: About 10% of young people who complete EGU are on unemployment benefits, which is considered low in view of the target group profile. The scheme also improves the students' professional, social and inter-personal competences. EGU only however has a limited macro effect on the workforce, since the programme represents a very small proportion of the total youth group in Denmark</p> <p>Effectiveness: employment outcomes: Of those who started the scheme in 2007, 46.2% were in employment in 2010, with a further 15.1% continuing in education, i.e. about 60% of participants were in education or employment. Due to a relatively high drop-out rate and the rather low number of participants, the programme does not have a major impact on youth unemployment. However, the completion of the scheme reduces by half the likelihood of an EGU student requiring welfare benefits.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Combination of interventions combined with an individualised approach towards the students; (ii) Effective mentoring; (iii) Careful matching of student to employer; (iv) The educational institution's ability to create a safe learning environment for personal development and training; (v) Students experiencing professional and personal progression across programme elements, an area where teachers and counsellors again play a crucial role.</p>
Short-Cycle Higher Education (Kort videregående uddannelse -KVU)	<p>Objectives: To (i) Obtain an academic vocational degree (<i>erhvervsakademigrad</i>, AK); and (ii) Offer access to a supplementary diploma degree programme which allows graduates to build on an academy profession degree up to a bachelor-equivalent level in the same field.</p> <p>Length of apprenticeship: Variable</p> <p>Duration of scheme: d.n.a. Data exists from 1991</p> <p>Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: d.n.a.</p> <p>No. of placements funded: 23 636 (2012)</p> <p>45%/10559 female</p> <p>55%/13077 male</p>	<p>Overall effectiveness: d.n.a. However, the number of students has been steadily increasing in the last few years, with these programmes gaining popularity.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: d.n.a.</p>
Medium-Cycle Professional Bachelor Programmes	<p>Objectives: To (i) Obtain a professional bachelor's degree; and (ii) Provide access to certain university-based master's programmes. The programmes are orientated towards entry to a particular vocation.</p>	<p>Overall effectiveness: d.n.a. However, the number of students has been steadily increasing in the last few years, with these programmes gaining popularity.</p>

Name of Scheme	Overview	Effectiveness
(Mellemlange videregående uddannelser)	Length of apprenticeship: Variable Duration of scheme: d.n.a. Data exists from 1991 Type of initiative: Public Nature of measure: Tripartite Level/source of funding: d.n.a. No. of placements funded: 83 160 students (2012)	Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.
New Apprenticeship (Ny mesterlære)	Objectives: To (i) Help students who are more inclined towards learning through practical training to complete their first year of vocational education in a company, possibly with additional schooling; (ii) Reduce IVET drop-out rates. Length of apprenticeship: 12 months Duration of scheme: 2006 to date – ongoing Scale: National Type of initiative: Public. Nature of measure: Tripartite (ie state, employers and trade unions) Level/source of funding: d.n.a. No. of placements funded: 1,950 (2010)	Overall effectiveness: It forms a part of the Government's strategy for reducing IVET drop-out rates. The new apprenticeship is the most practice-oriented pathway of the three access options for vocational training. It is considered to have increased the flexibility of the various IVET pathways and to reflect an overall policy trend towards more differentiated and individualised teaching methods. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: Stimulating, interdisciplinary collaboration between different school types, for example, vocational schools, production schools, colleges and adult education centres, and youth education centres and enterprises.

Table 2: Overview of Traineeship Schemes in Denmark

Name of Scheme	Overview	Effectiveness
Adult Vocational Training Programmes (Arbejdsmarkedsuddannelser - AMU)	Objectives: To provide participants with skills and competences which can be applied to the labour market and are primarily directed towards specific sectors and job functions. Length of traineeship: Up to 6 weeks Duration of scheme: 1960 to date - ongoing Scale: National Type of initiative: Public Nature of measure: Tripartite Level/source of funding: d.n.a. No. of placements funded: 1,049,000 of which 592,900 were taken-up (2009).	Overall effectiveness: d.n.a. However, Denmark has the highest participation rates in adult education and continuing training in the European Union (EU). AMU seeks to be a flexible system, responsive to changing demand for different skills and competences within the labour market. As such, approximately 3,000 AMU programmes meet the continuing training needs of adult unskilled and skilled workers and technicians in a wide range of sectors and trades. About 200 new programmes are developed each year. Effectiveness: employment outcomes: d.n.a. On completion of a programme the participant receives a certificate qualifying them for the national labour market. Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.

4.7 Summary Country Fiche: Estonia

Table 1: Overview of Apprenticeship-Type Schemes in Estonia

Name of Scheme	Overview	Effectiveness
Tartu Vocational Training Centre-Apprenticeship Scheme (Tartu Kutsehariduskeskuse praktika)	<p>Objectives: To help apprentices receive the practical training required for a certified qualification in line with the Vocational Education Standard.</p> <p>Length of apprenticeship: 5 to 32 weeks (50% company-based)</p> <p>Duration: Requirements for obtaining a certified qualification were introduced in 2006.</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: d.n.a.</p> <p>No. of placements funded: over 1,000 per year</p>	<p>Overall effectiveness: d.n.a. However, the scheme is characterised by a very high completion rate of 96%. The public authorities involved in the process add value in terms of identifying labour market needs and trends in specific qualifications with a view to adapting study curricula (and required apprenticeships) accordingly.</p> <p>Effectiveness: employment outcomes: d.n.a. However, co-operation between the school, employers and apprentices increase likelihood of permanent employment for successful apprentices. In addition, most apprentices continue in further education.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Apprenticeship contract between employer, apprentice and Tartu VET school; (ii) Guidelines specifying all aspects of apprenticeships in each curriculum; (iii) Close co-operation between employers, apprentices and Tartu VET school; (iv) Close involvement of a wide range of strategic actors, including relevant public authorities.</p>
Kuressaare Regional Training Centre - Apprenticeship Scheme in vocational education (Kuressaare Ametikooli praktika)	<p>Objectives: To help young people (i) Develop practical, work-related knowledge and skills in their chosen profession; (ii) Become familiar with work routines and norms; (iii) Gain experience in working in a team; (iv) Improve communication and other personal skills; (v) Develop professional relationships within a company and with clients/partners.</p> <p>Length of apprenticeship: 5 to 32 weeks</p> <p>Duration: Start/end dates of each programme vary</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: d.n.a.</p> <p>No. of placements funded: 600 (2012)</p>	<p>Overall effectiveness: d.n.a. However, it is considered effective in helping apprentices gain a realistic job preview and develop a better understanding of their chosen qualification.</p> <p>Effectiveness: employment outcomes: d.n.a. However, most apprentices continue in further education. In addition, many apprentices secure employment with the companies which provide the placements.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Apprenticeship contract between employer, apprentice and RTC; (ii) Guidelines specifying all aspects of apprenticeships in each curriculum; (iii) Co-operation between employers and RTC.</p>
Work-based Study Form ('Apprenticeship Programme')	<p>Objectives: (i) To help participants obtain a formal qualification or update knowledge and skills; (ii) To provide young people work-based learning</p> <p>Length of apprenticeship: 6 to 48 months (67% company-based)</p>	<p>Overall effectiveness: d.n.a. However, scheme's popularity is rather modest.</p> <p>Effectiveness: employment outcomes: d.n.a. for apprenticeship graduates. Because of the crisis, in 2007 only 2.6% of VET graduates had not found a job 6 months after completion, but in 2009 this had shot up to 17%. As a result, a lot of VET graduates opted to continue their studies since they could not secure</p>

Name of Scheme	Overview	Effectiveness
(Töökohapõhine õppevorm) ⁵⁵	<p>Duration: 2008 – ongoing</p> <p>Scale: national Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF (2005-2008). National funds (since 2008)</p> <p>No. of placements funded: In 2008, 670 students were enrolled in workplace-based IVET. In 2010/2011, 560 students were enrolled. 1,000 are foreseen for 2013.</p>	<p>employment. Specifically, while in 2008 8% of apprenticeship continued their studies in VET or higher education, in 2010 this increased to 20%. However, apprentices tend to be retained by host organisation. Moreover, apprenticeships have been successful in the retail and service sectors.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Close co-operation between employers and VET schools; (ii) Social partner involvement in the design of programme and study curriculum content; (iii) Development of an individualised training plan (curriculum) for each apprentice which takes into account their specific learning needs; (iv) The existence of the 2007 <i>Regulation of Implementing Workplace Based Study</i> which regulates most aspects of apprenticeships.</p>

Table 2: Overview of Traineeship Schemes in Estonia

Name of Scheme	Overview	Effectiveness
<p>Scheme for Work Practice in Companies</p> <p>(Tööpraktika)</p>	<p>Objectives: To help unemployed people gain practical work experience in order to acquire work-related knowledge and skills and improve their employability</p> <p>Length of traineeship: Up to 4 months</p> <p>Duration: Since 2006 – ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF and national funds 2008-2011. Since 2012, funded solely by national funds (Social Insurance Budget): €1,912,000.</p> <p>No. of placements funded: 3,780, out of whom 810 (21.4%) were aged 16-24 (2012).</p>	<p>Overall effectiveness: Work practice schemes have been found to be particularly effective in increasing employability in Estonia.</p> <p>Effectiveness: employment outcomes: After 6 months of completion over 50% of participants were in employment, with 70% being kept on by the host organisation. Compared to class-based training, it has better employment outcomes.</p> <p>Cost effectiveness: Very cost effective: after 2 years of completion every 1€ invested in the scheme yielded €3 to society.</p> <p>Key success factors: (i) Careful matching of trainees to companies; (ii) Measure is usually used in combination with other PES measures, notably labour market training; (iii) Contract between Töötukassa and company specifying all aspects of placement, including content and duration; (iv) Close supervision of trainee; (v) Quality assurance procedures; (vi) Work practice diary kept by trainee for content and quality monitoring.</p>
<p>Tallinn University of Technology Traineeship Scheme (All</p>	<p>Objectives: To help students acquire practical work experience and apply theoretical knowledge and skills in a genuine work setting in line with the educational institution's requirements and under the supervision of an instructor.</p>	<p>Overall effectiveness: d.n.a. However, it is widely recognised that traineeships implemented in line with the educational institution's specification and requirements can be quite effective</p> <p>Effectiveness: employment outcomes: d.n.a. However, the value of successful</p>

⁵⁵ Please note that the definition of apprenticeships and traineeships used to classify these programmes is that of the European Commission (please see section 2 of the Guidebook) rather than that used by the Estonian national authorities. In Estonia, workplace based study (apprenticeship) is defined as study where at least 2/3 of the programme is carried out in enterprises and up to 1/3 in schools.

Name of Scheme	Overview	Effectiveness
Bachelor degrees) (Tallinna Tehnikaülikooli praktika)	<p>Length of traineeship: Compulsory part of all degrees but length depends on specific curriculum.</p> <p>Duration: d.n.a. Scale: National</p> <p>Type of initiative: Private and public Nature of measure: Unilateral</p> <p>Level/Source of funding: University's own budget</p> <p>No. of placements funded: 1,900 students (2012)</p>	<p>traineeships in providing valuable work experience and practical training as well as improving the trainee's employability is widely recognised.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Common understanding of the scheme and its objectives by all parties involved; (ii) A well-structured framework regulating the traineeship which provides a clear and sufficient set of guidelines; (iii) Clear and pre-defined learning outcomes of placement in line with trainee's field of study; (iv) Reasonable traineeship duration; (v) Sufficient traineeship-related preparatory activities prior to placement taking place; (vi) Effective system for motivating trainee mentors; (vii) Well-functioning feedback system.</p>
<p>Estonian Business School (EBS) Internship programme (All Bachelor degrees)</p> <p>(Estonian Business School'i praktikaprogramm)</p>	<p>Objectives: (i) To learn about work activities closely related to student's Specialisation (major); (ii) To enhance theoretical knowledge through practical work experience; (iii) To improve student's employability and career prospects.</p> <p>Length of traineeship: 1 to 2 months (compulsory in all curricula)</p> <p>Duration: d.n.a. Scale: National Type of initiative: Private</p> <p>Nature of measure: Part of obtaining bachelor and/or master degree. The parties involved in this process are school (private), state and employers.</p> <p>Level/Source of funding: Private funds (EBS budget)</p> <p>No. of placements funded: 180 (2012); 220 (2013)</p>	<p>Overall effectiveness: d.n.a. However, it is generally considered more useful for students who do not have any work experience (as opposed to those working part-time).</p> <p>Effectiveness: employment outcomes: d.n.a. 55% male and 45% of female trainees continue in further education.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Close and ongoing co-operation between EBS and employers which ensures the continuous adaptation of study curricula and internship frameworks in line with actual employer requirements; (ii) Well-structured framework regulating the internships/traineeships; (iii) An internship/traineeship report produced by trainee upon completion; (iv) Evaluation of the placement by all parties involved, including companies.</p>
<p>Tallinn University Pre-service Teacher Training</p>	<p>Objectives: (i) To link teaching theories with practical experience; (ii) To help a trainee develop skills suitable for a school environment; (iii) To support the development of a teacher through practice.</p> <p>Length of traineeship: 1 month, twice</p> <p>Duration: d.n.a. Scale: National</p> <p>Type of initiative: Public Nature of measure: Unilateral</p> <p>Level/Source of funding: University's own budget</p> <p>No. of placements funded: 11 (2012)</p>	<p>Overall effectiveness: d.n.a. However, it is considered that time spent on a school-based traineeship is adequate for effectively providing the trainee with the necessary knowledge and skills.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Good co-operation between a student and traineeship-provider (school); (ii) Effective partnership between university and schools; (iii) Time spent on a school-based traineeship provides adequate practical work experience.</p>

4.8 Summary Country Fiche: Finland

Table 1: Overview of Apprenticeship-Type Schemes in Finland

Name of Scheme	Overview	Effectiveness
Apprenticeship Training at Vocational Upper Secondary Level (IVET and CVET, ISCED Levels 3 and 4) (Oppisopimuskoulutus)	<p>Objectives: To serve as a route to vocational qualifications: both through basic vocational qualifications in initial VET (IVET) as well as further and specialist vocational qualifications in continuing VET (CVET).</p> <p>Length of apprenticeship: Typically 1 to 3 years.</p> <p>Duration of programme: Part of VET system - ongoing</p> <p>Scale: National Nature of measure: Tripartite Type of initiative: Public</p> <p>Total amount and source of funding: State and municipality funded. €131 million in 2011 (central government funding), which accounts for 77% of all expenditure on apprenticeship training.</p> <p>No. of placements funded: In 2011 there were 56,880 apprentices.</p>	<p>Overall effectiveness: In 2011, 25% (13,270 apprentices out of 51,700) completed the full vocational qualification; 6.9% dropped out (3,570 apprentices).</p> <p>Effectiveness of employment outcomes: In 2011, 71% of IVET participants were employed and 12% were unemployed. Three out of four of the unemployed were under 30 years of age. There is no data specifically on the employability outcomes of apprenticeship students.</p> <p>Cost effectiveness: The cost of apprenticeship training in VET was €6,000 per trainee and the cost of apprenticeship training in vocational further training was €3,300 per trainee. Total costs increased by 3.1% compared with the previous year (National Board of Education, 2012).</p> <p>Key success factors of scheme: (i) Individual study plans, where previous work and education experience is recognised; (ii) The opportunity to complete national vocational qualifications through apprenticeship training (iii); The social partners are involved in sectoral qualification committees.</p>
Apprenticeship-Type schemes within Youth Guarantee (Nuorisotakuu)	<p>Objectives: To offer work, traineeships, study activities, workshops or rehabilitation opportunities to every person under 25 years and every recent graduate under 30 years, within 3 months of becoming unemployed.</p> <p>Length of apprenticeship: Typically 1 to 3 years.</p> <p>Duration of programme: Launched in 2012 and fully operational from 2013.</p> <p>Scale: National Nature of measure: Tripartite Type of initiative: Public</p> <p>Total amount and source of funding: State funded. Additional annual resources of €10 million in order to create 1,500 apprenticeship placements for young adults aged 20-29 to enable them to achieve a vocational qualification.</p> <p>No. of placements funded: There were 39,000 unemployed young people (under 25) seeking employment in Finland in January 2013. There are currently 200 young people in apprenticeship training and the target is to increase the number to 800 through additional financing.</p> <p>http://www.nuorisotakuu.fi/nuorisotakuu?s=5038&l=en</p>	<p>Overall effectiveness: According to the Government decision, employment training and apprentice training for young people will be increased. New measures of combining work and education will be supported to help young people move into employment. VET models that combine work and studies and facilitate employment will also be supported. The terms for small and medium enterprises will also be improved to help boost the employment of young apprentices.</p> <p>Effectiveness of employment outcomes: d.n.a</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: The Youth Guarantee was only launched in 2013. Other similar programmes such as 'The Sanssi card' provide employers with an entitlement to have some of the employees' salary covered by the state. This was introduced to lower the threshold for employing young unemployed people with financial support. The subsidy covers both normal employment and apprenticeships. The funding is administered by the Ministry of</p>

Name of Scheme	Overview	Effectiveness
		Employment and Economy.
Apprenticeship-Type Training After Completion of Polytechnic (Higher Vocational Degree at ISCED Level 5) (Korkea-asteen oppisopimustyyppinen koulutus ammattikorkeakoulussa)	<p>Objectives: To provide apprenticeship-type further education following the completion of higher education.</p> <p>Length of apprenticeship: Depends on the pilot project/sector/programme.</p> <p>Duration of programme: Depends on the pilot project/sector/programme.</p> <p>Scale: Pilots at the local level (currently pilots where apprenticeships in polytechnics have been tested).</p> <p>Nature or measure: Tripartite Type of initiative: Public</p> <p>Total amount and source of funding: State, municipality or regional funding. State funding €1,000,000 in 2009.</p> <p>No. of placements funded: 116 project applications to the Ministry of Education and 10 approved pilots (5 from universities and 5 from polytechnics).</p>	<p>Overall effectiveness: Implementation on a wide scale as part of mainstream higher education provision has not succeeded.</p> <p>Effectiveness of employment outcomes: d.n.a</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: Note: beyond pilot projects, the model has not become a part of education system.</p>

Table 2: Overview of Traineeship Schemes in Finland

Name of Scheme	Overview	Effectiveness
Traineeships as Part of VET at Upper Secondary Level (IVET, ISCED levels 3 and 4) On-the-Job Learning (Työssäoppiminen toisen asteen ammatillisessa koulutuksessa)	<p>Objectives: To familiarise students with real working life in order to enhance their employment opportunities and ensure the provision of vocational skills demanded in the workplace.</p> <p>Length of traineeship: Full-time studies for 3 years (120 credits). All qualifications include approximately 6 months (at least 20 credits) of instruction and on-the-job learning in the workplace.</p> <p>Duration of programme: Ongoing national VET system.</p> <p>Scale: National Nature of measure: Tripartite Type of initiative: Public</p> <p>Total amount and source of funding: VET in Finland is funded by the State and Municipalities.</p> <p>No. of placements funded: In 2011, 133, 800 participants in basic vocational education and training (national curriculum-based). There were 50,640 new students in 2011.</p>	<p>Overall effectiveness: Seemingly effective in terms of employment outcome from IVET.</p> <p>Effectiveness of employment outcomes: In 2011, 71% of IVET were employed and 12% were unemployed. Three out of four of the unemployed were under 30 years of age. 35,290 students completed vocational qualification (curriculum-based). The drop-out rate in vocational education was 9.1% in 2011.</p> <p>Cost effectiveness: The costs of IVET per student were €11,320 in 2011. The proportion of IVET of the total costs in education and training was 52.7%. The costs per student in CVET were €9,160 on average in 2011 (OPH, 2012).</p> <p>Key success factors of scheme: (i) Individual study plans, where previous work and education experience is recognised; (ii) The opportunity for completion of national vocational qualifications; (iii) Social partners are involved in sectoral qualifications committees and assessment of competence-based vocational qualifications.</p>

Name of Scheme	Overview	Effectiveness
<p>Traineeships as Part of Polytechnics (VET at Tertiary Level, ISCED Level 5)</p> <p>On-the-Job Learning</p> <p>(Työssäoppiminen ammattikorkeakoulussa)</p>	<p>Objectives: To provide knowledge and skills to promote professional skills and development. The compulsory practical on-the-job training enables students to combine a diploma project included in a degree programme with hands-on work experience and to apply their theoretical knowledge in real situations.</p> <p>Length of traineeship: Polytechnic Degrees tend to take 3-4 years to complete, with 7 months of compulsory on-the-job practical training.</p> <p>Duration of programme: Ongoing</p> <p>Scale: National Nature or measure: Tripartite Type of initiative: Public</p> <p>Total amount and source of funding: Funded by the Ministry of Education and the Municipalities. Funding composes of basic funding, project funding and funding for effectiveness; in addition funding for the shared costs of polytechnics.</p> <p>No. of placements funded: There were 139,900 students in polytechnics studying for a vocational degree in Finland in 2012. The number of new students was 38,300.</p>	<p>Overall effectiveness: Highly effective in terms of employment outcomes.</p> <p>Effectiveness of employment outcomes: The compulsory on-the job training aims to contribute to the employability of graduates and in line with this some 87% of graduates from polytechnics were employed in 2011.</p> <p>Cost effectiveness: The average cost for polytechnic students was €8,000 in 2011 (OPH, 2012).</p> <p>Key success factors of scheme: (i) Shared national quality system for student feedback (OPALA); (ii) Importance is placed on career services that function as independent units in educational institutions.</p>
<p>University Education (ISCED Level 6) : Traineeship Provision at Universities</p> <p>(Yliopiston harjoittelu)</p>	<p>Objectives: To provide university students in undergraduate degree programmes with traineeship provision.</p> <p>Length of traineeship: Depends on the study field. As an example, in education/teaching degree courses there will be approximately 20 weeks of education and teaching in schools.</p> <p>Duration of programme: Ongoing</p> <p>Scale: Local Nature or measure: Bipartite</p> <p>Total amount and source of funding: The total funding of universities is composed of funding from the State budget and complementary funding, which includes paid courses, donations and sponsored activities. Direct funding for universities accounts for about 64% of total funding. University departments have a number of 'traineeship grants' which enable students to complete traineeship programmes, typically in the public sector.</p> <p>No. of placements funded: In 2011, a total of 28,500 university degrees were completed. Some 13,400 degrees were bachelor degrees; 12,700 were master degrees and some 1,650 were Doctorate degrees.</p>	<p>Overall effectiveness: Students who have completed a traineeship and are qualified have better opportunities for employment. However, their employability depends on labour market needs.</p> <p>Effectiveness of employment outcomes: 88% of university graduates with Masters degrees are employed, and some 88% of graduates with a Doctorate degree are employed.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: d.n.a</p>

4.9 Summary Country Fiche: France

Table 1: Overview of Apprenticeship-Type Schemes in France

Name of Scheme	Overview	Effectiveness
Apprenticeship contract (Contrat d'apprentissage)	<p>Objectives: To enable young people (aged 16-26 years) to follow a training course, combining both theoretical and practical elements, with the aim of achieving a recognised vocational qualification.</p> <p>Length of apprenticeship: 12 to 36 months, depending on the targeted profession and diploma (48 months for registered disabled workers).</p> <p>Duration of scheme: Apprenticeships have existed in France since the 1920s, but the current form of apprenticeship was introduced by a law in 1971 – ongoing.</p> <p>Scale: National Nature of measure: Tripartite</p> <p>Total amount and source of funding: In 2010, the total cost of apprenticeships was €5.510 million. The State contributed €2.267 million; employers, €1.062 million; Regional Councils, €1.858 million. ESF had committed €98.338 million to apprenticeship measures until the end of 2011.</p> <p>No. of placements funded: In the period 1992-2011, approximately 4,630,000 new contracts were signed; in 2011, 295 040 new contracts were signed. The ESF funds a number of apprenticeship places: in 2012, it funded 45,100 apprenticeship places, making 246,150 since the start of the programming period (2007-2012).</p>	<p>Overall effectiveness: Medium/high in terms of employment outcomes, including long-term positive labour market impacts.</p> <p>Effectiveness: employment outcomes: Some 61% of apprentices go directly into employment upon completion of the scheme and over 50% of those contracts are permanent/open-ended. Some 3 years after completion, 86% are in employment.</p> <p>Cost effectiveness: The French Court of Auditors has stated that Apprenticeship Contracts are less expensive for employers than Professionalisation Contracts.</p> <p>Key success factors of scheme: i) The obligation to provide a workplace tutor; ii) Mix of practical and theoretical training; iii) The focus on vocational qualifications; iv) "Apprenticeship Developers" in the Chambers of Commerce have been tasked with promoting apprenticeships to businesses since 2009: between 2009-2012, they have been in contact with some 140,000 enterprises; v) The employment status of the trainees confers rights, benefits and a degree of employment security.</p>
Professionalisation Contract (Contrat de professionnalisation)	<p>Objectives: To enable beneficiaries (of whom over 80% are young people below the age of 26 years) to gain a vocational qualification or to supplement their initial training with an additional qualification, allowing them access to a specific post in an enterprise.</p> <p>Length of apprenticeship: The minimal duration is 6 to 12 months, but this can be extended to 24 months under certain conditions.</p> <p>Duration of scheme: Since 2004 – ongoing.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: 2012: In 2010, the total</p>	<p>Overall effectiveness: Medium/high. The programme's aims have been largely achieved with good outcomes in terms of access to employment/education. Employers also feel the scheme is of benefit and fits their needs. The Court of Auditors considered however that the effectiveness of the scheme in terms of labour market outcomes could be improved.</p> <p>Effectiveness: employment outcomes: Some 66.6% of all beneficiaries went directly into employment upon completion of the contract; a further 2.6% went into further education/training. Some 69% gained qualifications.</p> <p>Cost effectiveness: The French Court of Auditors has stated that the Professionalisation Contracts are more costly to employers than Apprenticeship Contracts. It has also questioned the effectiveness of the</p>

Name of Scheme	Overview	Effectiveness
	<p>expenditure on this measure was €101 million.</p> <p>No. of placements funded: In the period 2009-2011, 467,130 new contracts were signed, of which 387,180 (83%) were signed by young people (aged 16-25 years). In 2011, 173,190 new contracts were signed, of which 140,670 (81%) were for young people.</p>	<p>bonus paid to employers.</p> <p>Key success factors of scheme: i) Introduced on the initiative of the social partners; ii) The focus on achieving qualifications; iii) Introduction of the "reinforced" contract for the more disadvantaged; iv) Employment status of the trainees confers rights, benefits and a degree of employment security; v) Assignment of a workplace tutor.</p>

Table 2: Overview of Traineeship Schemes in France

Name of Scheme	Overview	Effectiveness
<p>Contract for Social Integration</p> <p>(CIVIS - contrat d'insertion à la vie sociale)</p>	<p>Objectives: To assist young people (aged 16-25 years) experiencing particular difficulties in labour market integration in accessing sustainable employment (employment contracts of at least 6 months).</p> <p>Length of traineeship: 12 months, which can be renewed once under the common law CIVIS, or as many times as necessary (until the 26th birthday) for the "reinforced" CIVIS.</p> <p>Duration of scheme: Introduced in April 2005 - ongoing.</p> <p>Scale: National</p> <p>Total amount and source of funding: In 2010, total State expenditure on this measure was €109 million.</p> <p>No. of placements funded: Between 2005 and 2010, 797,300 young people completed CIVIS contracts; in 2010, 213,000 new contracts were signed.</p>	<p>Overall effectiveness: The aims of CIVIS are only partially achieved as only 28% of participants were in sustainable employment at the end of their contracts in 2010. The specific characteristics of the target group as well as the impact of the crisis however need to be taken into account in any assessment of effectiveness. Overall, more than 200,000 young people have accessed sustainable employment as a result of the scheme.</p> <p>Effectiveness: employment outcomes: CIVIS has helped young people to enter the labour market, either through sustainable employment (28% of young people completing in 2010), non-sustainable employment (8% of the cohort of 2010) or going onto further training (8% in 2010). However, nearly three-quarters of beneficiaries did not gain access to sustainable employment on immediate completion of the programme in 2010.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Regular one-to-one, individualised follow-up with a specific contact person at the youth employment centre; ii) Large numbers of young people who have taken part in the scheme; iii) Relatively even number of young men/women on the scheme.</p>
<p>Active Labour Market Policies</p> <p>(Politiques actives du marché du travail)</p>	<p>Objectives: To support the development of vocational training measures for both unemployed adults and young people.</p> <p>Length of traineeship: Varies in each programme implemented (each region runs different schemes).</p> <p>Duration of scheme: Support under the current ESF OP began in 2007. The different schemes supported in different regions have different durations.</p> <p>Scale: Regional</p> <p>Total amount and source of funding: The total amount allocated to this measure was €1.684 million, of which €850 million is provided by</p>	<p>Overall effectiveness: The programme has had good results in terms of labour market outcomes. It is able to respond rapidly to labour market changes due to its regional implementation.</p> <p>Effectiveness: employment outcomes: The programme shows positive results in terms of providing access to the labour market. Although only 25% of participants went directly into employment immediately following completion, nearly 65% were in employment after 6 months.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Alignment with regional labour market priorities; ii) ESF support; iii) Focus on training leading to qualifications; (iv) Alignment with regional labour market priorities since</p>

Name of Scheme	Overview	Effectiveness
	<p>the ESF.</p> <p>No. of placements funded: Up until the end of June 2011, 128,750 placements had been funded.</p>	<p>part of Regional Action Plans for the Development of Vocational Training.</p>
<p>Jobs of the Future (Emplois d'avenir)</p>	<p>Objectives: To offer young people with low qualification/ no qualifications access to qualifications and sustainable labour market integration.</p> <p>Length of traineeship: 12 to 36 months. Up to 100% can be in the workplace.</p> <p>Duration of scheme: Began November 2012 – ongoing.</p> <p>Scale: National</p> <p>Total amount and source of funding: Government has committed €2.3 billion.</p> <p>No. of placements funded: There is a target of 100,000 posts in 2013 and 150,000 in 2014.</p>	<p>Overall effectiveness: Too early to assess – new programme.</p> <p>Effectiveness: employment outcomes: d.n.a.– new programme.</p> <p>Cost effectiveness: d.n.a.– new programme.</p> <p>Key success factors of scheme: i) Focus on future growth sectors; (ii) Focus on quality jobs; (iii) Obligatory focus on helping young people to gain qualifications; (iv) Qualifications can be obtained by taking exams, certification of work experience or accreditation of experience/skills gained; (v) Obligation to include training in employment contract; (vi) Regular, individualised advice and support from the relevant government employment agency; (vii) Tutor within the employer organisation; (viii) Innovative partnerships between different actors (State, regions, PES, employers, training organisations); (ix) Large communication campaign undertaken to promote the scheme.</p>
<p>Intersectoral National Collective Agreement of 2011 (ANI - Accord national interprofessionnel 2011)</p>	<p>Objectives: To assist young people in obtaining sustainable employment or setting up their own business.</p> <p>Length of traineeship: Phases 1 & 2: 12 months maximum; Phase 3 (work experience): 6 months maximum.</p> <p>Duration of scheme: 2011 – ongoing.</p> <p>Scale: National Nature of measure: Tripartite</p> <p>Total amount and source of funding: Budget of €100 million for 2011 and 2012. National funding only.</p> <p>No. of placements funded: 65,000 participants in 2011; 25,000 in 2012; 20,000 in 2013.</p>	<p>Overall effectiveness: d.n.a</p> <p>Effectiveness: employment outcomes: d.n.a</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Lead from the social partners; ii) Monitoring by the social partners.</p>
<p>Second Chance Schools (Ecoles de la Deuxième Chance)</p>	<p>Objectives: To find labour market solutions for unemployed young adults (aged 18 to 25 years, with a possible extension to 35 years) who are school drop-outs and or left the education system with no qualifications.</p> <p>Length of traineeship: No fixed duration: average of 6.3 months in 2012. In general, periods in the workplace alternate with periods spent in the school (generally 3 weeks each).</p> <p>Duration of scheme: The first Second Chance Schools were tested in 2000 - ongoing.</p>	<p>Overall effectiveness: Achievement of many of the key aims, with good labour market outcomes and high completion rates. However, longitudinal evaluation is currently lacking to examine longer term outcomes.</p> <p>Effectiveness: employment outcomes in 2012, 58% of participants had positive outcomes (in employment or training) immediately upon completion. This result is very positive given the disadvantages faced by participants.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) High degree of individualisation; ii) Tutors in enterprises; iii) Diversity of funding sources; iv) Strong and</p>

Name of Scheme	Overview	Effectiveness
	<p>Scale: National</p> <p>Total amount and source of funding: In 2008, the overall budget was approx. €24 million: 3.7% was paid by the State; 36.7% from the Regions; 27.3% from ESF; 9% by Departments (Local Councils); 13.3% from cities; 4.7% from the Apprenticeship Tax; and 5.3% from other sources. Up till the end of 2012, €68.67 million have been programmed under ESF.</p> <p>No. of placements funded: Between 2003 and 2012, there were a total of 53,710 participants. In 2012, there were 13 040 beneficiaries.</p>	<p>innovative partnerships; v) Focus on gaining work experience and testing sectors; vi) Focus on attesting skills and competences (through a portfolio of competences) rather than gaining qualifications; vii) Open and flexible pedagogy; viii) Quality label for Schools to maintain high standards.</p>
<p>Autonomy Contract (Contrat d'autonomie)</p>	<p>Objectives: To assist unemployed young people (aged 16 to 25) living in disadvantaged areas to find sustainable employment, enter training leading to qualifications or start their own businesses.</p> <p>Length of traineeship: The typical duration is 12 months; maximum duration 18 months. Approximately 50% is spent in the workplace.</p> <p>Duration of scheme: Started in 2008 and ends in 2013 (last payments will be made in 2014).</p> <p>Scale: National</p> <p>Total amount and source of funding: In 2010, total State expenditure was €89 million. For the period 2011-2013, the ESF will contribute €36.1 million for 14,300 young people.</p> <p>No. of placements funded: In the period from 2008 to mid-2011, 41,000 young people signed an Autonomy Contract. In 2010, 15,000 young people signed a contract.</p>	<p>Overall effectiveness: The programme has been relatively successful, with 42% of beneficiaries in 2009 having a positive outcome in terms of training or employment. However, the rate of drop-outs and non positive outcomes is still too high.</p> <p>Effectiveness: employment outcomes: Overall, in 2009, 42% of beneficiaries gained access to employment or training on leaving the contract, which is positive given the low level of qualification and disadvantaged employment situation of the beneficiaries. Of those who gained access to employment, 66% were in "sustainable" contracts (over 6 months).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Focus on young people in disadvantaged areas; ii) Intensive accompaniment during the first 6 months and close follow-up in the next 6 months.</p>
<p>Training Contract (CAF - contrat d'accompagnement formation)</p>	<p>Objectives: To enable young people aged 16-25 years at risk of social exclusion to gain access to employment and raise their qualification level.</p> <p>Length of traineeship: Variable. The typical duration is approx. 4 months. Up to 50% is spent on work experience.</p> <p>Duration of scheme: 2009-2013 (last payments will be made in 2014).</p> <p>Scale: National</p> <p>Total amount and source of funding: In 2010, total expenditure was €84 million.</p> <p>No. of placements funded: In 2010, approximately 25,000 young people benefited from a contract.</p>	<p>Overall effectiveness: d.n.a. Due to the lack of specific evaluations on this programme, it is difficult to assess the degree to which it has been successful. The programme is being discontinued from 2013.</p> <p>Cost effectiveness: d.n.a Few specific evaluations have been carried out on specific measures for young people due to their diversity and multiplicity (INSEE).</p> <p>Key success factors of scheme: i) Follow-up at 3-6 months for each young person after the end of the programme; ii) Focus on young people facing social exclusion; iii) Focus on achieving qualifications.</p>

4.10 Summary Country Fiche: Germany

Table 1: Overview of Main Apprenticeship-Type Schemes in Germany

Name of Scheme	Overview	Effectiveness
Apprenticeship within the Dual System of Vocational Education according to the Law on Vocational Education and Training (BBiG) (Berufsausbildung im dualen System nach dem Berufsbildungsgesetz, BBiG)	<p>Objectives: To prepare for an occupation in a changing world of work and to convey the knowledge, skills and abilities required for an occupation through a structured training programme. The vocational training should also allow acquiring the necessary work experience required for competent performance in an occupation.</p> <p>Distribution of school-based and work-based training time: 30%/70%, in general the apprentices attend part-time vocational school 1-2 days a week.</p> <p>Length of apprenticeship: Between two and three years. There are however exceptions lasting up to 3.5 years.</p> <p>Duration of scheme: Apprenticeships have existed in Germany for centuries. The principle of duality was first established in 1897, while the current BBiG exists since 1969 and was revised in 2005 – ongoing.</p> <p>Sector: All sectors, young people can be trained in over 350 occupations.</p> <p>Scale: National Nature of measure: Tripartite</p> <p>Total amount and source of funding: The system is funded by the employing companies (€23.8 billion for 2007), through public funding at national level (€4.6 billion) and by the federal states (€3.2 billion). However, due to numerous support measures, the total public expenditure amounts to a total of €13 billion for 2007. ESF funding is directed to support programmes of the general system, e.g. the JOBSTARTER programme.</p> <p>No. of placements funded: In 2011, 523,577 new contracts were signed and around 1,460,700 people were enrolled in the dual system. In total, in the period 1992 – 2011, approximately 12,277,719 new contracts were signed⁵⁶.</p>	<p>Overall effectiveness: High, the programme's aims are largely achieved, with good employment/ education outcomes for young people, especially in the medium and long-term. Germany's low youth unemployment has been partially credited to its VET system, which provides young people with both theoretical knowledge and practical work-experience. The competitiveness and innovative strength of the German economy is often credited to its highly skilled labour force trained in the dual system.</p> <p>Effectiveness employment outcomes: In 2010, 33.9% of VET graduates registered as unemployed upon completion (162,000), while 61% of apprentices were retained by their company immediately upon completion in 2008.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Vocational education and training is a defining feature of the German education system and is a highly respected educational pathway; ii) Strong involvement of social partners in design, monitoring and quality control; iii) National regulation of content and structure of the vocational education, which sets nation-wide qualification standards; iv) The system is financially well-resourced – there is a large range of designated support measures/ programmes on all levels to prevent drop-outs (e.g. '<i>Ausbildungsbegleitende Beihilfen</i>') and to increase the number of apprenticeships (e.g. '<i>JOBSTARTER – für die Zukunft ausbilden</i>') – Training for the future).</p>

⁵⁶ BMBF (2012). Berufsbildungsbericht 2012, Bundesministerium für Bildung und Forschung (BMBF), Bonn/ Berlin

Name of Scheme	Overview	Effectiveness
Dual Study Programmes (Fachhochschulstudium/ Berufsakademieausbildung n/ Duales Hochschulstudium)	<p>Objectives: To combine company-based training with theoretical (academic) studies at (dual) university, university of applied sciences (<i>Fachhochschule</i>), a vocational academy (<i>Berufsakademie</i>), or at an administration and business academy (<i>Verwaltungs- und Wirtschaftsakademie</i>). There are different types of dual study programmes, some lead to a full initial apprenticeship qualification according to the BBiG, while others integrate long-term practical traineeships. They can also be used in continuing education as programmes that complement qualified work after an apprenticeship and lead to an academic degree.</p> <p>Length of apprenticeship: Length depends on the respective training ordinance (BBiG occupation) and the individual work or traineeship contract. Between two and four years.</p> <p>Duration of scheme: Universities of applied sciences have existed since the late 19th century, while vocational academies and administration and business academies were established in the 1970s. The dual university in Baden-Württemberg was founded in 2009. The scheme is ongoing.</p> <p>Sector: The majority of dual study programmes are offered in business studies, engineering and information technology.</p> <p>Scale: In theory nationwide, yet as education is administered by the federal states there is great variation between them, e.g. 'Berufsakademien' are only established in some states.</p> <p>Nature of measure: Bilateral/multilateral, different forms of contractual arrangements and integration of initial VET according to BBiG.</p> <p>Total amount and source of funding: Differentiated along the different types of dual study programmes; dual-study programmes at universities of applied sciences will be mainly state financed, programmes at vocational academies require a private-law contract with a training company, which pays a training remuneration and may pay the university fees.</p> <p>No. of placements funded: In 2011, 61,195 students were enrolled in dual study programmes that integrate a full apprenticeship. The number of new entrants has increased by 20% from 2005.</p>	<p>Overall effectiveness: High: young people are provided with tertiary level theoretical knowledge and high-quality practical experience at the same time. Dual study programmes have very high entry rates into employment and improve the individual career prospects.</p> <p>Effectiveness employment outcomes: The Co-operative State University ('<i>Duale Hochschule</i>') in Baden-Württemberg claims that more than 85% of its graduates have signed a follow-up employment contract upon graduation.</p> <p>Cost effectiveness: Usually dual study programmes that integrate an apprenticeship are very costly for the companies involved. They are often integrated into the HRD strategy as an investment and a possibility of generating appropriate skills and individual commitment to the company.</p> <p>Key success factors of scheme: i) This system builds on the established German VET system, profiting from the fact that vocational trainings within a dual system are well established in Germany; ii) Shorter education times as both academic and vocational qualification are acquired at the same time; iii) Students get remunerated while studying towards an academic degree and are financially independent; iv) Strong support from large and reputable companies, which are actively recruiting for dual study programmes, as they profit from highly qualified and young workers.</p>

Table 2: Overview of Traineeship Schemes in Germany

Name of Scheme	Overview	Effectiveness
Short-term traineeships with a professional orientation purpose (Schüler- Betriebspraktikum)	<p>Objectives: The Federal Ministry of Labour and Social Affairs (BMAS) considers that traineeships serve both a professional orientation and professional qualification purpose. This type of traineeship serves mainly a professional orientation purpose for young pupils aged 14-18.</p> <p>Length of traineeship: One to two weeks full-time in the training company.</p> <p>Duration of scheme: Differs between federal states, e.g. a traineeship has been mandatory at grammar schools in Baden-Württemberg since 2004. The scheme is ongoing</p> <p>Scale: Nationwide, but different arrangements in different federal states and school forms.</p> <p>Total amount and source of funding: No funding.</p> <p>No. beneficiaries/participants: d.n.a. But most school children would participate in some kind of short-term traineeship.</p>	<p>Overall effectiveness: .d.n.a.</p> <p>Effectiveness employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) These traineeships offer a very early occupational orientation for young people; ii) They can be integrated into teaching plans as compulsory; iii) They are often accompanied by modules of professional orientation education in the school context; iv) The delivery of the measure within the school context leads to a comprehensive coverage of the measure including all young people.</p>
Traineeship as a mandatory part of a school-based vocational training	<p>Objectives: To complement school-based vocational training and substitute the in-company component of apprenticeships within the dual system. This is very common in personal services and health occupations that are not regulated through BBiG.</p> <p>Length of traineeship: Depending on sector and type of school. Can range from 3 days per week to several weeks of full-time practical training.</p> <p>Duration of scheme: Ongoing</p> <p>Scale: National, but different arrangements in different federal states.</p> <p>Total amount and source of funding: d.n.a.</p> <p>No. of placements funded: In 2011, 217,446 young people started a vocational training programme outside the dual system, most of which will participate in traineeships.</p>	<p>Overall effectiveness: Because of the great variation of these programmes according to occupation, regions, level of general education the overall effectiveness is very difficult to assess. For example, employment outcomes are higher in nursing than in geriatric care.</p> <p>Effectiveness employment outcomes: Variable depending on sector. In nursing (<i>Gesundheits- und Krankenpflege</i>) for example, employment outcomes come to close to the dual system and are sometimes even higher. There are, however, also regional differences.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: In health care occupations there are close long-term links between theoretical and practical instruction (e.g. schools are often integrated into hospitals).</p>
Voluntary traineeships as opportunity to gain a position in the dual VET system	<p>Objectives: To facilitate the transition of school graduates or early school leavers into the apprenticeship system. The traineeship provides young people who are looking for a dual VET position with the opportunity to prove their practical skills and get in contact with potential employers. Employers use it as a screening instrument.</p> <p>Length of traineeship: Depending on trainee choice and employer, generally 2-4 weeks.</p> <p>Duration of scheme: Ongoing, regular practice, can be part of a</p>	<p>Overall effectiveness: Because of the variety of forms of traineeships that exist ('<i>Praktika</i>'), there is no specific data for this function available.</p> <p>Effectiveness employment outcomes: Very common for small and medium enterprises before signing a contract.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Provides opportunities for employers and potential apprentices to get in contact.</p>

Name of Scheme	Overview	Effectiveness
	<p>public support measure through training centres etc.</p> <p>Scale: National/federal level</p> <p>Total amount and source of funding: No funding</p> <p>No. of placements funded: d.n.a. But very common model before signing an apprenticeship contract.</p>	
<p>Publicly supported entry traineeships as opportunity to gain a position in the dual VET system</p> <p>(Einstiegsqualifizierung)</p>	<p>Objectives: To enable school leavers who do not find a regular apprenticeship position to transition into the dual system. This is a publicly funded active labour market policy.</p> <p>Length of traineeship: Depending on trainee choice and employer. Generally 6-12 months.</p> <p>Duration of scheme: Ongoing, this is regular practice and can be part of a public support measure through training centres.</p> <p>Scale: National/ federal level</p> <p>Total amount and source of funding: Contribution to trainees' remuneration (216 € in 2010, per trainee per month) and to insurance costs (107 €) by public employment service to employer. Employer and trainee sign a contract, including remuneration (according to collective agreements where appropriate)</p> <p>No. of placements funded: 17,000 in 2009.</p>	<p>Overall effectiveness: See employment outcomes.</p> <p>Effectiveness employment outcomes: 44% of trainees do proceed with an apprenticeship (2009/2010) at the end of the measure. 69% of participants proceed within the first half year after the end of the measure. 40% of traineeships are cancelled before finalisation. In comparison with other measures in the transition system, young people in this scheme have a higher likelihood to enter dual vocational training⁵⁷.</p> <p>Cost effectiveness: The programme is likely to be more cost effective than other forms of preparatory training. This is due to the mixed funding model and the higher probability of leading to qualifying apprenticeship contracts in comparison to other forms of vocational preparatory measures of the public employment service.</p> <p>Key success factors of scheme: i) Provides opportunities for employers and potential apprentices to get in contact; ii) May create additional apprenticeship places; iii) The work experience can be recognised towards an apprenticeship; iv) Employers can use the scheme as a screening instrument for the recruitment of apprentices and a measure of vocational preparation.</p>
<p>Mandatory or voluntary traineeship of students at universities and polytechnics</p> <p>(Praktikum)</p>	<p>Objectives: To provide students of universities and polytechnics with knowledge, practice and professional experience.</p> <p>Length of traineeship: Depending on university/polytechnic regulation, student choice and employer.</p> <p>Duration of scheme: d.n.a.</p> <p>Scale: National with differences at federal state and university level.</p> <p>Total amount and source of funding: Where remuneration is paid, this scheme is mainly funded by the training company. Where no remuneration is paid (or the remuneration is below the subsistence</p>	<p>Overall effectiveness: According to a 2006 survey⁵⁸, 77% of students who participated in a traineeship in the last 12 months were generally satisfied with their traineeship.</p> <p>Effectiveness employment outcomes: In many subject areas students are expected to have carried out one or several traineeships beyond the mandatory traineeships to improve employment prospects.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Complements theoretical academic education with practical training; ii) Highly individualised – students usually</p>

⁵⁷ Based on a survey conducted 1.5 to 2.5 years after finalisation, the likelihood for EQ-trainees to go on to vocational training in the dual system is 12-14% higher than in school-based preparatory measures.

⁵⁸ Krawietz, M., Müßig-Trapp, P., Willige, J., (2006). Praktika im Studium, HISBUS-Blitzbefragung – Kurzbericht Nr. 13, Hochschul Informations System GmbH, Hannover

Name of Scheme	Overview	Effectiveness
	<p>level) students have to self-fund their living costs during the traineeship. Students from lower income families might also be eligible for Bafög – a federal grant of financial support for students.</p> <p>No. of placements funded: In 2006, 55% of all students had done a traineeship in the last 12 months. 74% of those were mandatory traineeship.</p>	<p>search and apply for their own traineeship; iii) Employers get access to highly skilled trainees and decrease future hiring costs.</p>
Voluntary traineeship of graduates at universities and polytechnics (Praktikum)	<p>Objectives: To provide university graduates with knowledge, practice and professional experience and to enable them to develop their CV and gain access to prospective employers.</p> <p>Length of traineeship: Depending on student choice and employer. Approx. 50% of the internships had a duration of 1-3 months, while a third of the graduates had done internships between 4-6 months.</p> <p>Duration of scheme: d.n.a</p> <p>Scale: National</p> <p>Total amount and source of funding: Where remuneration is paid, this scheme is mainly funded by the training company. Where no remuneration is paid (or the remuneration is below the subsistence level) students have to self-fund their living costs during the traineeship.</p> <p>No. of placements funded: Of those who graduated in 2009, approx. 10% took up a traineeship after their graduation⁵⁹.</p>	<p>Overall effectiveness: The majority of trainees considered the level of their tasks good or very good (65% of university graduates, 67% of university of applied sciences graduates).</p> <p>Effectiveness employment outcomes: Approx. 75% of all graduates of universities of applied sciences and approx. 50% of university graduates are regularly employed 6-months after the traineeship. Unemployment is high immediately after the end of the traineeship, but decreases to 11% of graduates of applied sciences and 8% of university graduates within 6 months⁶⁰.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Highly individualised – graduates search and apply for their traineeship; ii) Can serve as a recruitment channel for graduates.</p>
Trainee Programmes (Trainee-Program)	<p>Objectives: To prepare university graduates for expert and executive positions through systematic in-house training. Typically, trainee programmes include training time in different divisions.</p> <p>Length of traineeship: 1-2 years</p> <p>Duration of scheme: d.n.a</p> <p>Scale: Company-specific</p> <p>Total amount and source of funding: Company-funded</p> <p>No. of placements funded: d.n.a.</p>	<p>Overall effectiveness: Improves employment perspectives of university graduates.</p> <p>Effectiveness employment outcomes: High probability of follow-up contract, some trainee-programmes offer open-ended contracts from the outset.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Structured entry-level programme which enables smooth transitions from university to the workplace; ii) Participants can use the training period for professional orientation and specialise later; iii) Employers use trainee-programmes as a way to shape a cohort of future executives – training is often accompanied by teambuilding events.</p>

⁵⁹ HIS, (2011). Hochschulabschlüsse im Umbruch, Studium und Übergang von Absolventinnen und Absolventen reformierter und traditioneller Studiengänge des Jahrgangs 2009, Hochschul Informations System GmbH, Hannover

⁶⁰ Data on effectiveness and length of traineeship from Briedis, K., Minks, K.-H., (2007). Generation Praktikum – Mythos oder Massenphänomen? HIS Projektbericht, Hochschul-Informations-System GmbH, Hannover

4.11 Summary Country Fiche: Greece

Table 1: Overview of Apprenticeship-Type Schemes in Greece

Name of Scheme	Overview of Scheme	Effectiveness
Apprenticeship Programmes in Vocational Schools (EPAS) (Πρακτική Άσκηση (ΕΠΑΣ Μαθητείας ΟΑΕΔ))	<p>Objectives: To provide young people with a combination of class-based theoretical education and on-the-job training in both private and public sector organisations in order to help them acquire professional experience in real work conditions so as to facilitate their labour market integration.</p> <p>Length of apprenticeship: 4 semesters, 4 days/week in a company (80%) and 1 day/week in EPAS-OAED</p> <p>Duration: Current programme 2009-2014 - ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: ESF: €47,000,000 (92%); National funds: €129,000 (8%) (2009-2014)</p> <p>No. of placements funded: 21,000 (target until 2015) / so far 16,700</p>	<p>Overall effectiveness: it is considered to be very effective in facilitating one's labour market entry. Because of this success, it has been included in and is actively promoted by the Youth Action Plan launched in January 2013.</p> <p>Effectiveness: employment outcomes: Very good employment outcomes. According to OAED's follow-up surveys, at least 60% secure employment upon completion, while for some sectors this percentage is higher. However, the cohort is rather small and the current severe economic crisis has led to a reduction in apprenticeship places.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) it is run by OAED, the Greek PES with links to employers; (ii) OAED is a tripartite body, i.e. social partners are actively involved in its programmes such as apprenticeships, thus making them more relevant to labour market needs; (iii) Offices in EPAS vocational schools tasked with linking VET to the labour market, supporting and ensuring the appropriate matching of apprentices to companies in order to increase likelihood of employment upon completion; (iv) Clearly defined apprentice remuneration and insurance coverage which makes it attractive to young people; (v) Employer subsidy.</p>
Apprenticeship Programmes in Public & Private Vocational Training Institutes (IEK) (Πρακτική Άσκηση ΙΕΚ και άλλων φορέων Αρχικής Επαγγελματικής Κατάρτισης)	<p>Objectives: To (i) Create effective links between IVET and the labour market; and (ii) Enable IEK students apply their skills and knowledge in a real work setting and acquire practical work experience.</p> <p>Length of apprenticeship: The average duration of studies at IEKs varies between 1-2 years, including an optional 6 month apprenticeship period.</p> <p>Duration: Since 1996. Current Programme 1/10/2008 - 31/12/2015</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: unilateral</p> <p>Level/Source of funding: ESF: €14,000,000 (99.5%); National funds: €72,000 (0.5%)</p> <p>No. of placements funded: 9,180 (target until 2015) (target value contestable/ to be checked). Until end 2011, only 1,400 beneficiaries</p>	<p>Overall effectiveness: This system is not considered to be as effective as the OAED apprenticeship system and is not as popular.</p> <p>Effectiveness: employment outcomes: d.n.a. Formal evaluation of programme due in 2015. However, its employment outcomes are generally considered to be less positive than those of the OAED system.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Clearly defined apprentice remuneration and insurance coverage, although much lower than OAED's apprentice rate; (ii) Quality assurance procedures; (iii) The duration of the traineeship counts as time towards required training for licence to practice; (iv) Provision of a traineeship certificate verifying the successful completion of placement.</p>
Apprenticeship Programme for Technical	<p>Objectives: To (i) Upgrade technical education schools by linking them more closely to the labour market; (ii) Enable VET graduates to acquire first work experience in the private sector; and (iii) Improve</p>	<p>Overall effectiveness: d.n.a. - Programme planned to start in 2013 This programme has not started yet</p> <p>Effectiveness: employment outcomes: d.n.a. - New Programme</p>

Name of Scheme	Overview of Scheme	Effectiveness
Education (VET) Graduates (Πρόγραμμα Μαθητείας Αποφοίτων Τεχνικής Εκπαίδευσης)	<p>the knowledge and skills of VET graduates in order to facilitate their labour market entry.</p> <p>Length of apprenticeship: 4-6 months, 100% company-based. Participation is open to graduates of various public technical education schools (such as EPAS: see above), thus with varying durations of prior studies.</p> <p>Duration: 1/10/2012 - 28/2/2014 - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF: €15,000,000 (89.5%); National funds: €2,000,000 (10.5%)</p> <p>No. of placements funded: 8,480 (foreseen for 2012-2015) This programme has not started yet</p>	<p>Cost effectiveness: d.n.a. - New Programme</p> <p>Key success factors: This programme has not started yet (i) learning voucher which VET graduates can use to select preferred company; (ii) employer subsidies covering all social security contributions of the apprentice, if the latter is kept on 1 additional year after completion; (iii) ensuring that apprentices do not replace regular staff by setting limits to the maximum number of trainees the host organisation can take on according to its size; (iv) an online platform for matching apprentices to companies; etc.</p>
Apprenticeship Programme of Merchant Marine Academies' First-Year Students (Πρακτική Άσκηση μεταδευτεροβάθμιας ναυτικής εκπαίδευσης)	<p>Objectives: To link the educational system with the labour market through apprenticeships and a sandwich course which alternates school-based education with the acquisition of practical work experience on a ship.</p> <p>Length of apprenticeship: 2 semesters on board a merchant ship (25%) with remaining 6 semesters being school-based (75%)</p> <p>Duration: Current Programme 1/1/2011-31/12/2015- Ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: ESF: €25,000,000 (99.5%); National funds: €124,000 (0.5%)</p> <p>No. of placements funded: 8,000 (target until end 2015) / 3,250 so far</p>	<p>Overall effectiveness: It is considered to be effective in helping one start his/her career in the merchant navy. Because of this success, it has been included in and is actively promoted by the <i>Youth Action Plan</i> launched in January 2013. A 2013 study found that over 80% of students were satisfied or very satisfied with the ship-based apprenticeship.</p> <p>Effectiveness: employment outcomes: d.n.a. Graduate apprentices are usually employed in merchant shipping, coastal shipping, naval patrol, etc. Because of the better employment prospects of these apprentices, in the current severe economic crisis there increased demand by young people for this scheme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: (i) Close relevance of ship-based traineeship with actual work requirements and content of studies; (ii) Well-established and long-standing scheme with good employment prospects; (iii) Clearly defined and generous apprentice remuneration and insurance coverage which makes it attractive to young people.</p>

Table 2: Overview of Traineeship Schemes in Greece

Name of Scheme	Overview	Assessment of Effectiveness of Scheme
Cheque/Voucher for the Entrance of Unemployed Young People to the Labour Market	<p>Objectives: To facilitate the labour market entry of unemployed young people through, <i>inter alia</i>, a 5-month placement in a private sector company for first work experience and an employer subsidy towards total coverage of non-wage costs if this is converted into an employment contract for 1 year.</p>	<p>Overall effectiveness: d.n.a. - new programme</p> <p>Effectiveness: employment outcomes: d.n.a. - new programme</p> <p>Cost effectiveness: d.n.a. - new programme</p> <p>Key success factors: d.n.a. - new programme</p>

Name of Scheme	Overview	Assessment of Effectiveness of Scheme
according to their Formal Skills (Επιταγή εισόδου στην αγορά εργασίας για άνεργους νέους ανάλογα με τα τυπικά τους προσόντα)	Length of traineeship: 5 months/500 hours (86% company-based). 80 hours theoretical training (14%). Duration: 1/1/2013-31/3/2015 Scale: National Type of initiative: Public Nature of measure: Unilateral Level/Source of funding: ESF and National Funds: €166,000,000 No of placements funded: 45,000 (20,000 HEI/TEI graduates and 25,000 graduates of compulsory, secondary and post-secondary education)	
Practical Experience Work Placements for University Students (Πρακτική Άσκηση Γράθμιας Εκπαίδευσης, Πανεπιστήμια)	Objectives: (i) To help HEI students acquire valuable work experience related to their field of studies and develop their sense or professionalism; and (ii) Through incentives to increase the number of participating trainees and placement companies. Length of traineeship: 2-4 months (most commonly 3 months): 100% company-based Duration: Since mid 1990s. Current Programme 1/1/2007-31/12/2015 - ongoing Scale: National Type of initiative: Public Nature of measure: Unilateral Level/Source of funding: ESF: €20,000,000 (89.5%); National funds: €2,000,000 (10.5%) (2012-2015) Amount referred here corresponds only to the period 2012-2015. Overall budget for this action since 01/01/2007 is much bigger No. of placements funded: 36,620 (Initial target); 20,500 (for 2012-2015)	Overall effectiveness: Work experience placements which form part of HEI study curricula are considered to be very effective in facilitating one's labour market entry. Because of the success of these traineeships, they have been included in and are actively promoted by the Youth Action Plan launched in January 2013. Effectiveness: employment outcomes: d.n.a. Formal evaluation of programme due in 2015. However, another study in 2010 showed that students who completed a traineeship and were active 5-7 years after graduation were 44.5% more likely to be employed than their counterparts who did not do so. Cost effectiveness: d.n.a. Key success factors of scheme: (i) University offices specifically tasked with organising and co-ordinating traineeships linked to study curricula; (ii) robust quality assurance procedures, including vetting of companies and monitoring of placements; (iii) Joint supervision of the trainee; (iv) Existence of a traineeship agreement; (vi) Clearly defined trainee's terms and conditions, including remuneration and social security coverage.
Practical Experience Work Placements for TEI Students (Πρακτική Άσκηση Γράθμιας Εκπαίδευσης, TEI)	Objectives: (i) To help TEI students acquire valuable work experience related to their field of studies and develop their sense or professionalism; and (ii) Through incentives to increase the number of participating trainees and placement companies. Length of traineeship: 6 months (100% company-based) Duration: Since 1983. Current Programme 1/1/2007-31/12/2015 - ongoing Scale: National Type of initiative: Public Nature of measure: Unilateral Level/Source of funding: ESF: €24,000,000 (89.5%); National funds: €3,000,000 (10.5%) (2012-2015). Amount referred here corresponds only to the period 2012-2015. Overall budget for this action since	Overall effectiveness: Overall, these are considered effective and have been included in and are actively promoted by the Youth Action Plan launched in January 2013. Effectiveness: employment outcomes: d.n.a. Formal programme evaluation due in 2015. Cost effectiveness: d.n.a Key success factors: (i) A clear and well-established legal/regulatory; (ii) Offices tasked with organising and overseeing traineeships; (iii) A Traineeship Guide for each specialism; (iv) Quality assurance procedures, including the monitoring of the of traineeship's content and in situ inspections; (v) Joint supervision of trainee; (vi) The existence of a special traineeship contract; (vii) Clearly defined trainee's terms and conditions, including remuneration and social security coverage.

Name of Scheme	Overview	Assessment of Effectiveness of Scheme
	01/01/2007 is much bigger No. of placements funded: 13,700 (Initial target); 10,000 (2012-2015)	
Work Experience Programme for New Labour Market Entrants aged 16-24 (Πρόγραμμα απόκτησης εργασιακής εμπειρίας για νεοεισερχόμενους στην αγορά εργασίας, ηλικίας 16-24 ετών)	Objectives: To help young people develop links with the labour market and acquire work experience as an effective way of combating youth unemployment. Length of traineeship: 6-12 months Duration: 29/10/2010 – 31/12/2012 Scale: National Type of initiative: Public Nature of measure: Tripartite Level/Source of funding: ESF: €22,000,000 (85%); National Funds: €4,000,000 (15%) No. of placements funded: 5,000	Overall effectiveness: Relatively low effectiveness in terms of implementation due to a number of factors: (i) Company preference to employ those aged 25-30; (ii) The severe economic crisis which makes companies reluctant to take on trainees; (iii) New programme while there were other two youth employment programmes whose benefits were better publicised; (iv) It had lowest absorption rate of all programmes aimed at employment and training. Effectiveness: employment outcomes: 13.4% of trainees were offered an employment contract upon completion. 16% of 1 st stage companies employed trainees upon completion of placement. Cost effectiveness: d.n.a. Key success factors: (i) The combination of 'real' work experience with training which can effectively ensure a smooth transition into the labour market; (ii) The opportunity they provide to adapt the knowledge and skills of young people to actual employer requirements; (iii) The provision of a well-organised and structured company placement which combines an individualised action plan and on the job training and is also quality assured by OAED; (iv) The effective combination of different interventions (training and wage subsidies); etc.

4.12 Summary Country Fiche: Hungary

Table 1: Overview of Apprenticeship-Type Schemes in Hungary

Name of Scheme	Overview	Effectiveness
<p>Contract-Based Training of Vocational School Students (mainstream programmes until 2013/14).</p> <p>(Tanulószerződésen alapuló gyakorlati képzés szakiskolák tanulóinak számára)</p> <p>(Outgoing programme linked to programme below)</p>	<p>Objectives: To provide vocational school students with vocational training.</p> <p>Length of apprenticeship: 12, 24 or 36 months.</p> <p>Duration of scheme: 1996/97 until today - ongoing.</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Introduced and regulated by national legislation.</p> <p>Level/source of funding: HUF 25,000,000,000 (€84,000,000⁶¹) (2012) comprised of: 56% from employers, 43% from national funds and 1% from local funds. (NB: Funds shared with the following scheme - division between schemes unknown).</p> <p>No. of placements funded: In the school year 2012/13, there were 36,200 participants according to the Hungarian Chamber of Commerce and Industry (MKIK), and 31,430 according to the Hungarian Ministry of Human Resources (EMMI). Since 2001/2002 there have been 342,240 beneficiaries.</p>	<p>Overall effectiveness: According to MKIK annual surveys, the majority of participants are reported to have been able to learn from experts and work with up-to-date machines and equipment. Students who participated in practical training in an enterprise were reported to be more satisfied with their training in all respects.</p> <p>Effectiveness: employment outcomes: According to MKIK, 34.9% in 2011 and 34.7% in 2012 were in employment 9 months after completion. In 2011, 73.8% and in 2012 71.6% were on open-ended employment contracts.</p> <p>Likewise, 16-23% of those in employment are reported to have found work through an apprenticeship scheme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Up-to-date practical training; instructors with up-to-date knowledge; incentives for students in terms of the range of student allowances available; provision of practical skills that the student can use in the labour market; and increasing the number of enterprises participating in practical training provision.</p>
<p>Contract-Based Training of Vocational School Students (so-called 'early VET' programmes (since 2010) and 'dual model' (since 2012, to be mainstreamed from 2013/2014)</p> <p>(Tanulószerződésen alapuló gyakorlati képzés szakiskolák tanulóinak számára)</p> <p>(Incoming programme linked to programme above)</p>	<p>Objectives: To provide vocational school students with vocational training.</p> <p>Length of apprenticeship: 36 months.</p> <p>Duration of scheme: 2011/12 to date.</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Introduced and regulated by national legislation.</p> <p>Level/source of funding: HUF 25,000,000,000 (€84,000,000) (2012) comprised of: 56% from employers, 43% from national funds and 1% from local funds. (NB: Funds shared with preceding scheme – division between schemes unknown).</p> <p>No. of placements funded: 6,700 are currently enrolled according to MKIK and 10,910 according to EMMI.</p>	<p>Overall effectiveness: According to MKIK annual surveys, the majority of participants are reported to have been able to learn from experts and work with up-to-date machines and equipment. Students who participated in practical training in an enterprise were reported to be more satisfied with their training in all respects.</p> <p>Effectiveness: employment outcomes: 16-23% of those in employment are reported to have found work through an apprenticeship scheme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Up-to-date practical training places; practical training instructors with up-to-date knowledge; incentives for students in terms of the range of student allowances available; provision of practical skills that the student can use on the labour market; and increasing the number of enterprises participating in practical training provision.</p>

⁶¹ HUF – Hungarian Forint. Conversion rate into euros as of April 2013.

Name of Scheme	Overview	Effectiveness
Contract-Based Training of Secondary Vocational School Students (post-secondary VET) (Tanulószerződésen alapuló gyakorlati képzés szakközépiskolák tanulói számára)	Objectives: To provide secondary vocational school students with post-secondary VET. Length of apprenticeship: 12/24 months. Duration of scheme: 1996/97 until today - ongoing. Scale: National Type of initiative: Public Nature of measure: Introduced and regulated by national legislation. Level/source of funding: 2012: HUF 5,600,000,000 (€19,000,000) (2012) comprised of: 63% from national funds, 34% from employers, and 3% from local funds. No. of placements funded: Number currently enrolled is 7,000 according to MKIK and 7,450 according to EMMI. Since 2001/2002 there have been 69,480 beneficiaries.	Overall effectiveness: According to MKIK annual surveys, the majority of participants are reported to have been able to learn from experts and work with up-to-date machines and equipment. Students who participated in practical training in an enterprise were reported to be more satisfied with their training in all respects. Effectiveness: employment outcomes: 16-23% of those in employment are reported to have found work through an apprenticeship scheme. Cost effectiveness: d.n.a. Key success factors of scheme: Up-to-date practical training places; practical training instructors with up-to-date knowledge; incentives for students in terms of the range of student allowances available; provision of practical skills that the student can use on the labour market; and increasing the number of enterprises participating in practical training provision.
Contract-based Training of Advanced Vocational Programmes in Higher Education (Hallgatói szerződésen alapuló gyakorlati képzés felsőfokú szakképzésben tanulók számára)	Objectives: To provide participants in advanced vocational programmes with the required vocational training. Length of apprenticeship: d.n.a. Duration of scheme: 2007/08 – 2012/13. Scale: National Type of initiative: Public Nature of measure: Introduced and regulated by national legislation. Level/source of funding: HUF 2,100,000,000 (€7,000,000) (2012), 95% coming from national funds and 5% from employers. No. of placements funded: None currently enrolled, 470 to date.	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.

Table 2: Overview of Traineeship Schemes in Hungary

Name of Scheme	Overview	Effectiveness
Traineeship in the Public Sector: Hungarian Public Administration Scholarship Programme (Magyar Közigazgatási Ösztöndíj Program)	Objectives: To organise succession planning and training of suitable professionals for the Hungarian public administration. Length of traineeship: In 2011, 10 months (6 in Hungary and 4 abroad). Duration of scheme: February to December 2011, successor programmes financed by national funds were launched in 2012 and 2013. Scale: National Type of initiative: Public Nature of measure: Involving State, employers and civil organisations.	Overall effectiveness: Objectives were largely achieved. The programme fills a vacuum regarding both young people who are eager to work in public administration and the succession planning demands of public administration agencies. It also imports best practices from abroad. Effectiveness: employment outcomes: A significant proportion (about 90%) of successful participants is offered jobs in the public administration. Cost effectiveness: d.n.a. Key success factors: The quality of host institutions in Hungary; adequate coordination and organisation of the programme; continuous information provision to participants; and the input of mentors and HR

Name of Scheme	Overview	Effectiveness
	<p>Level/source of funding: HUF 700,000,000 (€2,000,000).</p> <p>No. of placements funded: 500 in total, including the successor programmes.</p>	personnel.
<p>Traineeships in ALMPs: ‘Sorsfordító-Sorsformáló’ (Life changing - Life shaping) Labour Market Programme – ‘Sorsfordító’ part</p> <p>(Sorsfordító-Sorsformáló munkaerőpiaci program) (Linked to programme below)</p>	<p>Objectives: To create a more sustainable labour market and employment programme in the agricultural sector.</p> <p>Length of traineeship: Usually 12 months, on occasion 24 months.</p> <p>Duration of scheme: 2009 - 2012</p> <p>Scale: Regional Type of initiative: Public</p> <p>Nature of measure: Involving State, local council and employers.</p> <p>Level/source of funding: HUF 28,000,000 (€90,000) (2012).</p> <p>No. of placements funded: Total of 210 (none currently).</p>	<p>Overall effectiveness: The programme has provided real (useful, value-producing, productive) work experience to the participants.</p> <p>Effectiveness: employment outcomes: 96% participants stayed in employment after completion of the programme.</p> <p>Cost effectiveness: Comparable to the average-cost of a complex programme.</p> <p>Success factors: Personality and lifestyle of participants can be effectively changed by the continuous mentoring service; continuous communication and planning between the coordinators allows continuous problem solving.</p>
<p>Graduate Traineeships Within the Context of Hungarian ALMPs: ‘Sorsfordító-Sorsformáló’ (Life changing - Life shaping) Labour Market Programme – ‘Sorsformáló’ part</p> <p>(Sorsfordító-Sorsformáló munkaerőpiaci program) (Linked to programme above)</p>	<p>Objectives: To provide work experience to new graduates (aged under 30) with a degree in agriculture.</p> <p>Length of traineeship: Usually 12 months, on occasion 24 months.</p> <p>Duration of scheme: 2009 - 2012</p> <p>Scale: Regional Type of initiative: Public</p> <p>Nature of measure: Involving State, local council and employers.</p> <p>Level/source of funding: ESF HUF 500,000,000 (€2,000,000) (86%); National funds: HUF 90,000,000 (€300,000) (14%).</p> <p>No. of placements funded: 10</p>	<p>Overall effectiveness: The programme has been effective in providing real work experience to fresh graduates.</p> <p>Effectiveness: employment outcomes: 87% found a job and stayed in employment after completion of the programme. However, the number of participants was very low (less than 10).</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Selection of participants (willingness, motivation, professional skills); careful selection of committed employers.</p>
<p>Traineeships in ALMPs: ‘Árral szemben’ (Against the Stream). Labour Market Crisis Management in the Most Disadvantaged Micro Regions of the Hungarian Southern Great Plain Region</p> <p>(Árral Szemben – Munkaerőpiaci válságkezelés a dél-alföldi régió leghátrányosabb helyzetű kistérségeiben)</p>	<p>Objectives: To improve the labour market status of unemployed, inactive people.</p> <p>Length of traineeship: 15 months.</p> <p>Duration of scheme: 2011 - 2013</p> <p>Scale: Regional Type of initiative: Public</p> <p>Nature of measure: Involving State, employers and civil organisations</p> <p>Level/source of funding: HUF 160,000,000 (€500,000).</p> <p>No. of placements funded: 60 (2012)</p>	<p>Overall effectiveness: Many positive long-term impacts for the participants, employers, the local area and the parties involved.</p> <p>Effectiveness: employment outcomes: Participants obtained a new vocational qualification and developed competences required to set up a business. 20% of men and 33% of women were in employment 6 months after completion of training.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Mentoring during the course of training and work experience has greatly helped participants and employers. The programme applied target group-specific methods and used attitude changing, reintegrating processes that helped participants re-enter the labour market.</p>

4.13 Summary Country Fiche: Ireland

Table 1: Overview of Apprenticeship-Type Schemes in Ireland

Name of Scheme	Overview	Effectiveness
Post Leaving Certificate courses (PLC)	<p>Objectives: Aimed at school leavers who have completed the Leaving Certificate as well as adult learners returning to education, in order to provide practical and academic work and work experience through vocational programmes in non-tertiary colleges/ centres of further education (ISCED 4A/B oriented to level 5A/B). Considered a “step towards skilled employment”.</p> <p>Length of apprenticeship: 1 to 3 years.</p> <p>Duration of scheme: Started in 1985 – ongoing.</p> <p>Scale: National</p> <p>Type of measure: Public</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: Approx. spending of €186mn. An additional 1,000 Post-Leaving Certificate (PLC) places announced in 2011 at the cost of an additional €2 million from the Exchequer.</p> <p>No. of placements funded: 32,690 PLC places approved for 2012/2013 academic year.</p>	<p>Overall effectiveness: Effective as serving as an alternative to further education and bridging the transition from school to work.</p> <p>Effectiveness: employment outcomes: Some 38% of PLC leavers move onto further education; however typically PLC courses are seen as an alternative, rather than a route to third level education (Watson et al, 2006). One year after leaving the PLC programme, 55% of males and 62% of females are in employment (those under 21 yrs.); 10% of males and 7% of females are unemployed (those under 21 yrs.) (based on analysis from 2006).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Closely linked to industry and delivers specific vocational skills required by industry, including new and emerging training needs within the labour market (ii) Integration of technical knowledge with work experience; (iii) Means to “bridge the transition from school to work” for younger PLC participants.</p>
<p>FAS* Apprenticeship</p> <p>*In July 2011, the establishment of a new Further Education and Training Authority (SOLAS) was announced. The new Authority will co-ordinate and fund training/ further education programmes in Ireland and will report to the Department for Education & Skills. FÁS will be disbanded as a result.</p>	<p>Objectives: Aimed at developing the skills of the apprentice to meet the needs of the industry/labour market.</p> <p>Length of apprenticeship: Typically, 4 years (40 weeks are off-the-job).</p> <p>Duration of scheme: 1991(new Apprenticeship model) onwards.</p> <p>Scale: National</p> <p>Type of measure: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: The FAS Apprenticeship budget for 2013 is €30.3m, which compares to €35.5m (revised Budget) in 2012. Programme cost €43.9m in 2011. Part funded by the National Training Fund (NTF), also with central government funds. The NTF covers most of the costs of FÁS apprenticeships. FÁS training activity is also part funded from the European Social Fund with an average of €25m per year to be drawn-down under the Human Capital Investment Operational Programme 2007 - 2013.</p>	<p>Overall effectiveness: Effective in terms of skill acquisition, numbers achieving certification and participants' career progression.</p> <p>Effectiveness: employment outcomes: Apprenticeships have effectively met labour market demand, particularly as many apprenticeships in construction (and related trades) were developed in response to increasing demand for labour in these sectors(demand which has now significantly reduced). Apprentice satisfaction with skills developed is relatively high and long-term employment outcomes have generally been high.</p> <p>Cost effectiveness: High costs of off-the-job phases of apprenticeship. Forfas estimated the cost per day of Apprenticeship to be €142 based on 2008 data, with a cost per participant progressing /completing of €35,400 (Forfas, 2010).</p> <p>Key success factors of scheme: (i) Well-structured with a systematic blend of on and off-the-job elements (ii) The social partners participate in the design and delivery of apprenticeships, which ensures support for the programme and develops sense of ownership (iii) Clear structure of programme with same entry requirements and duration of apprenticeships</p>

Name of Scheme	Overview	Effectiveness
	<p>No. of placements funded: In 2012, FAS provided for 1,240 apprentices to complete Phase 2 of their apprenticeship and for 3,890 apprentices to complete Phase 4 and 6. In 2012 there was an existing apprentice population of approximately 13,000.</p>	<p>in all occupations (OECD, 2010).</p>
<p>Redundant Apprentice Placement Scheme (RAPS)</p>	<p>Objectives: Aimed at redundant apprentices, providing them with an opportunity to complete the on-the-job phase of their apprenticeship in order to achieve the requirements to successfully progress to the next off-the-job phase or to complete their apprenticeship.</p> <p>Length of apprenticeship: The shortest duration of each on-the-job phase is 26 weeks for Phase 3/Phase 5 and 12 weeks for Phase 7.</p> <p>Duration of scheme: This scheme started in 2011, but earlier redundant apprentice schemes have been run since 2010. Will continue (subject to funding) until 31 December 2013.</p> <p>Scale: National</p> <p>Type of measure: Public and private</p> <p>Nature of measure: Bipartite</p> <p>Total amount and source of funding: The FAS 2012 provision for the scheme amounted to €11.3 million. Some €7.3m in funding came from the Department of Education and Skills. Total proposed expenditure budget for 2013 is €3.9m. FÁS training activity is part funded from the European Social Fund with an average of €25m per year to be drawn-down under the Human Capital Investment Operational Programme 2007 - 2013.</p> <p>No. of placements funded: Some 810 redundant apprentices had progressed in their apprenticeships and successfully completed all Phases 1 to 7 (and awarded FETAC Level 6 Advanced Certificate Craft) by 17 July 2012. At this date, an additional 50 redundant apprentices had successfully completed all Phases and would be submitted to FETAC in the next certification period. FAS provision for 2012 was 2,260 places.</p>	<p>Overall effectiveness: The programme has proved effective in enabling redundant apprentices to complete their apprenticeship and as a result the target group of eligible redundant apprentices has significantly reduced due to the success of the scheme in 2011/12.</p> <p>Effectiveness: employment outcomes: Over 60% of participants have gained employment, mostly in their own apprenticeship trade, either in Ireland or abroad. One in three redundant apprentices found a job in Ireland.</p> <p>Cost effectiveness: A recent evaluation found that the financial benefits accruing to the Exchequer from the scheme were greater than the 'short-term' and 'medium-term' cost benefit scenarios considered by the evaluators.</p> <p>Key success factors of scheme: (i) Apprentices receive an opportunity to complete their training and achieve a qualification (ii) As a result of the former, the state makes savings on the unemployment benefits which would otherwise be paid.</p>

Table 2: Overview of Traineeship Schemes in Ireland

Name of Scheme	Overview	Effectiveness
Specific Skills Training Programme	<p>Objectives: To provide jobseekers with training opportunities leading to recognised certification, providing skilled labour relevant to labour market needs.</p> <p>Length of traineeship: 3 to 12 months</p> <p>Duration of scheme: Ongoing</p> <p>Scale: National</p> <p>Type of measure: Public</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: Funded by Government (part financed by the National Training Fund.). Expenditure budget for 2012 was €61.6m. Total proposed expenditure budget of €66.1m in 2013. FÁS training activity is part funded from the European Social Fund with an average of €25m per year to be drawn-down under the Human Capital Investment Operational Programme 2007 - 2013.</p> <p>No. of placements funded: 16,200 new entrants in 2012. 19,650 beneficiaries in 2011.</p>	<p>Overall effectiveness: Effective in comparison to other FAS programmes.</p> <p>Effectiveness: employment outcomes: Outcomes are among the highest of all FÁS programmes, with 50% of participants entering employment within 3 months.</p> <p>Cost effectiveness: Forfas estimated the cost per day to be €88 based on 2007/8 data, with a cost per participant progressing /completing of €13,640. Estimated additional progression outcomes were +5% (Forfas, 2010). The benefit to Government in terms of gain in social welfare payments was calculated to be €5,395,400 (in 2007) and a gain on tax/PRSI of €1,802,000; with a benefit to individuals calculated to be €3,351,000 through qualifications achieved.</p> <p>Key success factors of scheme: (i) Generally well-aligned with the labour market (ii) Programmes are developed in response to identified skill needs and reviewed to ensure relevance to changing labour market needs.</p>
Job Bridge National Internship Scheme	<p>Objectives: ALMP to provide job seekers with work experience; foster stronger links to the labour market; and enhance skills and competencies through internship.</p> <p>Length of traineeship: 6 to 9 months</p> <p>Duration of scheme: July 2011 to July 2013</p> <p>Scale: National (Dublin region accounts for 34% of all participants)</p> <p>Type of measure: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: 2012: Co-funded by Irish Government and EU. Estimated expenditure level of €65.8mn in 2012 and €8.2mn in 2011.</p> <p>No. of placements funded: 5,930 participants currently on an internship (as at 14 Feb 2013). 15,350 placements have commenced since launch of the Scheme.</p>	<p>Overall effectiveness: The scheme has positive outcomes in terms of employment progression, with about half of JobBridge interns securing paid employment.</p> <p>Effectiveness: employment outcomes: Overall "the programme has had positive effects on employment chances for participants who in the absence of the programme would not have secured employment" (Indecon, 2012). The Indecon evaluation shows that "the programme has been an effective labour market intervention in achieving movement off the Live Register".</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Inclusion of a job placement, opportunities for quality work experience and to gain new job skills (ii) Direct link to the labour market which can increase participants' human capital and help establish networks/contacts (Indecon, 2012) (iii) Improves participants' self confidence and assists in identifying job opportunities suitable to their abilities (Indecon, 2012)</p>
FÁS National Traineeship Programme	<p>Objectives: To help jobseekers acquire specific skills and qualifications relevant to particular occupations in the labour market.</p> <p>Length of traineeship: Typically range from 24 weeks to 40 weeks.</p>	<p>Overall effectiveness: Highly effective compared with other FAS programmes.</p> <p>Effectiveness: employment outcomes: Outcomes for participants are</p>

Name of Scheme	Overview	Effectiveness
	<p>Duration of scheme: Set up in 1995 – ongoing.</p> <p>Scale: National</p> <p>Type of measure: Public</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: €32.8m in 2012 from National funds. Actual spend of €28.7m in 2011. Total proposed expenditure budget was €34.4m in 2013. Part financed by the National Training Fund. FÁS training activity is part funded from the European Social Fund with an average of €25m per year to be drawn-down under the Human Capital Investment Operational Programme 2007 - 2013.</p> <p>No. of placements funded: 3,100 new entrants in 2012, although 5,230 actual beneficiaries in 2012. 5,160 beneficiaries in 2011.</p>	<p>high, with traineeship having the highest rates of progression into employment of the FAS programmes (67% in 2012). Traineeships also perform better than other labour market programmes in terms of efficiency and effectiveness (Forfas, 2010; Eurofound, 2012).</p> <p>Cost effectiveness: Forfas estimated the cost per day to be €88 based on 2007/8 data, with a cost per participant progressing /completing of €20,630. Estimated additional progression outcomes were +18% (Forfas, 2010).</p> <p>Key success factors of scheme: (i) Traineeships designed and delivered in close collaboration with employers (ii) Combination of on- and off-the-job training (iii) Labour market relevance as traineeships are 'occupation-specific' and 'industry-endorsed' (Eurofound, 2012).</p>

4.14 Summary Country Fiche: Italy

Table 1: Overview of Apprenticeship-Type Schemes in Italy

Name of Scheme	Overview of Scheme	Effectiveness
<p>Apprenticeship for Gaining a Vocational Qualification or Diploma</p> <p>(D.Lgs 167/2011) partly replaces the apprenticeship for the fulfilment of the right-duty of education and training.</p> <p>(Apprendistato per la qualifica e per il diploma professionale)</p>	<p>Objectives: To gain a vocational qualification or a vocational diploma (15-25 years).</p> <p>Length of apprenticeship: Three or four years</p> <p>Duration: Since September 2011 and ongoing</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite measure</p> <p>Level/Source of funding: d.n.a</p> <p>No. of placements funded: 4,980 contracts of apprenticeships (first six months of 2012)</p>	<p>Overall effectiveness: The measure has been recently introduced therefore no evaluation data is available.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: The commitment of social partners to contributing to the definition of the apprenticeship contract and towards the vocational training of apprentices.</p>
<p>Professionalising Apprenticeship</p> <p>(D.Lgs 167/2011) (Apprendistato professionalizzante o contratto di mestiere)</p> <p>Partly replaces the Professionalising Apprenticeship (Apprendistato professionalizzante) (D.Lgs 276/2003)</p>	<p>Objectives: To gain a qualification defined in the collective contracts (18-29 years). It has partly replaced the Professionalising Apprenticeship (Apprendistato professionalizzante, D.Lgs 276/2003 – see below)</p> <p>Length of apprenticeship: Up to three years, five years for craftsmanship</p> <p>Duration: 2011 and ongoing</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite measure</p> <p>Level/Source of funding: d.n.a</p> <p>No. of placements funded: 87,630 Between May and August 2012</p> <p>Professionalising Apprenticeship (Apprendistato professionalizzante) (D.Lgs 276/2003), still in force until the end of ongoing contract</p> <p>Objectives: To gain a vocational qualification (17-29 years)</p> <p>Length of apprenticeship: a maximum of 72 months</p> <p>Duration: Entered in force in 2003, scheme D.Lgs. 276/2003 is now absorbed into a second scheme started by the D.Lgs 167/2011. Many</p>	<p>Overall effectiveness: The measure has been recently introduced; therefore no evaluation data is available yet. Data are available for the Professionalising Apprenticeship (Apprendistato professionalizzante, D.Lgs 276/2003 – see below)</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) The training responsibilities are shared between the Regions and the enterprises; ii) Collecting bargaining plays a leading role in defining the mode of delivery of training.</p> <p>Overall effectiveness: Aims have been achieved during, with a substantial stability of labour relations, despite the crisis diminishing its use.</p> <p>Effectiveness: employment outcomes: By 2011, 180,750 people who had completed apprenticeships had been made permanent employees within the same company (especially in the financial sector) as they were trained.</p>

Name of Scheme	Overview of Scheme	Effectiveness
Higher Education and Research Apprenticeship (D.Lgs 167/2011) (Apprendistato di alta formazione e ricerca)	<p>apprenticeships places are still on going under the “old” regulation.</p> <p>Scale: National but implemented at local level.</p> <p>Nature of measure: Tripartite measure</p> <p>Level/Source of funding: In 2011, €153,120,000 (ESF+ National+ Regional).</p> <p>No. of placements funded: 395,400 in 2011</p> <p>Objectives: To help individuals complete higher education and enter in the labour market (also as a researcher) through a work-based experience (18-29 years).</p> <p>Length of apprenticeship: No fixed duration</p> <p>Duration: 2011 and ongoing</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite measure</p> <p>Level/Source of funding: in 2011 €4,533,000 (ESF+ National+ Regional)</p> <p>No. of placements funded: 127 companies had started 230 apprenticeship contracts between May-August 2012.</p>	<p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) The training responsibilities are shared between the Regions and the enterprises; ii) Collecting bargaining plays a leading role in defining the mode of delivery of training.</p> <p>Overall effectiveness: The measure has been recently introduced; therefore no evaluation data is available yet.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Creating an effective synergy between companies and universities; ii) the “formal” training provided by schools, universities and training centres is funded by the public authorities, Ministry of Labour and Regions; and iii) the enterprise that takes on an apprentice only has to pay a small part of all social security and insurance contributions (maximum 10%) of the net salary of the apprentice.</p>

Table 2: Overview of Traineeship Schemes in Italy

Name of Scheme	Overview	Effectiveness
Traineeships Within Initial Vocational Training (Formazione Professionale Iniziale, FPI)	<p>Objectives: To ensure practical experience in an employment context</p> <p>Length of traineeship: variable</p> <p>Duration of scheme: On going, since 2003 (L.53/203)</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: In 2010, about €404 million (EU+ National+ Regional)</p> <p>No. of placements funded: In 2010-2011 there were 179,000 participants.</p>	<p>Overall effectiveness: The scheme is considered to be particularly suitable for young people at risk of dropping out of school and training courses.</p> <p>Effectiveness: employment outcomes: Monitoring data on those qualified in the year 2006/2007 showed that: after one year of completing the FPI, 70% of the students from training agencies and 50% of students from schools were employed; after two years the percentages were 85% and 78% respectively.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Strong mix between school-based training and work experience that is useful in finding a stable job.</p>

Name of Scheme	Overview	Effectiveness
Curricular Traineeships Within University (Law 196/97 and D. Lgs 142/98 amended by La 92/2012) (Tirocinio curricolare)	Objectives: To complete academic career with a hands-on experience in a professional environment. Length of traineeship: Variable Duration of scheme: On going since 1997 Scale: National Nature of measure: Bipartite (firms and universities) Total amount and source of funding: No funding provided No. of placements funded: 110,940 curricular traineeships in 2009/10.	Overall effectiveness: The Almalaurea data confirms that curricular traineeship activities are an important tool for linking young people to the world of work. Effectiveness: employment outcomes: A year after graduation 62.4% of graduates who have been on a internship (curricular) are employed, while only 45.9% of those who were not are employed (XV AlmaLaurea Survey, 2013). Cost effectiveness: d.n.a. Key success factors of scheme: Strict collaboration between firms and single universities.
Traineeships Included Within Higher Technical Institutes (Istruzione Tecnica Superiore, ITS)	Objectives: To provide practical experience in an employment context. Length of traineeship: The duration is generally equal to 4 semesters for a total of 1,800/2,000 hours, of which 30% is devoted to traineeships. Duration of scheme: Ongoing since 2011 Scale: National Nature of measure: Bipartite Total amount and source of funding: d.n.a No. of placements funded: Currently there are 60 ITS.	Overall effectiveness: The measure has been recently introduced; therefore no evaluation data is available yet. Effectiveness: employment outcomes: d.n.a Cost effectiveness: d.n.a. Key success factors of scheme: i) Strong linkage with territorial needs (training should be included in regional territorial plans to be prepared every three years); ii) the legal nature of provider entities - foundations - ensure the integration at all levels with a variety of local actors; iii) the majority of teaching staff coming from the business world increases guidance and support to labour market integration.
Vocational and Orientation Non-Curricular Traineeships (Tirocinio non curricolare)	Objectives: To facilitate young people's occupational choice and employability in the transition phase from school to the workforce through training and direct experience in the workplace. Length of traineeship: Traineeships cannot last for more than six months Duration of scheme: Ongoing since 1997 Scale: National but with local implementation Nature of measure: Tripartite Total amount and source of funding: d.n.a No. of placements funded: Only partial data is available with regards to traineeships through Public employment services (PES). In 2008-2010, 4 million people aged between 18 and 64 years old visited the PES of which 7.9% undertook a traineeship, while 27.5% asked for this service but did not receive it.	Overall effectiveness: No evaluation studies are available but it should be noted that there has been a growth in student numbers over time. Effectiveness: employment outcomes: 32,600 (10.6%) of the total trainees in 2011 (307,000) converted their traineeships into employment Cost effectiveness: d.n.a. Key success factors of scheme: Strong mix between school based training and work experiences that may useful to find a consistent job.

4.15 Summary Country Fiche: Latvia

Table 1: Overview of Apprenticeship-Type Schemes in Latvia

Name of Scheme	Overview	Effectiveness
Support for Improvement of Quality and Implementation of Initial Vocational Education Programmes (includes ESF-funded activities in support of apprenticeships) (Atbalsts sākotnējās profesionālās izglītības programmu īstenošanas kvalitātes uzlabošanai un īstenošanai)	Objectives: To improve the quality of vocational education programmes and ensure balance between work-related competencies and skills and further education. Length of apprenticeship: Variable Duration of scheme: March 2009 to date – ongoing Scale: National Type of initiative: Public Nature of measure: Unilateral Total amount and source of funding: ESF and national Funds: LVL 12,065,000 (€17,166,000) No. of placements funded: 8,870 (2009-2012)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. The State Education Development Agency which administers the ESF-funded programme does not collect data on progression outcomes. Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.

Table 2: Overview of Traineeship Programmes in Member State: Latvia

Name of Scheme	Overview of Scheme	Effectiveness
Support for Youth Volunteer Work (Atbalsts jauniešu brīvprātīgajam darbam)	Objectives: (i) To offer young unemployed people aged 18-24 the opportunity to work in NGOs for up to 6 months in order to acquire work experience and stay connected to the labour market; (ii) To develop volunteer work in Latvia. Length of traineeship: 1 to 6 months (100% company/NGO based). 4 hours/day. Duration: 8/7/2011 – ongoing. Scale: National Type of initiative: Public Nature of measure: Unilateral Level/source of funding: ESF and national funds No. of placements funded: 2,880	Overall effectiveness: According to the formal evaluation of SEA's Employment Measures, this programme has been successful in achieving its aims, while it is also very popular among young unemployed people and NGOs. Effectiveness: employment outcomes: Effective programme in terms of facilitating labour market entry. In 2011, 41.3% of participants had found employment 5 months after completion of the programme, while 31% did so in 2012. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Work experience in real work settings; (ii) Opportunity to apply or gain new skills with labour market relevance; (iii) Opportunity for the young person to develop professional contacts/networks; (iv) Regulation of voluntary work which can prevent abuse of the scheme; (v) Oversight and monitoring of scheme by SEA.

Name of Scheme	Overview of Scheme	Effectiveness
Work Practice for Young Unemployed (Jauniešu darba prakse)	<p>Objectives: To provide an opportunity for young unemployed people to acquire work-related skills and practical experience in a workplace.</p> <p>Length of traineeship: 6 to 12 months (50% company-based)</p> <p>Duration: 1/8/2010 to 31/12/2011</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF: LVL 2,771,400 (€3,943,000) (89.7%); National funds: LVL 320,000 (€452,000) (10.3%)</p> <p>No. of placements funded: 2,420</p>	<p>Overall effectiveness: According to its formal evaluation, the programme has been very effective and achieved its aims.</p> <p>Effectiveness: employment outcomes: In 2011, about 55.5% had secured employment 5 months after completion of the scheme. Out of the 4 ALMP measures for young unemployed evaluated, this scheme has the highest success rate.</p> <p>Cost effectiveness: d.n.a. However, according to its official evaluation many employers used trainee remuneration instead of a wage.</p> <p>Key success factors of scheme: (i) Combination of theoretical training and practical work experience which improved the employment prospects of young unemployed people; (ii) Great response and interest from both young unemployed and employers; (iii) Close co-operation between PES and employers; (iv) Clearly defined trainee compensation.</p>
Training and Work Practice for Assistants of SEA Inspectors (Nodarbinātības valsts aģentūras inspektoru asistentu apmācība un prakse (under the project "Bezdarbnieku un darba meklētāju apmācība - 3.kārta)	<p>Objectives: (i) Enhance the employability of social science graduates through the acquisition of practical work experience; (ii) Strengthen SEA's (Latvian PES) capacity through the deployment of highly qualified trainees.</p> <p>Length of traineeship: Maximum 17 months (65% company-based).</p> <p>Duration: 30/4/2010 to 30/6/2013 - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF: LVL 501,000 (€712,000) (85%); National funds: LVL 88,000 (€126,000) (15%).</p> <p>No. of placements funded: 310</p>	<p>Overall effectiveness: According to SEA's self evaluation the scheme has been very effective in both helping trainees find work upon completion and in enhancing SEA's capacity in the provision of its services. In SEA's regular satisfaction surveys managers involved in the running of the scheme, and SEA clients, have evaluated the contribution of the programme as 'good' or 'very good'.</p> <p>Effectiveness: employment outcomes: Very effective in terms of facilitating labour market entry. 85% of male and 80% of female participants continued employment immediately upon completion of the traineeship.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Trainees are highly skilled which makes their labour market integration easier; (ii) Structured training programme combining theoretical and practical training; (iii) Provision of required work experience and quick acquisition of work-related skills in a real work environment; (iv) Undertaking genuine work activities and providing substantial support to SEA clients.</p>

4.16 Summary Country Fiche: Lithuania

Table 1: Overview of Apprenticeship-Type Schemes in Lithuania⁶²

Name of Scheme	Overview of Scheme	Effectiveness
Work experience in IVET at Post-Secondary Non-Tertiary Level (ISCED 4) (Darbo patiris pirminio profesinio mokymo programose turintiems vidurinį išsilavinimą)	Objectives: To provide post-secondary IVET students with efficient, consistent, accessible and high quality IVET. Length of apprenticeship: Duration of the IVET scheme is typically 1 to 2 years; work experience is 2 to 3.5 months. Duration of scheme: 2000s to date – ongoing Scale: National Type of initiative: Public Nature of measure Tripartite Level/source of funding: d.n.a. No. of placements funded: 124,900 to date; 9,000 (2011)	Overall effectiveness: d.n.a. However, since 2009-10, the popularity of post-secondary education VET programmes at ISCED 4 level has increased due to (i) the 2009 tertiary education reform and (ii) improved conditions for VET graduates to enter higher education. Effectiveness: employment outcomes: d.n.a. Successful ISCED 4 graduates receive a vocational training diploma (<i>profesinio mokymo diplomas</i>) which provides access to the labour market. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) Delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.
Work experience in IVET at Higher Education Level (ISCED 5) (Darbo patirtis profesinio rengimo aukštojo mokslo lygmeniu programose)	Objectives: To provide students in tertiary non-university education programmes efficient, consistent, accessible and high quality IVET. Length of apprenticeship: Duration of the IVET scheme is typically 1 to 2 years; work experience is 2 to 3.5 months. Duration of scheme: From 2000s to date - ongoing Scale: National Type of initiative: Public Nature of measure Tripartite Level/source of funding: d.n.a. No. of placements funded: 70,740 in total to date; 8,430 (2011)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) Delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.
Work experience in IVET at Upper Secondary Level (ISCED 3) (Darbo patirtis	Objectives: To provide students aged over 14 at lower secondary level with efficient, consistent, accessible and high quality IVET. Length of apprenticeship: Duration of the IVET scheme is typically 1 to 2 years; work experience is 2 to 3.5 months.	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors of scheme: (i) Social partners participate in shaping the

⁶² Please note that the definition of apprenticeships and traineeships used to classify these programmes is that of the European Commission (please see section 2 of the Guidebook) rather than that used by the Lithuanian national authorities

Name of Scheme	Overview of Scheme	Effectiveness
pirminio profesinio mokymo programose turintiems pagrindinį išsilavinimą)	<p>Duration of scheme: 2000s to date - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: d.n.a.</p> <p>No. of placements funded: 44,160 in total to date; 4,160 (2011)</p>	content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.
<p>Productive Learning Pilot (a part of the “Alternative Education” Project)</p> <p>(Produktyvusis mokymasis, projekto „Alternatyvusis ugdymas“ dalis)</p>	<p>Objectives: To help young people at risk of dropping-out and of early school leaving to remain in education through personalised learning programmes which combine theoretical learning and practical work experience.</p> <p>Length of apprenticeship: 7 to 12 hours per week during 2 academic years.</p> <p>Duration of scheme: 2012 to 2014</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Other</p> <p>Level/source of funding: Overall budget: 1,148,000 Lt. ESF funding: 976,000 Lt (85%), national funding: 172,000 Lt (15%). ISM University and the Education Supply Centre support the project through in kind contributions (computers, project coordination, teacher salaries and training/study visits, hardware, etc.).</p> <p>No. of placements funded: 35 (in 2012), 50 (in 2013).</p>	<p>Overall effectiveness: This is a very interesting and innovative scheme in Lithuania. Early indications suggest several benefits for students and teachers (see below). However, limitations include lack of sufficient funding for learning materials and lack of mentors for students on work placement.</p> <p>Effectiveness: employment outcomes: Benefits observed for participating students include: (i) Personal development, learning to work together with adults, understanding of what involves the placement, self-confidence and responsibility development; (ii) Increased attendance at school, re-engagement in education; (iii) Learning becomes more interesting, learning differently and from each other; (iv) Possibility to use the skills learned in work place in the classroom environment and other way round. The programme is too recent to measure quantitative employment outcomes.</p> <p>Cost effectiveness: d.n.a. - new programme</p> <p>Key success factors of scheme: Success factors include: (i) The freedom for teachers to choose learning methods and flexibility; (ii) The small number of students in a classroom; (iii) Testing the taught subjects in practice; (iv) Increasing teachers' professional competencies, starting to work in a team; (v) Cooperation with parents and local communities.</p>
<p>Apprenticeship</p> <p>(Pameistrystės profesinio mokymo forma)</p>	<p>Objectives: To provide young people an opportunity to gain a professional qualification through work-based learning in enterprises.</p> <p>Length of apprenticeship: d.n.a.</p> <p>Duration of scheme: 2008 to date - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: d.n.a.</p> <p>No. of placements funded: d.n.a.</p>	<p>Overall effectiveness: An interesting scheme but only very few institutions provide it. The take-up of the programme has been very low to date, although there are some ESF projects planned for 2013 in order to increase participation.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: d.n.a.</p>

Table 2: Overview of Traineeship Schemes in Lithuania

Name of Scheme	Overview of Scheme	Effectiveness
Obtaining Professional Competencies in the Workplace (ALMP measure) (Darbo įgūdžių įgijimo rėmimas)	Objectives: To support unemployed people by providing them an opportunity to gain work experience. Length of traineeship: (i) Up to 12 months for new labour market entrants; (ii) up to 5 months for other target groups, 100% work-based. Duration of scheme 2006 to date - ongoing Scale: National Type of initiative: Public Nature of measure: Tripartite Level/source of funding: ESF: LTL 69,000,000 (€20,039,000 ⁶³) (2008 to 28/2/2013); National funds: LTL 11,000,000 (€3,190,000) (foreseen for 2013) No. of placements funded: 19,470 (2008 - March 2013)	Overall effectiveness: Highly effective scheme whose objectives were achieved. The evaluation of the employment support programmes identifies that this measure is popular among employers and is seen to be positive but the key drawback is that it distorts the situation in the labour market. Effectiveness: Employment outcomes: 77% of participants in 2012 entered employment after participation in the programme. Around 83% of those who are in employment 6 months after completing the programme are on open-ended employment contracts and 17% on temporary contracts. Cost effectiveness: There is not enough recent data to be able to establish the cost-effectiveness of the scheme. Key success factors of scheme: The target groups for the measure are identified according to needs. The employers receive 20% compensation for the cost of mentor in addition to the subsidy for wage and social security contributions.
Vocational Training for Unemployed (ALMP measure) (Bedarbių ir įspėtų apie atleidimą iš darbo darbingo amžiaus darbuotojų profesinis mokymas)	Objectives: To provide targeted training for unemployed people in order to (i) help them secure employment; (ii) reduce the mismatch between demand and supply of skills and competences in the labour market; and (iii) increase the effectiveness of vocational training provided for the unemployed. Length of traineeship: 6 months (minimum) Duration of scheme: 1/1/2012 to date - ongoing Scale: National Type of initiative: Public Nature of measure: Tripartite Level/source of funding: LTL 52,000,000 (€15,100,000) No. of placements funded: d.n.a.	Overall effectiveness: The measure is functioning effectively even though the number of participants is small. Effectiveness: employment outcomes: 82% of participants secure employment upon completion of training. Cost effectiveness: d.n.a. Key success factors of scheme: The distinguishing feature of the vocational training model for the unemployed is its well-targeted nature, focusing on training workers for specific jobs.
Traineeships for Higher Education Students (Darbo praktika aukštojo mokslo)	Objectives: To provide practical work experience for students. In the case of some regulated professions traineeships are compulsory. Length of traineeship: Varies and largely depends on study programme. Duration of scheme: Ongoing Scale: National	Overall effectiveness: d.n.a. Although traineeships are seen as an integral part of HE study programmes, it is also widely accepted that there is a need for increased cooperation between HEIs and employers to further promote such placements. Effectiveness: employment outcomes: d.n.a. However, HEI graduates do not seem to face significant difficulties in entering the labour market. According to 2011 data, one year after the graduation 7.6% of graduates were registered with Lithuanian Labour Exchange (PWS) as unemployed.

⁶³ LTL – Lithuanian Litas. Conversion rate into Euros as of April 2013.

Name of Scheme	Overview of Scheme	Effectiveness
studentams)	<p>Type of initiative: Public</p> <p>Nature of measure Tripartite</p> <p>Level/source of funding: d.n.a.</p> <p>No. of placements funded: d.n.a.</p>	<p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Forging closer links between employers and HEIs; (ii) The opportunity for students/graduates to gain practical work experience which enhances their employability.</p>
<p>ESF Funded Projects Aiming to Develop Traineeship Frameworks for HE Students</p> <p>(ESF projektai skirti studentų praktikos sistemoms kūrimui)</p>	<p>Objectives: To (i) Set up the system of student placements through a number of pilot projects; and (ii) Support and complement the provision of traineeships within mainstream education.</p> <p>Length of traineeship: d.n.a. The duration of the projects involving pilot placements varied but in general was two years.</p> <p>Duration of scheme: 2010 - 2012 but some projects are still ongoing.</p> <p>Scale National</p> <p>Nature of measure Tripartite</p> <p>Type of initiative: Private and public</p> <p>Level/source of funding: Total budget: LTL 17,730,000. ESF funding: LTL 16,709,000</p> <p>No. of placements funded: Expected number of participants: 990</p>	<p>Overall effectiveness: There are some ESF projects planned for 2013 in order to increase participation in the programme.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Projects' activities will cover the elaboration of models of practical work, training of placement tutors, creation of web sites containing information on available placements to students and implementation of pilot placements; (ii) It supports and complements the traineeship provision within the mainstream education.</p>

4.17 Summary Country Fiche: Luxembourg

Table 1: Overview of Apprenticeship-Type Schemes in Luxembourg

Name of Scheme	Overview	Effectiveness
Initial Apprenticeship (Apprentissage initial)	<p>Objectives: To provide young people (15 years and over) within the initial education system with the opportunity to learn a profession from an employer and gain vocational/technical qualifications.</p> <p>Length of apprenticeship: Minimum 12 months, maximum 48 months (depending on the profession).</p> <p>Duration of scheme: The first law on apprenticeships dates from 1929, but the main law organising apprenticeships dates from 1979. The most recent VET reform law was in December 2008.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: Apprenticeships funded entirely by the Luxembourg State (and employers where relevant). The actual amount spent in 2011 was €12,543, 000.</p> <p>No. of placements funded: In the period 1995-2012, 24,330 initial apprenticeships were funded.</p>	<p>Overall effectiveness: Although no figures are available, the public services and social partners consider that apprenticeships remain an effective way of helping young people to access the labour market, with a vocational qualification, which is particularly valuable in the context of the current economic crisis.</p> <p>Effectiveness: employment outcomes: The extent to which the programme helps participants enter the labour market has not been evaluated. Interviewees however consider that apprenticeships provide a more secure route into employment than other forms of labour market support, particularly in times of crisis.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: i) Involvement of the social partners via the Chambers; ii) Good follow-up of unsuccessful candidates.</p>
Adult Apprenticeship (Apprentissage pour adultes)	<p>Objectives: To provide adults (from age 18) with an opportunity to learn a profession from an employer and gain vocational/technical qualifications.</p> <p>Length of apprenticeship: Minimum 12 months, maximum 48 months (depending on the profession.)</p> <p>Duration of scheme: Began in 1999. Adult apprenticeships were introduced by the Law of the 12th February 1999, implementing the 1998 Action Plan for Employment.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: In 2012, the planned State budget was €15 million for all types of apprenticeship (initial + adult) and €4.5 mn for supplementary indemnities for adult apprenticeships. The actual spend in 2011 was €12,543,000 and €4, 475,000 for supplementary indemnities for adult apprenticeships.</p>	<p>Overall effectiveness: Although no figures are available, the public services and social partners consider that apprenticeships remain an effective way of helping young adults to access the labour market, with a vocational qualification, which is particularly valuable in times of crisis.</p> <p>Effectiveness: employment outcomes: The extent to which the programme helps participants enter the labour market has not been evaluated. Interviewees however consider that apprenticeships provide a more secure route into employment than other forms of labour market support, particularly in times of crisis.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Involvement of the social partners via the Chambers.</p>

Name of Scheme	Overview	Effectiveness
	No. of placements funded: In the period 2001-2012, 7,890 adult apprenticeships were funded.	

Table 2: Overview of Traineeship Schemes in Luxembourg

Name of Scheme	Overview	Effectiveness
Employment Initiation Contract (Contrat d'initiation à l'emploi -CIE)	<p>Objectives: To provide unemployed young people with the opportunity to gain work experience, whilst following a structured training programme, in order to increase their chances of securing employment.</p> <p>Length of traineeship: 12 months, with possibility of extension to 24 months (a new law of March 2013 limited this maximum to 18 months).</p> <p>Duration of scheme: Introduced on 1 July 2007 (replacing a former programme) and reformed in 2009. Designed to be a temporary measure and is evaluated regularly to determine whether it should continue (currently ongoing).</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: The total State contribution was €9.3mn in 2012.</p> <p>No. of placements funded: 3,260 CIE contracts were awarded between July 2007 and October 2011. Some 490 placements were underway in January 2011.</p>	<p>Overall effectiveness: Highly effective, especially in relation to integrating young people into the labour market.</p> <p>Effectiveness: employment outcomes: The CIE has been shown to be "very effective" in helping participants gain employment in the short-term (less than 6months after completion) (75% of trainees). The CIE is particularly effective in the high rate of young people (47%) gaining employment with their host company at the end of the traineeship; however, the CIE has been shown to have limited value if the young person is not employed by the enterprise hosting the traineeship.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) The law stipulates that the CIE is only open to enterprises which can offer a real opportunity for employment at the end of the contract (ii) Strong involvement of social partners in the design and in ensuring that traineeships offer real training and employment prospects (iii) Attribution of a tutor and establishment of a training plan in the first month.</p>
Employment Support Contract (Contrat d'appui à l'emploi - CAE)	<p>Objectives: To provide unemployed young people with training and opportunities to gain familiarity with the world of work through work experience in a public sector enterprise, in order to provide a route into employment.</p> <p>Length of traineeship: 12-18 months (maximum length: 18 months).</p> <p>Duration of scheme: Introduced on 1 July 2007 and reformed in 2009. The programme was designed to be a temporary measure and is evaluated regularly to determine whether it should continue (currently ongoing).</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p>	<p>Overall effectiveness: Medium effectiveness, with rates of employment for trainees higher than for those who did not have a CAE, but only marginally. However, positive effects are maintained over a longer period compared to the CIE.</p> <p>Effectiveness: employment outcomes: The CAE has had a moderate degree of success in terms of labour market outcomes, with 38% of trainees in employment after 6 months (compared to 32% of equivalent young people without the CAE). This ratio is also maintained over the longer term. Given the lower level of qualification amongst the target group (53% have a low level of qualification, compared to only 30% of those on CIEs, and none on CIE-EPs which are targeted at graduates), this level of employment can be considered satisfactory.</p>

Name of Scheme	Overview	Effectiveness
	<p>Type of initiative: Public</p> <p>Total amount and source of funding: The total State contribution was €3.1mn in 2012. Total local/regional contribution was €8 mn in 2012. Overall budget: €11.1 mn.</p> <p>No. of placements funded: 1,420 CAE contracts awarded in the period July 2007-October 2011.</p>	<p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Attribution of a tutor, and establishment of a training plan in the first month; (ii) Availability of extra training modules from 2011 to support learning; (iii) Involvement of the social partners.</p>
<p>Employment Contract - Practical Experience</p> <p>(Contrat d'initiation a l'emploi - expérience pratique - CIE-EP)</p>	<p>Objectives: To provide unemployed young graduates with an opportunity to gain work experience to help them enter the labour market, particularly in the context of the current economic recession.</p> <p>Length of traineeship: 6-24 months</p> <p>Duration of scheme: Began in November 2009 but measure was discontinued by the law of March 2013. No new CIE-EP contracts will be signed. Contracts signed before 31 December 2012 are still ongoing.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: The total State contribution was €1.7 mn in 2012.</p> <p>No. of placements funded: There were some 301 CIE-EP contracts awarded between November 2009 and October 2011. Some 205 were underway in January 2011.</p>	<p>Overall effectiveness: Highly effective especially in relation to integrating youth people into the labour market.</p> <p>Effectiveness: employment outcomes: The CIE-EP has achieved a very high rate of trainees going straight into employment at the end of the contract (79%). However, the number of trainees to date is quite limited (limiting the significance of the statistics) and their higher qualification rate means that a higher rate of success would typically be expected.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Attribution of a tutor for each trainee; (ii) focus on trainees; (iii) involvement of social partners.</p>
<p>Pilot project for NEETs</p> <p>(Projet pilote pour les 'NEET')</p>	<p>Objectives: To help young NEETs with very low or no qualifications prepare for sustainable access to the labour market.</p> <p>Length of traineeship: 5 months and follow-up for a further 6 months.</p> <p>Duration of scheme: First pilot in 2012; implemented again in 2013.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: No ESF funding in 2012 and 2013, but will be funded by ESF from 2014 when the programme is rolled out more widely.</p> <p>No. of placements funded: 120 placements have been funded in total (2012-2013). Some 60 places were funded in 2012 and a further 60 in 2013.</p>	<p>Overall effectiveness: Highly effective. NEETs who have participated in the programme have achieved high levels of course completion rates and, on completion, over 50% have continued in other forms of training/education.</p> <p>Effectiveness: employment outcomes: The pilot project has shown promising results in terms of preparing NEETs for sustainable integration into the labour market. Nearly 90% of participants have completed the course and over 50% have continued in some form of education/training. This is a very positive result for young people who are mainly early school leavers or have low levels of academic achievement.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Targets young people furthest from the labour market; (ii) Strong degree of cooperation with enterprises and with the Consular Chambers.</p>

4.18 Summary Country Fiche: Malta

Table 1: Overview of Apprenticeship-Type Schemes in Malta

Name of Scheme	Overview of Scheme	Assessment of Effectiveness of Scheme
Technician Apprenticeship Scheme (TAS)	<p>Objectives: To help an apprentice obtain an occupational competence at technician level (ISCED 4).</p> <p>Length of apprenticeship: Varies from 24 to 36 months.</p> <p>Duration: 1990 to date – ongoing.</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: d.n.a.</p> <p>Level/Source of funding: d.n.a. for specific programme but total expenditure on apprenticeships €607,000 (2010).</p> <p>No of placements funded: 410 (2012).</p>	<p>Overall effectiveness: d.n.a. However, the Apprenticeship Schemes alongside other schemes run by the Malta Employment and Training Corporation (ETC) are regarded as having helped to ensure a stable and expanding workforce. Apprenticeships are considered as one of Malta's Employment and Training Corporation's main initiatives in training provision.</p> <p>Effectiveness: employment outcomes: d.n.a. for specific programme but 82% of apprentices are subsequently employed with the same sponsor while others start their own business. Following completion of the scheme in 2010, 91% were placed with an employer. In September 2012, out of those who did not pursue further studies after completing their apprenticeship, 85% were in full-time and 7% in part-time employment.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: To ensure quality training at the employer's establishment and at VET Institutes, in 2012 Malta Employment and Training Corporation (ETC) officials carried out a total of 680 monitoring visits and in 2010 introduced apprenticeship handbooks (for employers and apprentices) to ensure that the apprenticeship training was in line with the relevant professional/occupation role and training requirements.</p>
Extended Skills Training Scheme (ESTS)	<p>Objectives: To help an apprentice obtain a craft level certificate (ISCED 3).</p> <p>Length of apprenticeship: Varies from 18 to 36 months.</p> <p>Duration: 1981 to date – ongoing.</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: d.n.a.</p> <p>Level/Source of funding: d.n.a. for specific programme but total expenditure on apprenticeships €607,000 (2010).</p> <p>No of placements funded: 210 (2012)</p>	<p>Overall effectiveness: d.n.a. However, the Apprenticeship Schemes alongside other schemes run by the Malta Employment and Training Corporation (ETC) are regarded as having helped to ensure a stable and expanding workforce: between 2003 and 2008 the number of young people who reached ISCED 3 level increased by 9.1%.</p> <p>Effectiveness: employment outcomes: d.n.a. for specific programme but 82% of apprentices are subsequently employed with the same sponsor while others start their own business. Following completion of the scheme in 2010, 91% of applicants on the schemes were placed with an employer. In September 2012, out of those who did not pursue further studies after completing their apprenticeship, 85% were in full-time and 7% in part-time employment.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: To ensure quality training at the employer's establishment and at VET Institutes, in 2012 Malta Employment and Training Corporation (ETC) officials carried out a total of 680 monitoring visits and in 2010 introduced apprenticeship handbooks (for employers and apprentices) to ensure that the apprenticeship training was in line with the relevant professional/occupation role and training requirements.</p>

Table 2: Overview of Traineeship Schemes in Malta

Name of Scheme	Overview	Effectiveness
Traineeship Scheme (ESF 2.4 Employability Programme)	<p>Objectives: To provide young people with the necessary practical experience in order to obtain a Certificate of Achievement. The scheme is envisaged in the Employability Programme (ESF 2.4). The measure has been implemented by Employment Training Corporation (ETC) of the Government of Malta. Starting from 2012, a new measure has been envisaged (ESF 2.201). The Enhancing Employability through Training (EET) has the objective to reintegrate jobseekers and inactive persons into the labour market. Traineeship schemes may be included in the training activities.</p> <p>Length of traineeship: Based on a 40-hour week, ranges between 10 and 39 weeks, 80% company-based.</p> <p>Duration of scheme: Launched in 2010 (envisaged in the Operational Programme II (ESF) from 2008).</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: d.n.a.</p> <p>Level/source of funding: Co-funded by the ESF in the period 2008-2014 (total funding about €5,339,631).</p> <p>No. of placements funded: Over 800 (2010/12).</p>	<p>Overall effectiveness: d.n.a. Traineeship programmes are generally seen as an important tool the development of employability skills.</p> <p>Effectiveness: employment outcomes: d.n.a. However, according to a 2011 Eurobarometer survey 84% of Maltese respondents who had completed a traineeship stated that the traineeship helped them to get a permanent job. This rate is significantly higher than the EU-27 rate which stands at 44%.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Flexibility of scheme.</p>
Job Experience Scheme (JES)	<p>Objectives: To facilitate the school-to-work transition and improve the employability of new labour market entrants by providing them with the opportunity to become familiar with the world of work and gain first work experience.</p> <p>Length of traineeship: Up to 13 weeks.</p> <p>Duration of scheme: 2003 – 2009</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Bilateral</p> <p>Level/source of funding: ESF (85%) and national funds (15%).</p> <p>No. of placements funded: 850 (mid-2009)</p>	<p>Overall effectiveness: The scheme was characterised by a high completion rate (78%).</p> <p>Effectiveness: employment outcomes: 36% of the participants were in employment on successful completion of the scheme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Active promotion of the scheme to employers and close co-operation with employers.</p>
Employment Aid Programme (EAP)	<p>Objectives: To facilitate access to employment of disadvantaged people, including young people and the disabled through employer subsidies.</p>	<p>Overall effectiveness: According to Malta's Employment and Training Corporation EAP has proved to be an effective means of assisting disadvantaged, including young people, integrate into the labour market. Over 50% of EAP participants are young people.</p>

Name of Scheme	Overview	Effectiveness
	<p>Length of traineeship: At least 12 months.</p> <p>Duration of scheme: 2009 - 2013</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: d.n.a.</p> <p>Level/source of funding: Co-funded by ESF, the Maltese Government and Employers: Total funds: €8,200,000</p> <p>No. of placements funded: 1,020 aged under 30 (2008-2013).</p>	<p>Effectiveness: employment outcomes: 94% of EAP participants were retained in employment after completing the scheme. A 2011 tracer study also showed a high retention rate of 89.2% among participants in Gozo.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Popularity among employers.</p>

4.19 Summary Country Fiche: The Netherlands

Table 1: Overview of Apprenticeship-Type Schemes in the Netherlands

Name of Scheme	Overview	Effectiveness
Work-Based Senior Secondary Vocational Education <i>(General information – consists of 4 MBO (Senior Secondary Vocational Education) levels as set out below)</i> (BBL: beroepsbegeleidende leerweg)	Objectives: To prepare participants for the labour market; continued education and citizenship. Length of apprenticeship: 6 to 48 months (at least 60% work-based). Duration of scheme: Present system introduced in 1996 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, overall budget of €5.7 bn. No. of placements funded: 147,300 places in 2011/2012.	Overall effectiveness: In general, the system works well. Youth unemployment is relatively low, although has been rising since the crisis. The number of school drop outs is decreasing. Effectiveness: employment outcomes: 75% of BBL graduates are taken on by their training company. Some 51% of graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €38,600 per BBL student (2009). Key success factors: Close link between education, vocational education and the world of work.
Work-Based Senior Secondary Vocational Education – Level 2 – Basic Vocational Education (BBL: beroepsbegeleidende leerweg – MBO niveau 2 - basisberoepsopleiding)	Objectives: To provide basic vocational education and prepare participants for the labour market; continued education; and citizenship. Length of apprenticeship: 24-36 months (at least 60% work-based). Duration of scheme: Present system was introduced in 1996 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, overall budget of €5.7 bn. for all BBL strands. No. of placements funded: 53,300 in 2012.	Overall effectiveness: In general, the system works well. Youth unemployment is relatively low, although has been rising since the crisis. The number of school drop outs is decreasing. Effectiveness: employment outcomes: Some 49% of BBL2 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €38,600 per BBL student (2009). Key success factors: Close link between education, vocational education and the world of work.
Work-Based Senior Secondary Vocational Education – Level 3 – Professional Education (BBL: beroepsbegeleidende leerweg - MBO niveau 3 - vakopleiding)	Objectives: To prepare participants for the labour market; continued education; and citizenship. Length of apprenticeship: 24 to 48 months (at least 60% work-based). Duration of scheme: Present system was introduced in 1996 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, overall budget of €5.7 bn. for all BBL levels. No. of placements funded: 53,200 in 2012.	Overall effectiveness: In general, the system works well. Youth unemployment is relatively low, although has been rising since the crisis. The number of school drop outs is decreasing. Effectiveness: employment outcomes: Some 58% of BBL3 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €38,600 per BBL student (2009). Key success factors: Close link between education, vocational education and the world of work via traineeships.

Name of Scheme	Overview	Effectiveness
Work-Based Senior Secondary Vocational Education – Level 4 – Management Training & Specialist Training (BBL: beroepsbegeleidende leerweg - MBO niveau 4 – middenkaderopleiding & specialistenopleiding)	Objectives: To prepare participants for the labour market; continued education; and citizenship. Length of apprenticeship: Approx. 48 months (management training) or 12-24 months (specialist training) (at least 60% work-based). Duration of scheme: Present system was introduced in 1996 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, overall budget of €5.7 bn. for all BBL levels. No. of placements funded: 31,800 in 2012.	Overall effectiveness: In general, the system works well. Youth unemployment is relatively low, although has been rising since the crisis. The number of school drop outs is decreasing. Effectiveness: employment outcomes: Some 56% of BBL4 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €38,600 per BBL student (2009). Key success factors: Close link between education, vocational education and the world of work.
Work-Based Senior Secondary Vocational Education – Level 1 – Assistant Training (BBL: beroepsbegeleidende leerweg - MBO niveau 1 – assistentopleiding/AKA: Arbeidsmarktgekwalficeerd assistant)	Objectives: To prepare participants for the labour market, especially at this level (educating students in tasks to be executed under supervision); continuing education (entrance to level 2 training); citizenship. Length of apprenticeship: 6 months to 12 months (at least 60% work-based). Duration of scheme: Added to the VET structure in 2004 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, overall budget of €5.7 bn for all BBL levels. No. of placements funded: 9,000 in 2012.	Overall effectiveness: In general, the system works well. Youth unemployment is relatively low, although has been rising since the crisis. The number of school drop outs is decreasing. Performance at this level is not high, due to the difficulties of the target group. Effectiveness: employment outcomes: Some 32% of BBL1 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €38,600 per BBL student (2009). Key success factors of scheme: Close link between education, vocational education and the world of work.

Table 2: Overview of Traineeship Schemes in the Netherlands

Name of Scheme	Overview	Effectiveness
Traineeships as Part of Higher Professional Education (Hoger beroepsonderwijs - HBO)	Objectives: To provide higher vocational education at bachelor level through Universities of Applied Science. The education is focused on higher occupations and aims to transfer theoretical knowledge and the development of skills that are closely linked to professional practice. Length of traineeship: Length of course is 48 months, internships of 4 to 12 months, depending on the occupation. Duration of scheme: d.n.a.	Overall effectiveness: In general, the system works well. Social partner involvement is lower than in other VET levels: HE institutions are free to shape their programmes, though alignment with regional employers is obligatory. The method for this differs by institution. Effectiveness: employment outcomes: Some 46% of HBO graduates thought that the training was a good basis with which to enter the labour market.

Name of Scheme	Overview	Effectiveness
	<p>Scale: National. Type of initiative: Public.</p> <p>Nature of measure: Unilateral.</p> <p>Total amount and source of funding: d.n.a.</p> <p>No. of placements funded: 414,000 students in 2012.</p>	<p>Cost effectiveness: d.n.a.</p> <p>Key success factors: Close link between education, vocational education and the world of work via traineeships; acquisition of a bachelors or masters degree.</p>
<p>Traineeships as Part of School-Based Senior Secondary Vocational Education</p> <p><i>(General information – consists of 4 MBO (Senior Secondary Vocational Education) levels as set out below)</i></p> <p>(BOL: Beroepsopleidende leerweg)</p>	<p>Objectives: To prepare participants for the labour market; continued education; and citizenship.</p> <p>Length of traineeship: Length of course is 6 to 48 months. Length of internship: 10 or 20 weeks. Internship accounts for 20-60% of the course.</p> <p>Duration of scheme: Present system was introduced in 1996 - ongoing.</p> <p>Scale: National. Type of initiative: Public.</p> <p>Nature of measure: Tripartite (i.e. state, employers and trade unions).</p> <p>Total amount and source of funding: In 2009, total budget of €10.5 bn (for 322,000 students).</p> <p>No. of placements funded: 330,000 full time places in 2011-2012.</p>	<p>Overall effectiveness: In general, the system works well. However, schools and employers in the region can feel limited by the frameworks set up by the centres of expertise.</p> <p>Effectiveness: employment outcomes: Some 42% of BOL graduates thought that the training was a good basis with which to enter the labour market.</p> <p>Cost effectiveness: d.n.a. Average cost of €32,700 per BOL student (2009).</p> <p>Key success factors: Close link between education, vocational education and the world of work via traineeships.</p>
<p>Traineeships as Part of School-Based Senior Secondary Vocational Education – Level 4 - Management Training & Specialist Training</p> <p>(BOL: Beroepsopleidende leerweg - MBO niveau 4 – middenkaderopleiding & specialistenopleiding)</p>	<p>Objectives: To prepare participants for the labour market; continued education; and citizenship.</p> <p>Length of traineeship: Approx. 48 months (management training) or 12-24 months (specialist training). Internship accounts for 20-60% of the course.</p> <p>Duration of scheme: Present system was introduced in 1996 - ongoing.</p> <p>Scale: National. Type of initiative: Public.</p> <p>Nature of measure: Tripartite (i.e. state, employers and trade unions).</p> <p>Total amount and source of funding: In 2009, total budget of €10.5 bn. (for all BOL levels).</p> <p>No. of placements funded: 182,000 full time places in 2011-2012.</p>	<p>Overall effectiveness: In general, the system works well. However, schools and employers in the region can feel limited by the frameworks set up by the centres of expertise.</p> <p>Effectiveness: employment outcomes: Some 42% of BOL4 graduates thought that the training was a good basis with which to enter the labour market.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors: Close link between education, vocational education and the world of work via traineeships.</p>
<p>Traineeships as Part of School-Based Senior Secondary Vocational Education – Level 3 – Professional Education</p> <p>(BOL: Beroepsopleidende leerweg - MBO niveau 3 - vakopleiding)</p>	<p>Objectives: To prepare participants for the labour market; continued education; and citizenship.</p> <p>Length of traineeship: 24 to 48 months. Internship accounts for 20-60% of the course.</p> <p>Duration of scheme: Present system was introduced in 1996 - ongoing.</p> <p>Scale: National. Type of initiative: Public.</p> <p>Nature of measure: Tripartite (i.e. state, employers and trade unions).</p> <p>Total amount and source of funding: In 2009, total budget of €10.5 bn. (for all BOL levels).</p>	<p>Overall effectiveness: In general, the system works well. However, schools and employers in the region can feel limited by the frameworks set up by the centres of expertise.</p> <p>Effectiveness: employment outcomes: Some 44% of BOL3 graduates thought that the training was a good basis with which to enter the labour market.</p> <p>Cost effectiveness: d.n.a. Average cost of €32,700 per BOL student (2009).</p> <p>Key success factors: Close link between education, vocational education and the world of work via traineeships.</p>

Name of Scheme	Overview	Effectiveness
	No. of placements funded: 78,700 full time places in 2011-2012	
Traineeships as Part of School-Based Senior Secondary Vocational Education – Level 2 – Basic Vocational Education (BOL: Beroepsopleidende leerweg – MBO niveau 2 - basisberoepsopleiding)	Objectives: To prepare participants for the labour market; continued education; and citizenship. Length of traineeship: 24 to 36 months. Internship accounts for 20-60% of the course. Duration of scheme: Present system was introduced in 1996 - ongoing. Scale: National. Type of initiative: Public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, total budget of €10.5 bn. (for all BOL levels). No. of placements funded: 59,100 full time places in 2011-2012	Overall effectiveness: In general, the system works well. Schools and employers in the region can feel limited by the frameworks set up by the centres of expertise. Effectiveness: employment outcomes: Some 39% of BOL2 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €32,700 per BOL student (2009). Key success factors: Close link between education, vocational education and the world of work via traineeships.
Traineeships as Part of School-Based Senior Secondary Vocational Education – Level 1 – Assistant Training (BOL: Beroepsopleidende leerweg - MBO niveau 1 – assistentopleiding/AKA: Arbeidsmarktgekwalficeerd assistant)	Objectives: To prepare participants for the labour market, especially at this level (educating students in tasks to be executed under supervision); continued education (entrance to level 2 training); citizenship. Length of traineeship: Length of course is 6 to 12 months. Internship accounts for 20-60% of the course. Duration of scheme: Added to the VET structure in 2004 - ongoing. Scale: National. Type of initiative: Private and public. Nature of measure: Tripartite (i.e. state, employers and trade unions). Total amount and source of funding: In 2009, total budget of €10.5 bn. (for all BOL levels). No. of placements funded: 10,200 full time places in 2011- 2012.	Overall effectiveness: In general, the system works well. However, performance at this level is not high, due to the difficulties of this target group. In addition, schools and employers in the region can feel limited by the frameworks set up by the centres of expertise. Effectiveness: employment outcomes: Some 45% of BOL1 graduates thought that the training was a good basis with which to enter the labour market. Cost effectiveness: d.n.a. Average cost of €32,700 per BOL student (2009). Key success factors: Close link between education, vocational education and the world of work via traineeships.
Action Plan Youth Unemployment: School Ex Programme (Actieplan jeugdwerkloosheid: School Ex Programma)	Objectives: To stimulate youngsters who are reaching the end of their training and who see few opportunities on the labour market; to enable continued education. Length of traineeship: Length of traineeship differs by type of training. Duration of scheme: Since 2005. Scale: National Type of initiative: Public Nature of measure: d.n.a. Total amount and source of funding: d.n.a. No. of placements funded: d.n.a.	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. Key success factors: d.n.a.

4.20 Summary Country Fiche: Poland

Table 1: Overview of Apprenticeship-Type Schemes in Poland

Name of Scheme	Overview	Effectiveness
2/3 – Year Basic Vocational School (Zasadnicza szkoła zawodowa)	<p>Objectives: To provide pupils with IVET leading to a diploma confirming vocational qualifications for a particular occupation. Practical training can take place either in school workshops (ateliers), centres for practical training or workplaces. Around 50% undertake training in the workplace, and thus can have the status of ‘Juvenile Worker’ (<i>młodociani pracownicy</i>); most juvenile workers (approximately 80%) carry out their apprenticeship in the craft sector.</p> <p>Duration: Ongoing</p> <p>Length of apprenticeship: 6 hours of practical training per week, 3-4 weeks of work placement per academic year. The overall duration of the studies is variable, but generally 2-3 years.</p> <p>Scale: National</p> <p>Type of initiative: Public (mainly)</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: National funds</p> <p>No. of placements funded: 201,110 pupils took part in practical training activities (<i>zajęcia praktyczne</i>) and 114,240 undertook an apprenticeship (2012), including both juvenile workers and other categories of apprentices.</p>	<p>Overall effectiveness: d.n.a. However, after some years of little interest in basic vocational schools and decreasing numbers of both schools and places, there is recently renewed interest in them, not least because of better employment prospects. Crucially a change in attitudes is currently occurring and vocational education has lost its ‘social stigma’ while acquiring a new positive meaning.</p> <p>Effectiveness: employment outcomes: d.n.a. However, pupils regard practical training and apprenticeships as more useful for labour market entry than general education.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Close co-operation of schools with employers and PES; (ii) The renewed interest among pupils in attending a basic vocational school since this leads straight to employment.</p>
4-Year Technical Upper Secondary School (Technikum)	<p>Objectives: To help graduates of lower secondary schools (gymnasia) combine general and vocational education, and obtain an upper-secondary school certificate (Matura) and vocational qualifications diploma (technician level).</p> <p>Duration: 1948 to date - ongoing</p> <p>Length of apprenticeship: d.n.a. 54% theoretical and 36% vocational training</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: National funds</p> <p>No. of placements funded: 159,000 pupils took part in practical training activities (<i>zajęcia praktyczne</i>) and 165,600 undertook an apprenticeship (2012).</p>	<p>Overall effectiveness: d.n.a. However, overall the programme is perceived positively and is usually chosen by those not certain whether they will continue their education. As such, it can contribute to keeping young people in education.</p> <p>Effectiveness: employment outcomes: d.n.a. However, upon successful completion, participants are considered to be well-prepared for work.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) The opportunity to gain a good theoretical grounding in combination if preferred, with additional vocational training which allows for flexibility in one’s career and/or further education trajectory; (ii) Professional qualifications are certified by a diploma.</p>

Name of Scheme	Overview	Effectiveness
2-Year Post Upper Secondary School (Szkoła policealna)	<p>Objectives: To help students obtain a post-secondary leaving certificate and qualify as a technician in their chosen profession.</p> <p>Duration: Ongoing</p> <p>Length of apprenticeship: Varies depending on study subject.</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Unilateral Level/Sources of funding: National funds</p> <p>No. of placements funded: 112,630 pupils took part in practical training activities (<i>zajęcia praktyczne</i>) and 115116,000 undertook an apprenticeship (2012).</p>	<p>Overall effectiveness: d.n.a. However, overall the programme is perceived positively and is quite popular among young people.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) It is shorter than university studies and, as such, is attractive to a number of young people; (ii) It awards qualifications which are required for specific professions.</p>
3-Year Specialised Upper Secondary School Offering Education in Specialisations of General Vocational Education (Liceum profilowane)	<p>Objectives: To (i) Offer graduates of lower secondary schools (gymnasia) quality general education so that they progress to tertiary education; (ii) Prepare pupils so they can sit the Matura exam; and (iii) Provide the necessary conditions for general vocational training (<i>ogólnozawodowe</i>).</p> <p>Duration: 1999 to 2014</p> <p>Length of apprenticeship: d.n.a.</p> <p>Scale: National</p> <p>Type of initiative: Public (mainly)</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: National funds</p> <p>No. of placements funded: 34,300 (2010/2011)</p>	<p>Overall effectiveness: In general the programme has not been as effective as originally planned. As a result, the Ministry of Education has decided to abolish this form of education which will cease in 2014.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: It provides both general education and some professional training.</p>
3-Year Supplementary Secondary Technical School (Technikum uzupełniające)	<p>Objectives: To help graduates of the basic vocational schools develop intermediate level skills and, upon successful completion obtain a Technikum Certificate.</p> <p>Duration: 1990 – 2012 Length of apprenticeship: d.n.a.</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: National funds</p> <p>No. of placements funded: 10,350 pupils took part in practical training activities (<i>zajęcia praktyczne</i>) and 9,770 undertook the apprenticeship (2012).</p>	<p>Overall effectiveness: It was seen as ineffective and has been discontinued. Indeed according to an Act of August 19 2011, this form of education was expected to cease in 2012.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Provided the opportunity to complement their vocational training with more general education and so improve their employment prospects; (ii) Also provided the opportunity to take the Matura examination which, at present, is seen as a key labour market requirement.</p>

Name of Scheme	Overview	Effectiveness
Technical Universities Programmes of Study (Politechniki)	<p>Objectives: To help students acquire work-related, professional skills in line with the specific requirements of their study subject.</p> <p>Duration: Ongoing</p> <p>Length of apprenticeship: 3-12 weeks of work-based learning, depending on field of education and university requirements.</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: National funds</p> <p>No. of placements funded: d.n.a. It is up to students to find a placement.</p>	<p>Overall effectiveness: d.n.a. However, these programmes are generally perceived positively in terms of labour market outcomes. As a result, students have recently shown a strong interest in such studies.</p> <p>Effectiveness: employment outcomes: d.n.a. However, due to engineering skills shortages, graduates can easily enter the labour market. Students who have secured a company-based traineeship are often employed after graduation.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Interdisciplinary education in technical areas such as engineering with high level of skills shortages; (ii) Structured company-based traineeship in close alignment with students' study subjects.</p>

Table 2: Overview of Traineeship Schemes in Poland

Name of Scheme	Overview	Effectiveness
The Labour Market Open for All ((ESF Human Capital OP 2007-2013 Priority Axis 6): practical training offered to Youth	<p>Objectives: To increase the employment abilities of the unemployed and provide possibilities to obtain professional experience at work.</p> <p>Duration: 2007 to 2013 Length of traineeship: d.n.a</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/Sources of funding: Total funding allocation (2007 to 2013) for Priority 6 is € 2,256,929,000 of which € 1,918,390,000 is from ESF funds and €338,539,000 is from national resources.</p> <p>No. of placements funded: Over 300,000 young people participated in traineeships (43% of young people) or training projects and over 25,000 received a start-up grant (about 18% of young people).</p>	<p>Overall effectiveness: Internships are the most popular form of support for youth and participants assess this form of support as efficient and effective but only if it is tailored to their educational background.</p> <p>Effectiveness: employment outcomes: Over 63% of participants are in employment within one month of the closure of the project. After 6 months 42% of young people are in employment (33% in employment and 11% self-employed); and 18% of former participants continue in education.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Internships tailored to educational backgrounds</p>
Tertiary Education and Science (ESF Human Capital OP 2007-2013 Priority Axis 4)	<p>Objectives: To improve the performance of tertiary education institutions by implementing HEI development programs in cooperation with employers and increasing the significance of practical training (obligatory element as of 2012).</p> <p>Duration: 2007 to 2013 Length of traineeship: Internships lasting 3</p>	<p>Overall effectiveness: Studies and evaluation show widespread cooperation between HEI and entrepreneurs as regards internships, R&D projects and lectures given to students by invited professionals.</p> <p>Effectiveness: employment outcomes: .d.n.a</p> <p>Cost effectiveness: d.n.a.</p>

Name of Scheme	Overview	Effectiveness
	<p>months is an indicator of the measure's implementation.</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/Sources of funding: Total funding allocation (2007 to 2013) for Priority 4 is €960,367,000, of which €816,312,000 is from ESF funds and €144,055,000 is from national resources.</p> <p>No. of placements funded: 246,000 HE students participating in traineeships; of which 10,500 participated in traineeships of at least 3 months duration.</p>	<p>Key success factors of scheme: d.n.a</p>
<p>Traineeship Programmes for the Unemployed</p> <p>(Staże dla Bezrobotnych)</p>	<p>Objectives: To provide registered unemployed people with essential work experience in order to improve their employment prospects.</p> <p>Duration: 2005 – ongoing</p> <p>Length of traineeship: 3 to 12 months</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/Sources of funding: National – Labour Fund: pln 848,000 (€204,000⁶⁴) (2011); pln 1,894,000 (€455,000) (2010).</p> <p>No. of placements funded: 110,520 (2011)</p>	<p>Overall effectiveness: This instrument is one of few ALMP and is seen as having a high level of effectiveness and efficiency.</p> <p>Effectiveness: employment outcomes: Quite effective scheme in terms of employment outcomes with 48.4% in 2011 and 52.6% in 2010.</p> <p>Cost effectiveness: d.n.a. Cost per participant: pln 7,680 (€1,840) and Cost of participant's employment: pln 9,370 (€2,250) (2011)</p> <p>Key success factors of scheme: (i) It is rather widely available; (ii) Administration and oversight by PES; (iii) Informal monitoring whether trainees are employed at the close end of their traineeship.</p>
<p>Employment and Social Integration (ESF Human Capital OP 2007-2013 Priority Axis 1): Voluntary Job Corps (OHP) - training offered to youth</p>	<p>Objectives: To provide vocational activities and social integration projects through the support of youth threatened by social exclusion</p> <p>Duration: 2007 to 2013 Length of traineeship: d.n.a</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/Sources of funding: Total funding allocation (2007 to 2013) for Priority 1.3 (including the Voluntary Labour Corps) is € 50 000 000 of which € 42 500 000 is from ESF funds and € 7 500 000 is from national resources.</p> <p>No. of placements funded: About 20,000 young people at risk of social exclusion participated in the projects.</p>	<p>Overall effectiveness: 90% of adult participants graduate from the professional courses and verify their skills during practical training in enterprises.</p> <p>Effectiveness: employment outcomes: 25% of adult participants are employed as a consequence of the HC OP project.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: d.n.a</p>
<p>Your Career – Your Choice</p>	<p>Objectives: To increase the employment rate of unemployed youth by helping one gain work experience through various vouchers, including a</p>	<p>Overall effectiveness: d.n.a. New pilot programme but its outlook is considered to be positive.</p>

⁶⁴ PLN – Polish Zloty. Conversion rate into Euros as of April 2013.

Name of Scheme	Overview	Effectiveness
(Twoja Kariera – Twój Wybór)	<p>traineeship voucher and an employer voucher for hiring graduates.</p> <p>Duration: July 2012 – November 2014.</p> <p>Length of traineeship: Up to 12 months.</p> <p>Scale: National Type of initiative: Public Nature of measure: Unilateral</p> <p>Level/Sources of funding: National – Labour Fund: about €10,000,000</p> <p>No. of placements funded: 3,080 of which 680 on placements</p>	<p>Effectiveness: employment outcomes: d.n.a. - new pilot programme</p> <p>Cost effectiveness: d.n.a. - new pilot programme</p> <p>Key success factors of scheme: d.n.a. - new pilot programme</p>
<p>Play to Win a 'Stage'</p> <p>A Joint Programme of PriceWaterhouse Coopers (PWC) and Gazeta Wyborcza</p> <p>(Gras o staż)</p>	<p>Objectives: To promote youth employment by broadening students' work-related skills, knowledge and experience through a summer traineeship.</p> <p>Duration: 1996 to date - ongoing</p> <p>Length of traineeship: 1 to 3 months – during summer holidays</p> <p>Scale: National Type of initiative: Private</p> <p>Nature of measure: Bipartite</p> <p>Level/Sources of funding: Employer</p> <p>No. of placements funded: 640 (2010 – 2012)</p>	<p>Overall effectiveness: The programme is well regarded for allowing young participants to gain experience in working often in major international companies. It has very high completion rates, e.g. 99% in 2012.</p> <p>Effectiveness: employment outcomes: d.n.a. However, a number of companies only employ former trainees.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Widely publicised scheme; (ii) Participation of top companies; (iii) Platform linking students and universities with companies; (iv) Organised under the Ministry of Labour' auspices; (v) Trainee compensation.</p>
<p>Microsoft Internship Programme</p> <p>(Program praktyk zawodowych)</p>	<p>Objectives: To (i) Attract talented young people through student placements; (ii) Promote cooperation with young people; and (iii) Help develop their skills and competencies in line with business needs.</p> <p>Duration: Ongoing</p> <p>Length of traineeship: 1-3 months depending on business needs</p> <p>Scale: National (and Global) Type of initiative: Private</p> <p>Nature of measure: Unilateral Level/Sources of funding: Private</p> <p>No. of placements funded: 250 in Developer & Platform Group (DPE) (2012).</p>	<p>Overall effectiveness: It is widely seen as a highly effective programme which is one of the most successful and sought after in the IT sector.</p> <p>Effectiveness: employment outcomes: d.n.a. However, it is regarded as being very effective in terms of employment outcomes.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Highly structured placement programme; (ii) Diversity and variety of placements; (iii) Meaningful work assignments and genuine work-related tasks; (iv) Trainees are not rotated but are embedded within a specific business unit for the duration of placement.</p>
<p>Career for a Start SMGKRC Poland Human Resources Region Południowy Sp.z.o.o & Dziennik Zachodni</p> <p>('Kariera na Start')</p>	<p>Objectives: To enhance student and graduate employability by helping them gain work experience. Another aim is to retain talent in the region.</p> <p>Duration: 2010 to date - ongoing</p> <p>Length of traineeship: 1 to 12 months</p> <p>Scale: Regional Type of initiative: Private</p> <p>Nature of measure: Unilateral</p> <p>Level/Sources of funding: Employer funds</p> <p>No. of placements funded: 80 to date</p>	<p>Overall effectiveness: d.n.a. However, it is well regarded by both trainees and companies.</p> <p>Effectiveness: employment outcomes: Highly effective scheme with 75% of trainees securing employment.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Participation and involvement of student bodies and universities; (ii) Participation of top companies in the region; (iii) Wide publicity; (iv) Funding model which involves sponsor and partner companies.</p>

4.21 Summary Country Fiche: Portugal

Table 1: Overview of Apprenticeship-Type Schemes in Portugal

Name of Scheme	Overview	Effectiveness
New Opportunities Initiative (NOI) (Iniciativa Novas Oportunidades)	<p>Objectives: To promote the qualification of low-skilled young people and adults by encouraging their participation in secondary education and vocational and technological courses in order to return to the labour market.</p> <p>Length of apprenticeship: 1-3 years</p> <p>Duration: From 2005 to 2010</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: National government with co-financing of ESF (up to 2007).</p> <p>No. of placements funded: NOI for youth: in 2009/2010 total enrolments at upper secondary level was 342,450. By 2010, an estimated 150,000 upper secondary level students were enrolled in double certification courses.</p>	<p>Overall effectiveness: Continuous increase of the number of young people involved in double certification. NOI has a strong impact in terms of economic processes occurring in Portugal, because nearly 30% of the active population is engaged in NOI.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) The government provides financial support to enterprises promoting traineeships, covering 75% of the payment in case of non-profit entities or 60% in case of for-profit entities. (ii) Incentives are granted to firms that hire young people on completion of placements on open-ended contracts.</p>
Vocational Courses (Cursos profissionais)	<p>Objectives: To provide practical education of secondary level students to prepare them for their entry to the labour market.</p> <p>Length of apprenticeship: 3 years</p> <p>Duration: Since 1989</p> <p>Scale: National</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: Ministry of Labour and Social Solidarity</p> <p>No. of placements funded: Secondary level of education: 2010/2011: 124,270 participants.</p>	<p>Overall effectiveness: Diversification of the training offer. Continuous rise in the number of beneficiaries.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: The vocational courses provide: (i) A broad range of secondary-level training (39 training areas); (ii) Are pathways of the secondary level of education and (iii) Have a strong link with the labour market.</p>
Technological Specialisation Courses (Cursos de especialização tecnológica – CET) (Decree-Law no. 88/2006)	<p>Objectives: To enhance adaptation to labour market and the business world.</p> <p>Length of apprenticeship: 1 year (1,200-1,560 h). Workplace training: 240 hrs.</p> <p>Duration: Ongoing since 2005.</p> <p>Scale: National</p> <p>Nature of measure: Unilateral</p>	<p>Overall effectiveness: The number of CET placements has risen continuously; from 2005 to 2010, the CET on ICT in higher education institutions nearly tripled in number and locations.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: A payment of 60% of the trainee's wages is guaranteed for 9 months.</p>

Name of Scheme	Overview	Effectiveness
	<p>Level/Source of funding: Ministry of Labour and Social Solidarity 2010-2011 (€1,536,000), ESF (€658,000)</p> <p>No. of placements funded: 760 (2010), 1,310 (2011), 1,350 (2012).</p>	
<p>Apprenticeship Courses</p> <p>(Cursos de aprendizagem)</p> <p>(Ordinance no. 1497/2008)</p>	<p>Objectives: To support the labour market entrance of young people (15-25 years) by improving academic, personal, social and relational skills, providing knowledge and know-how in the field of science and technology and offering practical work experience.</p> <p>Length of apprenticeship: Up to 3 years (workplace training 40%)</p> <p>Duration: Since 1996, reformed in 2008.</p> <p>Scale: National</p> <p>Nature of measure: Unilateral</p> <p>Level/Source of funding: National State funding 2010-2011 (€31,338,000), ESF (€73,210,000)</p> <p>No. of placements funded:: 24,130 (2010), 23,740 (2011), 32,840 (2012). Secondary level of education: 2010/2011: 16,440.</p>	<p>Overall effectiveness: Rise in the vocational and school qualifications of young people.</p> <p>Effectiveness: employment outcomes: A cooperation protocol has been signed with 51 entities and enterprises (until 2010) of different economic sectors.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) An apprenticeship contract is established between the training organisation and the trainee; (ii) The practical component is accompanied by a training facilitator appointed by the organisation responsible for the workplace training; (iii) In 2007 the scheme covered 14 fields of employment.</p>
<p>Education and Training Courses</p> <p>(Cursos de Educação e Formação - CEF)</p>	<p>Objectives: To provide drop-out students (15 years and over) an opportunity to conclude compulsory education.</p> <p>Length of apprenticeship: 1-2 years pathway (1020-2276 h)</p> <p>Duration: Entered into force with the Joint Dispatch 453/2004.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: Ministry of Education and the Ministry of Labour or National state funding and European funding. National funding 2010-2011 (€8,834,000), ESF (€3,786,000).</p> <p>No. of placements funded:: 49,470 (2010), 46,210 (2011), 48,000 (2012). Secondary level of education: 2010/2011: 500.</p>	<p>Overall effectiveness: The number of beneficiaries has decreased continuously since 2007</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) The conclusion of the training allows further post-secondary studies and access to higher education, to the Technological Specialisation Course or to the labour market in the specific area of the course; (ii) Training provision is divided into 27 training fields; (iii) A certificate is provided at the end of the course.</p>

Table 2: Overview of Traineeship Schemes in Portugal

Name of Scheme	Overview of Scheme	Assessment of Effectiveness of Scheme
INOV Programme (Portaria N. 1103/2008)	<p>Objectives: To facilitate the integration first-time jobseekers with higher education in SME (up to 35 years).</p> <p>Length of traineeship: Up to 1 year.</p> <p>Duration: Ongoing since 2005.</p> <p>Scale: National but implemented at local level.</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: Allocated budget: €170 million per year, of which €120 million ESF; the rest is national funding from the Ministry for Economy and the Ministry for Labour and Social Solidarity.</p> <p>No. of placements funded: In 2011 targeted to reach 50,000 people.</p>	<p>Overall effectiveness: d.n.a.</p> <p>Effectiveness: employment outcomes: The participation rates of trainees and enterprises are high. The programme helped to make enterprises more international and increase international contacts.</p> <p>Cost effectiveness: About €7.1 million (or 1%) was spent for 8% of the trainees (total 20,464 participants) from 2000-2011. For INOV, the cost per trainee is about 12,000€.</p> <p>Key success factors of scheme: (i) Trainees receive financial support; (ii) Each trainee has a supervisor; (iii) The INOV programme offers specific sub-programmes. The INOV Contacto programme has been considered good practice by the European Commission and of the OECD.</p>
Professional Traineeship Programme (Programa Estágios Profissionais)	<p>Objectives: To increase the employability of unemployed people up to 30 years with at least secondary education or up to 35 years with at least 12 years of education.</p> <p>Length of traineeship : 9 months</p> <p>Duration: Ongoing since 1997.</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: Financed by the IEFP under the Ministry of Economy and the Ministry of Labour. Budget per year (2001-2009): €42,286,000 (Funding: 70% ESF, 30% national funds). National funding (€89,688,000), ESF (€38,438,000) - 2010-2011</p> <p>No. of placements funded: 35,390 (2010), 30,160 (2011), 25,110 (2012). Total participants (1997-2011): >170,000. 2006: 20,130; 2007: 20,580; 2008: 19,260; 2009: 21,320. Expected participants 2011: 19,760 ; participants enrolled in 2011: 11,130.</p>	<p>Overall effectiveness: On average, the programme helps 12,763 highly qualified individuals into employment per year (till 2009); this represents 25% of the total annual inflow of highly-qualified people into the employed population. Evaluations of the Programme have produced differing results. Some analysts say that activation programmes for young unemployed have very little effect on the duration of unemployment, others point out that they may play a significant role, particularly for the most vulnerable groups, such as young people with a low level of education, unskilled or disabled.</p> <p>Effectiveness: employment outcomes: 72.5% entered into employment after completing the traineeship; of these 76% were employed in the training company.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) A contract is signed between the employer and the trainee; (ii) The trainee receives a grant, a lunch allowance and work accident insurance.</p>

4.22 Summary Country Fiche: Romania

Table 1: Overview of Apprenticeship-Type Schemes in Romania

Name of Scheme	Overview of Scheme	Effectiveness
Supporting Apprenticeship Contracts in Firms (Ucenie la locul de munca)	<p>Objectives: To support firms involved in apprenticeship initiatives by partly subsidising the salaries of apprentices during the apprenticeship contract.</p> <p>Length of apprenticeship: 12 to 36 months, 100% company-based.</p> <p>Duration of scheme: 1/1/2006 – ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Bilateral</p> <p>Level/source of funding: Overall budget: €6,500; National funds: €2,500 (2007-2012 but programme was only operational in 2007 for 41 contracts and in 2012 for the other 60 contracts). Employer funds: approximately €4,000.</p> <p>No. of placements funded: 100 (2007-2012); 60 (2012).</p>	<p>Overall effectiveness: Up to now the scheme has been rather ineffective and its implementation has been hindered by both its poor financing and by frequent regulatory changes. As a result, in its current form, it is not operational and is under review. It is expected that the planned changes, which include ESF funding, will improve its effectiveness.</p> <p>Effectiveness: employment outcomes: d.n.a. However, given the very low number of participants, the impact of apprenticeships on the labour market has to date been rather marginal (0.02% of all the total fixed-term contracts). That said, its potential is considered to be huge and it may become, if properly implemented and with appropriate ESF support, the pillar of a Youth Guarantee scheme.</p> <p>Cost effectiveness: d.n.a. Cost per placement: €64.6 (€25 cost to public funds; and €39.6 cost to employers).</p> <p>Key success factors of scheme: d.n.a.</p>

Table 2: Overview of Traineeship Schemes in Romania

Name of Scheme	Overview of Scheme	Effectiveness
Supporting Doctoral Studies (Sprijinirea programelor de studii doctorale) [Sectoral Operational Programme Human Resources Development 2007-2013, Priority Axis 1]	<p>Objectives: To provide doctoral students support, including financial support, for the completion of their studies.</p> <p>Length of traineeship: 24 to 36 months, 80% school/college-based and 20% company-based.</p> <p>Duration of scheme: 1/1/2007 to 31/12/2013.</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF €298,000,000 (83%); National funds: €62,000,000 (17%) (2007-2013).</p>	<p>Overall effectiveness: According to the latest SOP HRD Managing Authority's Annual Report, the programme's effectiveness to date has been moderate. However, its prospects for the next few years are expected to be much better</p> <p>Effectiveness: employment outcomes: d.n.a. The programme helps young graduates complete their doctoral studies and engage in the research and development sector. The programme can be viewed as moderately successful. It contributes to the achievement of the overall aims of the SOP HRD but its contribution to increased participation among young people in the labour market remains modest.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Its key successful feature is the fact that it focuses on the R&D sector, where national funding is limited, and thus ESF funding for both the development as well as the retention of human resources is very valuable.</p>

Name of Scheme	Overview of Scheme	Effectiveness
[(Programul Operational Sectorial Dezvoltarea Resurselor Umane (POS DRU)]	No. of placements funded: 15,000 (2007-2013); 11,000 (planned for 2012), 8,000 planned for 2011 but 3,100 effectively achieved.	
Supporting the Temporary Employment of Pupils and Students during Holidays ('internship' according to the provisions of Law n.72/2007) (Legea nr.72/26.03.2007) (Legea pentru stimularea incadrării in munca a elevilor si studentilor)	Objectives: To provide financial support to organisations employing students (aged 15+) during holidays and familiarise them with the world of work. Length of traineeship: 2 months (max. 60 days per calendar year). Traineeship is 100% company-based. Duration of scheme: 1/1/2008 – ongoing Scale: National Type of initiative: Private and public Nature of measure: Bipartite Level/source of funding: €1,100,000 (spent 2007-11); National funds: €550,000; Employer funds: €550,000. No. of placements funded: 4,660 (2007-11); 730 (2011).	Overall effectiveness: The scheme can be rated as low to moderately effective. Effectiveness: employment outcomes: d.n.a. It may contribute to a certain extent to improved employment prospects, but given its rather modest size, its impact upon the labour market is marginal. Although lately take-up by companies is low due to the effects of the crisis, in the boom years of 2007 and 2008 it was quite successful. Cost effectiveness: d.n.a. Cost per placement: on average €236.26 (2007-11) Key success factors of scheme: (i) Legislation which allows companies to employ students and high school pupils, on a temporary basis; (ii) The modest subsidy per participant from the Unemployment Insurance Fund.
Labour Market Integration of Students from Veterinarian Higher Education - Practical Training (Integrarea pe piata muncii a studentilor din invatamantul superior medical veterinar – stagii de pregatire practica) POS DRU/90/2.1/S/63915, implemented in partnership [ESF Sectoral Operational Programme Human	Objectives: To provide veterinary students with the necessary practical training required by their study curriculum Length of traineeship: d.n.a. Duration of scheme: 2010-2013 Scale: National Type of initiative: Public Nature of measure: Unilateral Level/source of funding: ESF €2.85 million; National funds: €393 million (planned for 2010-2013) No. of placements funded: 2,800 (2010-2013); 2,681 (June 2013)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. However, 70% are in further education/training after completion Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.

Name of Scheme	Overview of Scheme	Effectiveness
Resources Development 2007-2013, Priority Axis 2. <i>Linking life long learning and labour market</i>		
Geriatric Traineeships valued in a Modern Transnational Context (Stagii de practică geriatrică valorizate într-un context transnațional modern) POSDRU/60/2.1/S/33957, implemented in transnational partnership with Belgium [ESF Sectoral Operational Programme Human Resources Development 2007-2013, Priority Axis 2. <i>Linking lifelong learning and labour market</i>]	Objectives: To improve the labour market integration of nursing graduates through the enhancement of professional knowledge, skills and competences as well as work-related attitudes Length of traineeship: 2 weeks in Belgium Duration of scheme: 2010-2013 Scale: National Type of initiative: Public Nature of measure: Unilateral Level/source of funding: ESF €3.32 million; National funds: €459 million (planned for 2010-2013) No. of placements funded: 930 (2010-2013); 638 (March 2013)	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: 70% were in employment immediately upon completion and 20% in further education/training Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.
Support for Graduates in Employment receiving Vocational Training in Enterprises (Legea 76/16.01.2002 (Legea privind sistemul asigurarilor de somaj si stimularea ocuparii fortei de munca), art. 80-84)	Objectives: To support enterprises in providing training for employees who are graduates from all types of initial education and were hired using subsidies from the Unemployment Insurance Fund, up to three years after their employment contract was signed. Length of traineeship: Variable. The traineeship has to take place within 3 years of the graduate signing their employment contract with the employer (40% college/school-based and 60% company-based). Duration of scheme: 1/1/2005 to date – ongoing Scale: National Type of initiative: Public	Overall effectiveness: The scheme has achieved its aims and can be rated as low to moderately effective. Effectiveness: employment outcomes: For 2011, 100% of participants continued in employment upon completion of the traineeship, all of whom were on an open- ended/permanent employment contract. Despite its small size, the programme seems to help keep participants in employment. Cost effectiveness: d.n.a. Key success factors of scheme: Its main success factor is its subsidy which makes especially attractive to medium-sized enterprises.

Name of Scheme	Overview of Scheme	Effectiveness
	<p>Nature of measure: Bipartite</p> <p>Level/source of funding: National funds: €1,350,000 (spent 2007-11)</p> <p>No. of placements funded: 930 (2007-11); 20 (2011).</p>	
<p>HORECA Joint Initiative of Trade Unions and Employers in Hotels, Restaurants and Catering</p> <p>(HORECA) (Contract POSDRU/9/3.1/S/2/ID4130 'Manageri profesioniști pentru turism, hoteluri și restaurante')</p>	<p>Objectives: (i) Provide management training in hotels, restaurants and catering sectors; (ii) Improve the entrepreneurial skills of management staff; and (iii) Enhance the quality in tourism-related industries.</p> <p>Length of traineeship: 3 months, 40% school/college-based and 60% company-based.</p> <p>Duration of scheme: 1/1/2008 to 31/11/2011.</p> <p>Scale: National Type of initiative: Private and public</p> <p>Nature of measure: Bipartite</p> <p>Level/source of funding: ESF: €3,956,000 (98%); Co-financing provided jointly by trade unions and employers: €81,000 (2%) (foreseen for 2008-11).</p> <p>No. of placements funded: 920 (2008-11); 380 (2011).</p>	<p>Overall effectiveness: The programme has fully achieved its aims and appears to have been reasonably effective.</p> <p>Effectiveness: employment outcomes: d.n.a. The programme was only directed at employees in order to maintain and upgrade their skills and ensure that they remain in employment. All (100%) of employees were in employment immediately upon completion of the training.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) The direct involvement of social partners, both unions as well as employers, from the beginning has been one of the main strengths of the programme, ensuring participation and commitment from participants, as demonstrated by the fact that none of the participants dropped out of the programme; (ii) The scheme was very focused and oriented towards a sector (hospitality/tourism) with high development potential in Romania.</p>
<p>LIDERO: Training Union Leaders at Factory/Enterprise Level</p> <p>(LIDERO) (Noi Competente Sociale Pentru Delegatii Sindicali Posdru/64/3.3/S/33627)</p>	<p>Objectives: To provide specialised training for union leaders at factory level, while formalising the role of union delegate and introducing it into the country's occupational classification.</p> <p>Length of traineeship: 1 month. 90% school/college-based and 10% company-based.</p> <p>Duration of scheme: 1/9/2009 to 30/4/2012.</p> <p>Scale: National Type of initiative: Private and public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: EU/ESF funds: €2,436,000 (76%); National funds: €687,000 (22%); Trade union co-financing (CARTEL ALFA): €71,000 (2%).</p> <p>No. of placements funded: 390 (against a target of 320 in 2009-11); 200 (2011).</p>	<p>Overall effectiveness: The programme has been a significant strategic initiative aimed at consolidating the capacity of trade unions, especially at grassroots level, and strengthening the foundations of social dialogue by better preparing worker representatives for their role. Overall, it has been successful and well received, even by employers who were not directly involved in its design and implementation. The scheme appears to be reasonably effective.</p> <p>Effectiveness: employment outcomes: d.n.a. The programme is not necessarily aimed at facilitating labour market entry but it helps participants build a range of generic skills, associated with leadership, communication and management, all of which can facilitate mobility in the labour market. All participants were in employment immediately upon completion of the training.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: The fact that the scheme has been designed and implemented by the unions has been a key factor in its success. The ESF also provided valuable financial support for the design and implementation of the scheme.</p>

Name of Scheme	Overview of Scheme	Effectiveness
<p>IMPACT - Learning and Modernization in an active Partnership For Youth Career</p> <p>(IMPACT - Invățare și modernizare printr-un parteneriat activ pentru cariera tinerilor)</p> <p>POSDRU/22 /2.1/G/ 21312, implemented in partnership [ESF Sectoral Operational Programme Human Resources Development 2007-2013, Priority Axis 2]</p>	<p>Objectives: To promote the labour market integration of young people after graduating from high school through a company-based traineeship</p> <p>Length of traineeship: d.n.a.</p> <p>Duration of scheme: 1/9/2009 to 31/8/2011</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF €132,000; National funds: €18,000 (2009-2011)</p> <p>No. of placements funded: 121</p>	<p>Overall effectiveness: d.n.a.</p> <p>Effectiveness: employment outcomes: 15% were in employment immediately upon completion and 50% in further education/training</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: d.n.a.</p>

4.23 Summary Country Fiche: Slovakia

Table 1: Overview of Apprenticeship-Type Schemes in Slovakia

Name of Scheme	Overview	Effectiveness
Formal Secondary Education (Training branch; Study branch with vocational training; Study branch with practice) (Stredoškolské vzdelanie: Odbor s praxou, Odbor s odborným výcvikom)	<p>Objectives: To provide secondary education to the population. Targets those finishing primary education.</p> <p>Length of apprenticeship: 3-5 years</p> <p>Duration of scheme: Ongoing</p> <p>Scale: National</p> <p>Nature of measure: Formal education provided by the State</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: 2012: State budget was €5,323 800 000 for the period 2008-2010, including general secondary education.</p> <p>No. of placements funded: There were 269,870 graduates from 1 September 2008 (when the last change in study programmes took place) and there were 51,600 graduate placements in 2012.</p>	<p>Overall effectiveness: One of the highest levels of accessibility to this branch of secondary education across the Member States.</p> <p>Effectiveness: employment outcomes: Secondary education is seen as essential in increasing the employability of individuals.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) It is readily accessible to all individuals finishing primary education; (ii) It improves the employability of young people; (iii) It includes a transparent and commonly accepted certification system.</p>

Table 2: Overview of Traineeship Schemes in Slovakia

Name of Scheme	Overview	Effectiveness
Work Experience for School Leavers (Absolventska prax § 51)	<p>Objectives: To increase the employability of young people by helping them to gain/develop professional and practical skills, appropriate to their level of education, in a workplace environment.</p> <p>Length of traineeship: 6 months</p> <p>Duration of scheme: From 1 February 2004 - ongoing</p> <p>Scale: National Nature of measure: Delivered by State and employers</p> <p>Type of initiative: Public</p> <p>Total amount and source of funding: 2012: Expenditure between 2004 and 2012 was €7,550,618,000. Of this total: €5,268,000 in EU/ESF funding and €7,545,350,000 in national funds.</p> <p>No. of placements funded: There have been a total of 127,720 participants (between 2004 and 2012). In 2012, there were some</p>	<p>Overall effectiveness: Contributes to the employability of young graduates, however only small net impact achieved.</p> <p>Effectiveness: employment outcomes: The programme's contribution is small with a net impact of approx. 3 percentage points on the chances of securing employment. Improvements in the implementation of the measure could lead to an increase in the effectiveness of the training in order to ensure a higher contribution to the future employability of participants.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) The programme is well known and accessible, involving a relatively small administrative burden; (ii) It directly involves young graduates, giving them an opportunity to gain work experience.</p>

Name of Scheme	Overview	Effectiveness
	16,440 participants.	
Education and Training for the labour market of unemployed job applicants (Vzdelávanie a príprava pre trh práce uchádzača o zamestnanie § 46)	<p>Objectives: To provide vocational knowledge and practical skills to the unemployed to assist in the job application process; to ensure training is more accessible to the unemployed.</p> <p>Length of traineeship: 22 days</p> <p>Duration of scheme: From 1 February 2004 - ongoing.</p> <p>Scale: National</p> <p>Nature of measure: Delivered by the State and Municipalities</p> <p>Type of initiative: Public</p> <p>Total amount and source of funding: 2012: Expenditure between 2004 and 2012 was €28,972,000. Of this total: €1,477,000 in EU/ESF funding and €2,749,409,000 in national funds.</p> <p>No. of placements funded: There have been a total of 111,670 participants (between 2004 and 2012). In 2012, there were some 2,890 participants.</p>	<p>Overall effectiveness: Programme has a more effective impact over the longer term.</p> <p>Effectiveness: employment outcomes: The programme has been shown to increase individuals' employability; however, the impact is greater over the longer term (longer than 6 months). An evaluation study prepared by the Ministry of Labour, Family and Social Affairs claimed the long-term probability of participants finding employment to be over 70%. This rose to 72% two years after finishing the programme.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) The programme is accessible to the clients of the Employment Service Agency; (ii) It is flexible in terms of the nature of the training (iii) It increases the qualification levels of the unemployed and this may help the transition into employment.</p>
Education and Training for the Labour Market of employees (Vzdelávanie a príprava pre trh práce zamestnanca § 47)	<p>Objectives: To provide further education to employees in the public and private sector in order to broaden their knowledge and skills.</p> <p>Length of traineeship: 35 days</p> <p>Duration of scheme: Implemented from 1 February 2004. Formally ongoing but the number of participants and declared funding was zero in 2012 and close to zero in 2011.</p> <p>Scale: National</p> <p>Nature of measure: State and employers</p> <p>Type of initiative: Public and private</p> <p>Total amount and source of funding: 2012: Expenditure between 2007 and 2009 was €7,365,990,000. EU/ESF funding between 2009 and 2012 was €789,571,000. National funding between 2009 and 2012 was €2,013,052,000.</p> <p>No. of placements funded: There were 74,850 participants between 2007 and 2009.</p>	<p>Overall effectiveness: Recent evaluation found the programme to be effective in helping individuals retain their job or find new employment.</p> <p>Effectiveness: employment outcomes: An evaluation study produced by the Ministry of Labour at the beginning of 2013 on participants between 2009 and 2012 concluded that the programme is successful because it helps individuals to keep their jobs or to find new employment. The programme makes training more accessible to employees in companies providing opportunities for all employees to broaden their qualifications.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: It increases the accessibility of training to employees.</p>

4.24 Summary Country Fiche: Slovenia

Table 1: Overview of Apprenticeship-Type Schemes⁶⁵ in Slovenia

Name of Scheme	Overview	Effectiveness
Practical Training in Programmes of Vocational and Technical Education (Praktično usposabljanje z delom v programih poklicnega in strokovnega izobraževanja)	<p>Objectives: To promote the integration of students into the world of work by forging closer links between education and work.</p> <p>Length of apprenticeship: Entire cycle 2-4 years, of which practical training: 1 month in lower vocational education; 4-12 months in secondary vocational education; 1 month in secondary technical education; and 5 months in higher vocational education.</p> <p>Duration of scheme: 2006 to date - ongoing</p> <p>Scale: National</p> <p>Type of initiative: Private and public</p> <p>Nature of measure: Determined between school, employer and possibly trade body.</p> <p>Level/source of funding: d.n.a. Depends on the educational programme. €5,800,000 (foreseen) for co-financing the cost of mentor salaries and bonuses for pupils or college students in programmes of practical training for the academic year 2012-2013.</p> <p>No. of placements funded: 281,960 (2010)</p>	<p>Overall effectiveness: Practical training in its present form is an important link between school and the Slovenian labour market. Positive effects include: facilitating the transition of young people from school to their first job; creating links between employers and employees, which may lead to a job; occupational socialisation and the development of professional identity; new forms of cooperation between schools and business.</p> <p>Effectiveness: employment outcomes: d.n.a. It depends on the involvement of employers in the preparation and implementation of the programmes - in some sectors such cooperation is more developed than in others. However, the employment performance of Slovenia's vocational and technical upper secondary graduates is generally better than those in other Central and Eastern European countries. For example, in 2008 the unemployment rate of such graduates was rather low at 3.7% and compared favourably against the OECD average of 5.3%. Their employment rate in 2008 was their employment rate at 74.4%</p> <p>Key success factors of scheme: (i) Employers taking an interest in the preparation and implementation of the practical training; (ii) Availability of funding; (iii) Active social partner involvement in the planning, design and implementation of vocational and technical upper secondary education programmes.</p>

Table 2: Overview of Traineeship Schemes in Slovenia

Name of Scheme	Overview	Effectiveness
On-the-Job Training (Usposabljanje na delovnem	<p>Objectives: To improve the employment prospects of unemployed people and increase their chances in the labour market.</p> <p>Length of traineeship: 1 month (for simple jobs) to 2 months (for</p>	<p>Overall effectiveness: The scheme's importance is increasing; the number of people included in the programme practically doubled in the period 2008-2010.</p>

⁶⁵ The Slovenian education system has combined school and work-based apprenticeship programmes, but only 1.6% of upper secondary education pupils participate in such schemes, although around 60% of them are enrolled in technical and vocational training programmes (see Table 2 below)

Name of Scheme	Overview	Effectiveness
mestu)	<p>more demanding jobs) for unemployed people and up to 3 months for unemployed young people aged up to 30.</p> <p>Duration of scheme: 1991 - to date (with structural changes over time) – ongoing.</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF (85%) and national funds (15%): €5,000,000 (foreseen); spent €1,600,000 (2012).</p> <p>No. of placements funded: 1,770 (2012); 660 (2013).</p>	<p>Effectiveness: employment outcomes: In 2012, 34.6% of participants were in employment 6 months after completion. The scheme has had a relatively low achievement rate but has been extremely important in helping unemployed people stay attached to the labour market and providing them with the opportunity to acquire new and work-related competencies.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) ESF funding; (ii) Mentoring.</p>
<p>Training of Graduates in the Workplace and Subsidies to Graduates: 'Graduate - activate yourself and get employed!'</p> <p>(Usposabljanje absolventov na delovnem mestu in subvencija za zaposlitev diplomantov /Absolvent - aktiviraj in zaposli se!)</p>	<p>Objectives: To (i) Help university students in the final year of their studies actively acquire the work-related knowledge and skills they need for an easier labour market integration; and (ii) Promote the recruitment of graduates by employer grants for full-time employment for 6 months.</p> <p>Length of traineeship: 1 - 6 months (on average about 5 months).</p> <p>Duration of scheme: 2009 - 2012</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF (85%) and national funds (15%): €2,700,000 (foreseen); spent €1,000,000</p> <p>No. of placements funded: 350</p>	<p>Overall effectiveness: The percentage of graduates who obtained and retained employment after the completion of the programme was relatively high.</p> <p>Effectiveness: employment outcomes: 41.6% (147) were employed for at least 6 months after completion, out of whom 40.8% (60) were in employment after 12 months. As a result, this scheme is judged to have had a direct impact on employment opportunities for young graduates.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Employers who are willing to mentor and employ the graduates; (ii) ESF funding.</p>
<p>Project Learning for Young Adults (PLYA)</p> <p>(Projektno učenje za mlajše odrasle)</p>	<p>Objectives: To (i) Encourage unemployed young people aged up to 26 to return to education or employment; (ii) Increase their level of general education; and (iii) Promote the development of their professional identity and engagement in socio-cultural activities.</p> <p>Length of traineeship: 12 months</p> <p>Duration of scheme: 1999 to date - ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: National funds: €200,000 (foreseen);</p>	<p>Overall effectiveness: As a relatively well-established programme, this scheme still provides a degree of activation to inactive and less motivated unemployed young people. It has relatively low numbers of participants but the scheme is extremely important for increasing the motivation of those involved. In 2007 the PLYA was given the European Regional Social Policy Champion award.</p> <p>Effectiveness: employment outcomes: The programme provides incentives for completing education and improving their labour market prospects rather than having a direct impact on employment. Nearly 65% of young participants return to school.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Motivated and flexible professionals</p>

Name of Scheme	Overview	Effectiveness
	<p>€130,000 (spent) (2012).</p> <p>No. of placements funded: 210 (2012); 140 (2013).</p>	<p>and volunteers who deal with occasionally difficult participants; (ii) Role of the mentors - their training has a substantial impact on the success of the programme; (iii) The aims, design, content and implementation of the programme are based on cutting edge research about how best to engage the target group and meet its needs; (iii) The programme is characterised by enough flexibility in both the way it has evolved and adjusted over time and in allowing participants to enter/leave at any point.</p>
<p>Employment Opportunities For First Job Seekers in the Area of Social Care/Welfare – ‘Trainees’ Programme</p> <p>(Spodbujanje zaposlovanja iskalcev prve zaposlitve na področju socialnega verstva –pripravniki)</p>	<p>Objectives: To (i) encourage social welfare organisations to employ social work/care graduates as trainees for, at least, the period of traineeship and thus provide them with better employment opportunities; (ii) improve the work-related knowledge, skills and competences of participants; (iii) strengthen the capacity of social care sector, including public institutes and non-governmental organizations by helping them recruit suitably skilled staff; and (iv) indirectly improve the quality of the services provided in the sector.</p> <p>Length of traineeship: up to 12 months</p> <p>Duration of scheme: 1/3./2010 – 30/6/2015 - ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Unilateral</p> <p>Level/source of funding: ESF: €8,588,000 (85%); National Funds: €1,500,000 (15%) (2010-2015)</p> <p>No. of placements funded: 500</p>	<p>Overall effectiveness: d.n.a. However, it is considered to be a best practice programme in relation to the use of ESF in Slovenia.</p> <p>Effectiveness: employment outcomes: d.n.a. However, the programme seeks to increase the number of employment opportunities of social work/care graduates and, in this way, address the labour market mismatch between supply and demand, i.e. the number of social work graduates is increasing but the employment opportunities are limited.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) provision of employment opportunities through traineeships to highly skilled young people in close alignment with their field of studies; (ii) ESF funding.</p>

4.25 Summary Country Fiche: Spain

Table 1: Overview of Apprenticeship-Type Schemes in Spain

Name of Scheme	Overview of Scheme	Effectiveness
<p>Contract for Training and Apprenticeship</p> <p>(Contrato para la formación y el aprendizaje)</p> <p>Real Decreto 1529/2012 Development of Contracts for the Vocational Education and Training and Determination of a Basis for the Dual Vocational Education and Training</p> <p>(Contrato para la formación y el aprendizaje) (por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual) of November 8, 2012.</p>	<p>Objectives: The contract concerns the professional qualification of workers (16-30 years old) in a system whereby company-based work activity is alternated with training activities. It can be signed by individuals between 16 and 30 years of age (the age threshold would diminish to 25 if the unemployment rate in Spain falls below 15%), who do not hold a recognised professional qualification that gives access to a 'training contract' (<i>contrato en practicas</i>), as long as certain requirements are met (such as the change to a 'different' type of activity or occupation, which is necessary to undertake consecutive training contracts). No age limits are applied for disabled people. Recent and forthcoming reforms aim to enhance the ways in which the Spanish vocational training system incorporates elements of the 'dual system' model. Law 3/2012 on labour market reform removed some limitations that existed regarding the adoption of 'training and apprenticeship contracts' (<i>'contrato para la formación y el aprendizaje'</i>) in companies. This new 'dual' training has been initiated by some regional governments and companies and is based on individual agreements between both sides. In these agreements, organisational and financial matters of the new training model, such as curricular content or government subsidies, are determined.</p> <p>The most important legal document is the Real Decreto 1529/2012 <i>Development of Contracts for the Vocational Education and Training and Determination of a Basis for the Dual Vocational Education and Training</i> of November 8, 2012.</p> <p>Length of apprenticeship: 1 to 3 years (6 months if envisaged in collective agreement).</p> <p>Duration: Entered into force in 2012 and is ongoing. Previously known as Training Contract (<i>Contrato para la formación, since 1995</i>).</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: d.n.a.</p> <p>No. of beneficiaries/participants: 60,580 (2012)</p>	<p>Overall effectiveness: The Training Contract (<i>Contrato para la formación</i>) has been used for a long time, having originally come into being in 1995. It is one of the main tools available for insertion of not qualified young people into the labour market.</p> <p>Along with the new legal framework (R.D. 1529/2012), about 70 pilot projects have been initiated all over Spain. The new training models include around 50% in-company training. This is a significant increase compared to the standard, primarily school-based vocational education in Spain, which includes 20% practical training. This is equivalent to a two to three month traineeship at the end of each training course. Within the new model, practical training does no longer take place at the end of a vocational course only, but is integrated and alternating with theoretical education in school.</p> <p>Effectiveness: employment outcomes. In 2012, 1,810 of the <i>Contratos de formación</i> has been transformed into permanent contracts (3%).</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i.) Financial situation of companies and regional governments; ii) Dual components to the training regime; iii) The acceptance of the scheme by other stakeholders; and iv) Companies benefit from engagement.</p>
Work Placement Contracts	<p>Objectives: To provide a professional qualification for workers (with a university degree or medium to high vocational training) in a system</p>	<p>Overall effectiveness: This has been one of the main tools used to integrate qualified young people into the labour market through practical</p>

Name of Scheme	Overview of Scheme	Effectiveness
(Contrato en prácticas)	<p>where company-based work activity is alternated with training activities, aimed at facilitating the provision of appropriate professional practice.</p> <p>Length of apprenticeship: From 6 months to a maximum of 2 years.</p> <p>Duration: Ongoing since 1995.</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: d.n.a.</p> <p>No. of beneficiaries/participants: 41,680 (2012)</p>	<p>work experience. However, the use of the Work Placement Contract (<i>contrato en prácticas</i>) by graduate and university students has decreased in recent years.</p> <p>Effectiveness: employment outcomes. In 2012, 11,020 of the <i>Contratos en practicas</i> upgraded to permanent employment contracts (26.5%).</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Companies benefit from reductions in their social security contributions during the contract.</p>

Table 2: Overview of Traineeship Schemes in Spain

Name of Scheme	Overview	Effectiveness
<p>Traineeships as Part of Mid-Level Training Cycles</p> <p>(ciclos formativos de grado medio)</p>	<p>Objectives: Completion and complementing of professional competencies at the education centre (<i>Formación en Centro de Trabajo – FCT</i>), by carrying out pre-determined training activities in the workplace (16-18 year olds).</p> <p>The traineeship scheme is a natural exit for pupils participating in Initial Vocational Qualification programmes (Programas de Cualificación Profesional Inicial - PCPI). These are IVET schemes devoted to people (>16) who have not completed compulsory education (Certificado de Escolaridad).</p> <p>Length of traineeship: 2,000 hours over 2 academic years.</p> <p>Duration: Ongoing</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: Ministry of Education and the Autonomous Communities, ESF) plus contributions from private institutions and companies</p> <p>No. of beneficiaries/participants: 281,790 students, according to 2010/2011 academic year data.</p>	<p>Overall effectiveness: The scheme is considered to be particularly suitable for young people at risk of dropping out of school and training courses.</p> <p>Effectiveness: employment outcomes. d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Strong mix of school-based training and work experience that may prove useful in finding a stable job; ii) Companies are collaborators with teaching centres; and iii) Companies benefit by getting to know potential employees and having the opportunity to train them even before signing a working contract.</p>
<p>Traineeships as Part of Upper-Level Training Cycles</p>	<p>Objectives: Completing the attainment of professional competencies acquired in the education centre (<i>Formación en Centro de Trabajo – FCT</i>), by carrying out a set of pre-determined training activities in the workplace. Also learning about the organisation and relationships that</p>	<p>Overall effectiveness: The scheme is considered particularly suitable for young people for the achievement of an adequate professional competence.</p>

Name of Scheme	Overview	Effectiveness
(ciclos formativos de grado superior)	<p>exist in a workplace (over 18 years old).</p> <p>Length of traineeship: 2,000 hours in 2 academic years.</p> <p>Duration: Ongoing</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Level/Source of funding: Ministry of Education and the autonomous Communities, ESF) contributions from private institutions and companies.</p> <p>No. of beneficiaries/participants: 256,230 students, according to 2010/2011 academic year data.</p>	<p>Effectiveness: employment outcomes. d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Strong mix of school-based training and work experience that may prove useful in finding a stable job; ii) companies are collaborators with teaching centres; and iii) companies benefit by getting to know potential employees and having the opportunity to train them even before signing a working contract.</p>
<p>Traineeship in Agreement of Educational Cooperation</p> <p>(Becas de Convenios de Cooperación educativa)</p>	<p>Objectives: This type of practice aims at enabling students to combine academic knowledge (university) with practical content (workplace) to improve their employability before labour market insertion (University students with at least 50% of the scholar credits acquired).</p> <p>Length of traineeship: The duration of the contract and conditions may vary according to the type of agreement (<i>convenios</i>). Average: from 6 months to 1 year.</p> <p>Duration of scheme: First launched with Royal Decree 1497/1981.</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Source and level of funding: Ministry of Education or Universities</p> <p>No. of beneficiaries/participants: 150,000 per year</p>	<p>Overall effectiveness: This kind of traineeship has been widely used in Spain for a considerable amount of time.</p> <p>Effectiveness: employment outcomes. d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: 1) Strong collaboration between companies and Universities; ii) Trial period for young people in the companies; and iii) Low cost tool for companies.</p>
<p>Unilateral Traineeship of Private Firm</p> <p>(Becas unilaterales de empresas privadas – Becas no convenidas)</p>	<p>Objectives: Used to complete the training of young people already at the University, incorporating young highly qualified people into the labour market.</p> <p>Length of traineeship: No existing regulation. There are cases of traineeships being 1 year long, but these are often renewed each year and can reach 5 years.</p> <p>Duration of scheme: It is a longstanding programme stretching back at least 15 years.</p> <p>Scale: National</p> <p>Nature of measure: Unilateral</p> <p>Source and level of funding: Grants (<i>becas</i>) provided by the company</p> <p>No. of beneficiaries/participants: 30,000 per year</p>	<p>Overall effectiveness: It is considered an effective tool to increase training in a particular field, with special attention paid to the work experience that people are able to acquire, thereby facilitating a smooth transition between education and work. Problems include the use of traineeship in an illegal manner, even outside of the minimum legal requirements.</p> <p>Effectiveness: employment outcomes. d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: i) Interesting for young people who want to increase their training in practical areas; ii) Trial period for young people in the companies; and iii) Low cost tool for companies.</p>

Name of Scheme	Overview	Effectiveness
Traineeships as Part of active labour market policies (Escuela taller y Casa de Oficios)	<p>Objectives: The traineeship is based in the Workshop School and Craft Centre (<i>Escuela taller y Casa de Oficios</i>), with the aim of fostering the professional insertion of young people (16-24) by providing training and work experience in a company and by giving them the possibility to obtain the professional competencies.</p> <p>Length of traineeship: One to two years</p> <p>Duration of scheme: From 1995</p> <p>Scale: National but implemented at local level</p> <p>Nature of measure: Tripartite</p> <p>Source and level of funding: Financed by Ministry of Labour and Autonomous Communities, and with the contribution of ESF.</p> <p>No. of beneficiaries/participants: Escuelas taller 3,300 (2011), Casas de Oficios 500 (2011).</p>	<p>Overall effectiveness: It is considered a good tool for the labour market integration of young people at risk of dropping out, providing them with the possibility to obtain professional skills.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Strong mix of training and work experience that may be useful to find a job.</p>
Traineeships as Part of active labour market policies (Talleres de empleo)	<p>Objectives: Traineeship in the Employment Workshop (<i>Talleres de empleo</i>) with the aim of ensuring insertion of young people (over 25 years old) into the workforce by providing training and work-experience in companies, and by giving them the possibility to obtain professional skills and qualifications.</p> <p>Length of traineeship: 6 months to one year</p> <p>Duration of scheme: Since 1995</p> <p>Scale: National</p> <p>Nature of measure: Tripartite</p> <p>Source and level of funding: Financed by Ministry of Labour and Autonomous Communities, and with the contribution of ESF</p> <p>No. of placements funded / No of beneficiaries/participants: 10,350 in total, of which 1,530 for 25-29 were year olds and 1,670 were 30-34 year olds.</p>	<p>Overall effectiveness: It is considered a good tool for the insertion of the young people into the labour market, providing theme the possibility to obtain professional competencies.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Strong mix between training and work experience that may be useful to find a job.</p>

4.26 Summary Country Fiche: Sweden

Table 1: Overview of Apprenticeship-Type Schemes in Sweden

Name of Scheme	Overview of Scheme	Effectiveness
Upper Secondary School Apprenticeship (Gymnasial lärlingsutbildning)	<p>Objectives: To provide upper secondary school students with apprenticeship training, valuable work-based experience and professional contacts for their future integration in the labour market.</p> <p>Length of apprenticeship: Up to 18 months, at least 50% company based.</p> <p>Duration of scheme: Trial period since 2008. Permanent since 2011 – ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: Trial period: SEK 95,000,000 (€11,000,000) (2012); Permanent: SEK 67,000,000 (€8,000,000) (2012)</p> <p>No. of placements funded: Trial period: 56,160 (2008-2012); Permanent: 9,350 (2012).</p>	<p>Overall effectiveness: According to an assessment by the Swedish National Agency for Education, even though many participants were positive towards the programme, the number of drop-outs was high (e.g. 56% in 2011). The study also found that for the trial period 2008-2011, only 44% from the first class graduated and only 30% obtained qualifications. This can be compared to school-based apprenticeship/traineeships where the same figures are 68% and 56% respectively.</p> <p>Effectiveness: employment outcomes: 52% of the students graduating in 2011 were offered a job; 35% had at the time of the survey decided to accept it.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Flexibility in the programme design in line with local and regional needs combined with training which must meet nationally established goals; (ii) In-depth study and strong career guidance; (iii) An apprenticeship council (lärlingsråd) set up at municipal level with representatives from schools, industry and trade unions to reflect current labour market skill needs.</p>
Upper Secondary School Workplace Training (Arbetsplats- forlagd utbildning, APL)	<p>Objectives: To (i) Meet the learning objectives and provide through work placements/apprenticeships the required practical knowledge set out in the curricula; (ii) Better prepare upper secondary school students for working life.</p> <p>Length of apprenticeship: The work-based element of this initial VET programme lasts 15 weeks, corresponding to 12.5% of the total programme; the remaining 87.5% is spent in school.</p> <p>Duration of scheme: Ongoing</p> <p>Scale: National</p> <p>Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: d.n.a. Level of funding depends on municipality</p> <p>No. of placements funded: d.n.a.</p>	<p>Overall effectiveness: According to a 2011 assessment of 39 schools carried out by the Swedish Schools Inspectorate, 4 out of 5 schools fail to meet the objectives, while most schools do not interact sufficiently with employers. The quality of the workplace learning also tends to be too low.</p> <p>Effectiveness: employment outcomes: d.n.a.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: Collaboration between the work placement provider (company) and the schools is progressively becoming part of a systematic quality assurance drive. In addition, following the 2011 reform of upper secondary education, in IVET an institutionalised structure is being developed between schools and working life, with the introduction of national councils and local (municipality level) programme councils. 12 national councils (one for each VET programme), co-ordinated by the Swedish National Agency for Education, and with the participation of social partners and labour market institutions, have been set up, 1 for each VET programme.</p>

Table 2: Overview of Traineeship Programmes in Sweden

Name of Scheme	Overview of Scheme	Effectiveness
Job Practice (Arbetspraktik, AP)	<p>Objectives: To improve the employability and labour market prospects of the unemployed through work experience acquisition and networking.</p> <p>Length of traineeship: Up to 6 months</p> <p>Duration of scheme: Since 1980 (under different names and formats) - ongoing</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: SEK 534,000,000 (€64,000,000) (2011) (excluding traineeships for Job Guarantee beneficiaries).</p> <p>No. of placements funded: 73,730 (2012). Total number of placements since programme started: 756,640.</p>	<p>Overall effectiveness: The estimated effect on the transition to work was negligible during the years 1999 to 2001 and then slowly improved between 2002 and 2009. The study results of the National Audit Office (2010) suggest that other programmes were more effective and faster than work experience as a route to work. Another assessment found that labour market training (AMU) had a greater effect than this scheme. Job practice was found to have a significant positive effect on participants' earnings one and two years after the programme. Some groups appear to have benefited more from the programme than average (women and participants with more than high school, participants with disabilities and, in particular, participants who were at least 50 years old).</p> <p>Effectiveness: employment outcomes: In the period 2004-2012, only 14% of participants went directly into employment immediately after completion; however, 46% were in employment after 6 months and a further 18% were in further training. The average time to find employment after completion is 14 months.</p> <p>Cost effectiveness: State cost per placement: SEK 7,200</p> <p>Key success factors of scheme: The Swedish PES is responsible for the programme, making it capable of reaching unemployed youth through its local offices.</p>
Traineeships within Youth Employment Guarantee (Jobbgarantin for Unga)	<p>Objectives: To help unemployed young people aged 16-24 find employment quickly, acquire work experience or (re) enter education system in order to stay connected with the labour market</p> <p>Length of traineeship: Up to 3 months, 20% company-based</p> <p>Duration of scheme: 1/12/2007 to date - ongoing</p> <p>Scale: National Type of initiative: Public</p> <p>Nature of measure: Tripartite</p> <p>Level/source of funding: SEK 780,000,000 (€94,000,000) (2013, estimate)</p> <p>No. of placements funded: 106,640 (2012). Total number of placements since programme started: 405,540.</p>	<p>Overall effectiveness: An assessment made by the Swedish PES indicates that people who have been, or would have been, included in the Youth Job Programme leave the Employment Service at a somewhat faster rate than the control group not included in the programme (though the estimated effects in the majority of the cases are not statistically significant.)</p> <p>Effectiveness: employment outcomes: In 2012, 46% of participants left the programme for employment; compared to 2011, this represents a small 1% decrease. In the period 2004-2012, some 39% of participants went directly into employment, and 40% were in employment after 6 months, while a further 30% were in further training. The average time taken to find employment after completion is 4 months.</p> <p>Cost effectiveness: d.n.a.</p> <p>Key success factors of scheme: (i) Timely interventions for a well-defined target group (i.e. young people); (ii) Well-established PES administrative capacity and budget flexibility; (iii) Combination of</p>

Name of Scheme	Overview of Scheme	Effectiveness
		interventions in line with the specific needs and profile of each participant; (iv) Increased number and use of personal advisers, which has led to increased programme quality and activity.
Traineeships as Part of Higher Vocational Education (Yrkeshogskola, YH) ['Advanced vocational education' (Kvalificerad Yrkesutbildning, KY) until 1 July 2009]	Objectives: To provide training to meet labour market demand for specialist know-how in various sectors. Length of traineeship: d.n.a. but 2/3 must be company-based Duration of scheme: KY was piloted in 1996 and made permanent in 2002, YH was introduced on 1/7/2009 and is ongoing. Scale: National Type of initiative: Public Nature of measure: Tripartite Level/source of funding: SEK 1,300,000,000 (€155,500,000) (2012) No. of placements funded: 169,390 (2009 - 2012); 40,200 (2012)	Overall effectiveness: Training within KY/YH has in recent years shown good results. A large proportion of students finds employment and is in general very satisfied with their education. Effectiveness: employment outcomes: Based on a survey by the Swedish National Agency for Higher Vocational Education (with a 95% confidence interval) this is a highly effective scheme with 74% within a month and 90% six months after completion being in employment. 4% go into further education after completion and 7% return to unemployment. The same study found that in 2011, 66% of participants secured employment (although 60% had a job before undertaking the training). Cost effectiveness: d.n.a. Key success factors of scheme: (i) Alignment with labour market needs; (ii) Close relationship/collaboration between education providers and labour market actors; (iii) Learning at work (<i>Lärande i arbete</i> – LIA) course objectives are in line with education and skills requirements as well as the qualifications of the future professional role for which the participant is being trained; (iv) the system is flexible, based on a short-term (2-5 years) skills forecasting. The National Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan), overseeing the implementation of higher vocational education is required by regulation to assess the labour market demands for qualified workforce. Grant applications submitted to the Agency by education providers are assessed on a number of quality criteria, the most important being that the competence gained is in demand at the labour market.
Labour Market Education (Arbetsmarknad-sutbildning, AMU)	Objectives: To improve the employability and labour market prospects of the unemployed through up-skilling in occupations with skills shortages and work experience acquisition. Length of traineeship: Up to 6 months Duration of scheme: 2000 (in current format) - ongoing Scale: national Type of initiative: public Nature of measure: Tripartite Level/source of funding: d.n.a. No. of placements funded: 58,630 (2012). Total number of placements since programme started: 1,636,480.	Overall effectiveness: One assessment found that labour market training (AMU) had a greater effect than the AP at the expected time to employment. Practical training will thus have a significant positive effect on participants' earnings one and two years after the programme. Effectiveness: employment outcomes: In 2012, 29.4% of participants were in employment after 3 months of completion. For the period 2004-2012, 56% of participants were in employment 6 months after completion; while a further 18% went into further education. The average time to find employment on completion is 9 months.

Name of Scheme	Overview of Scheme	Effectiveness
		Cost effectiveness: d.n.a. Key success factors of scheme: d.n.a.
Traineeships as Part of Upper Secondary IVET through Municipal Adult Education (Yrkesvux - Yrkesinriktad gymnasial vuxenutbildning)	Objectives: To provide people who have not completed secondary education the opportunity to participate in both theoretical/academic and vocational courses. Length of traineeship: Duration of scheme: 2009 – 2013 - ongoing Scale: National Type of initiative: Public Nature of measure: Tripartite Level/source of funding: National funds: SEK 1,000,000,000 (€138,000,000) (2011). Funding from municipalities: d.n.a. No. of placements funded: 55,680 to date; 8,630 by mid-2013	Overall effectiveness: d.n.a. Effectiveness: employment outcomes: d.n.a. Cost effectiveness: d.n.a. But its cost is lower than AMU Key success factors of scheme: Flexibility in order to reach the target group, both in terms of time and space. Possibility to take evening and distance classes, making it easier to combine training with regular part-time employment.
Student Traineeships, Department of Government, Uppsala University (Statsvetenskapliga institutionen, Uppsala universitet)	Objectives: To provide students the opportunity to apply theoretical knowledge and work in genuine work setting which resembles their future workplace. Length of traineeship: 5 months (1 term) Duration of scheme: Started about 15 years ago - ongoing Scale: Local Type of initiative: Public Nature of measure: Unilateral Level/source of funding: d.n.a. No. of placements funded: d.n.a.	Overall effectiveness: A 2009 survey shows that the students are very positive about their traineeship period, while 89% find it very important. A 2010 evaluation shows the same results. It is considered to be a very good way to use their theoretical knowledge in practice, acquire important work experience and develop professional contacts. Effectiveness: employment outcomes: According to the 2009 survey, 63% got their first job thanks to contacts developed during the traineeship, while 83% believed that the traineeship had played an important part when applying for jobs. At the time of the survey, 90 to 94% were in employment. Cost effectiveness: d.n.a. Key success factors of scheme: The university is well known and has a strong reputation as well as a long tradition of traineeships. As a result, it forged close and effective links with employers both in Sweden and abroad.

4.27 Summary Country Fiche: UK

Table 1: Overview of Apprenticeship-Type Schemes in the UK

Name of Scheme	Overview	Effectiveness
Government Apprenticeship Programme (ISCED 3 & 5B)	<p>Objectives: To achieve recognised qualifications; to improve business performance and increase the skills of the workforce (NAO, 2012).</p> <p>Length of apprenticeship: Varies, but generally between 1 and 3 to 4 yrs.</p> <p>Duration of scheme: Modern Apprenticeships introduced in 1995 and the Apprenticeship programme was rebranded in 2004. Ongoing delivery.</p> <p>Scale: National Nature of measure: Tripartite</p> <p>Type of initiative: Public</p> <p>Total amount and source of funding: 2012: Total Apprenticeships budget for 1 April 2011 to 31 Mar 2012 was £1423m. Minimum expected total budget for apprenticeships 2012 to 2013 in England: £1,523m. ESF funding allocated through Skills Funding Agency (£181 m).</p> <p>No. of placements funded: The total volume of Apprenticeship starts in 2011/12 was 520,600. Forecast number of Apprentices in academic year 2012/13 is 890,000.</p>	<p>Overall effectiveness: Highly effective in terms of employment outcomes, skill acquisition and high levels of Apprentice satisfaction with training.</p> <p>Effectiveness: employment outcomes: In 2010/11 the success rate was 76.4%. Completing an 'advanced' apprenticeship is associated with wages 18% higher; an 'intermediate' apprenticeship is associated with wages 11% higher.</p> <p>Cost effectiveness: Estimated economic returns to every £1 of public funds on apprenticeships (assuming training would not have occurred without public funds): £16 (Intermediate level); £21 (Advanced level); £18 (across all) (NAO, 2012). The agency over-budgeted by £98 million for 2010-2011 year; double the amount of apprenticeships (102,800) were delivered, spending only a third (£52 million) of additional funds that were made available.</p> <p>Key success factors of scheme: (i) Reforms to the Apprenticeship programme and increased Government investment; (ii) Launch of the National Apprenticeship Service (NAS) to increase the number of employers offering apprenticeships has made efforts towards growing the programme; (iii) Apprentices have opportunities to pursue knowledge-based qualifications which provide quicker returns to the employer (NAO, 2012).</p>
Apprenticeship Grant for Employers (AGE)	<p>Objectives: To encourage employers to take on new Apprentices.</p> <p>Length of apprenticeship: Varies (between 1 and 3 to 4 yrs.).</p> <p>Duration of apprenticeship: February 2012 to 31 December 2013</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: The 2012-13 budgets are £31.8m and are allocated to NAS (£12.6m 2013-14) by BIS.</p> <p>No. of placements funded: 40,000 grants available. Between Feb 2012 and Jan 2013, there were 20,800 AGE payments and a further 4,300 in the pipeline.</p>	<p>Overall effectiveness: Effective: programme extended following a ministerial submission recommending the continuation of AGE.</p> <p>Effectiveness: employment outcomes: AGE supported apprenticeships have supported good progression into employment and positive effects on encouraging employers to engage with Apprenticeships for the first time.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Grant is set at a level which can potentially fund the apprentice salary for a number of months reducing the risk to the employer of employing a young apprentice; (ii) changes to the eligibility criteria have made more employers eligible for the grant.</p>

Name of Scheme	Overview	Effectiveness
Higher Apprenticeships (ISCED 5B)	<p>Objectives: To expand provision and provide opportunities for progression for apprentices; to meet business need for advanced skills.</p> <p>Length of apprenticeship: Requirement of at least 12 months</p> <p>Duration of apprenticeship: 2009 onwards</p> <p>Scale: National Type of initiative: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: Government provided £25 million of grant funding through the Higher Apprenticeship Fund (BIS, 2012).</p> <p>No. of placements funded: Approx. 19,000 funded Apprenticeships. 3,000 start in first 6 months of 2012/13 year.</p>	<p>Overall effectiveness: Higher apprenticeships important in terms of overall economic competitiveness; benefits to learners; status and profile of the programme (Richard, 2012)</p> <p>Effectiveness: employment outcomes: Research with employers found Higher apprentices to be the most employable at 7.98 on a ten point scale, (ahead of university graduates at 7.58) (ICM Research, 2013).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Qualifications are designed on the basis of local employer skill requirements; (ii) meets individuals career aspirations (iii) Widens access to professional careers through work-based training (PARN/NAS).</p>
Microsoft Partner Apprenticeship Programme	<p>Objectives: To address a lack of new people entering the industry; seeks to provide an alternative pathway into the industry.</p> <p>Length of apprenticeship: 10 months</p> <p>Duration of apprenticeship: Launched in September 2009. Ongoing.</p> <p>Scale: National Type of initiative: Private Nature of measure: Unilateral</p> <p>Total amount and source of funding: Programme has leveraged over £30m in government funding.</p> <p>No. of placements funded: Circa 3, 500 apprentices completed or are on programme since September 2009.</p>	<p>Overall effectiveness: Effective in terms of high employment outcome for apprentices.</p> <p>Effectiveness: employment outcomes: Some 80% of the apprentices take on newly created jobs.</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Dedicated 'course leader' who co-ordinates apprentices; (ii) employer induction.</p>
Rolls Royce Apprenticeship	<p>Objectives: To offer accredited qualifications in order to resource the company at all levels.</p> <p>Length of apprenticeship: Advanced apprenticeship lasts 3.5 years</p> <p>Duration of apprenticeship: Rolls Royce has trained apprentices for over 100 years. Ongoing programme.</p> <p>Scale: Apprentices are recruited to 12 sites within the UK.</p> <p>Type of initiative: Private Nature of measure: Unilateral</p> <p>Total amount and source of funding: Rolls-Royce invests around £1.2 million per annum in further and higher education for its apprentices.</p> <p>No. of placements funded: In 2011, Rolls Royce recruited 180 apprentices. In 2012 it planned to recruit a further 221.</p>	<p>Overall effectiveness: Considered highly effective. The Secretary of State for BIS stated "Rolls-Royce has a proud reputation for delivering the best apprenticeships in the business, setting a standard that firms from all sectors should emulate".</p> <p>Effectiveness: employment outcomes: Former Apprentices occupy up to 30% of Rolls Royce UK senior management roles and 90% of apprentices go on to achieve higher qualifications – half of these are to degree level.</p> <p>Cost effectiveness: It costs circa £70,000 plus pay and benefits to deliver each apprenticeship in engineering/manufacturing over a three to four year programme.</p> <p>Key success factors of scheme: (i) An integrated progression model which enables progression from Apprenticeship to HE; (ii) clarity around the role the apprentice will fill at the end of the programme; (iii) high level of guidance/ support.</p>

Table 2: Overview of Traineeship Schemes in the UK

Name of Scheme	Overview	Effectiveness
Work Experience Programme	<p>Objectives: To provide the young unemployed with quality work experience.</p> <p>Length of traineeship: Typically two to eight weeks</p> <p>Duration of scheme: From January 2011 to 2015</p> <p>Scale: National Type of measure: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: 2012: Funded by the DWP. The Youth Contract provided funding for an additional 250,000 placements. This was one element of a £1 billion government funded programme.</p> <p>No. of placements funded: 99,950 starts between January 2011 and November 2012. There are expected to be around 350,000 Work Experience places in total from January 2011 until March 2015, with around 100,000 a year for the three years 2012/13 to 2014/15.</p>	<p>Overall effectiveness: CESI reported that it has achieved an impact in terms of young people transitioning into employment, but the direct impact has been relatively small (Parliament, 2012: 95).</p> <p>Effectiveness: employment outcomes: Data shows between Jan and Aug 2011 55% of those completing the scheme subsequently stopped receiving benefits (HM Government, 2011). Work Experience participants are 16% more likely to come off benefits after 21 weeks than non-participants and 28% more likely to be in employment (Parliament, 2012; House of Commons, 2012).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Offers opportunities for unemployed young people to improve their employability; (ii) participation is on a voluntary basis; (iii) targets those who have little or no work history, and/or a low skills base.</p>
Future Jobs Fund (FJF)	<p>Objectives: To provide employment opportunities in public and charitable sectors to the young (18 to 24 yrs.) unemployed living in disadvantaged areas.</p> <p>Length of traineeship: 6 months (26 weeks)</p> <p>Duration of scheme: Sept 2009 to March 2011 (Discontinued)</p> <p>Scale: National Type of measure: Public</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: 2012: Maximum DWP contribution of £6,500 per job. The FJF committed £1 billion over less than a two-year period.</p> <p>No. of placements funded: 105,220 FJF jobs were delivered between October 2009 and March 2011.</p>	<p>Overall effectiveness: Effective in moving young people off long-term benefits. At the programme's peak (March 2010), FJF job starts represented 44% of long-term 18–24 year old JSA leavers (CESI, 2011).</p> <p>Effectiveness: employment outcomes: Participants with job outcomes experienced good levels of job sustainment (CESI, 2011). However, some 47% of participants (between Oct 2009 and Mar 2010) were claiming working age benefits 14 months after starting on the FJF (CESI, 2011).</p> <p>Cost effectiveness: High cost compared with other interventions. CESI calculated a net cost to government of £3,946 per participant, or £9,176 per job outcome (CESI, 2011).</p> <p>Key success factors of scheme: (i) Provided an employment opportunity at a time of high unemployment; (ii) prepared unemployed participants for work.</p>
Sector-Based Work Academies (SBWAs)	<p>Objectives: To address job vacancies in high demand sectors of economy.</p> <p>Length of traineeship: Up to six weeks</p> <p>Duration of scheme: August 2011 to 2015</p> <p>Scale: National Type of measure: Public Nature of measure: Tripartite</p> <p>Total amount and source of funding: One element of a £1 billion</p>	<p>Overall effectiveness: Seemingly successful model for progressing people into employment. Particularly effective in retail and hospitality sector (NIACE, 2012)</p> <p>Effectiveness: employment outcomes: No evaluation data but a local example showed 48% of participant's secured employment with local employers.</p> <p>Cost effectiveness: d.n.a</p>

Name of Scheme	Overview	Effectiveness
	<p>government funded programme: the 'Youth Contract'. Funded by the Skills Funding Agency.</p> <p>No. of placements funded: Between Aug 2011 and Nov 2012, 36,770 claimants started SBWA pre-employment training.</p>	<p>Key success factors of scheme: (i) Elements of the programme are flexible and can be adapted to suit the employer; (ii) close cooperation between local JCP and providers so provision meets local employment opportunities (NIACE, 2012) (iii) Effective SBWAs are established in growth sectors within local economies.</p>
Mandatory Work Activity (MWA)	<p>Objectives: To enforce JSA claimants to re-engage with the labour market; refocus their job search and gain workplace skills.</p> <p>Length of traineeship: Four weeks, for up to 30 hours a week</p> <p>Duration of scheme: May 2011 onwards</p> <p>Scale: National Type of measure: Public</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: Initial budget of £8m from DWP; additional £5m from DWP announced in June 2012</p> <p>No. of placements funded: From May 2011 to August 2012, there were 90,470 referrals. However, only 33,170 individuals started a placement.</p>	<p>Overall effectiveness: Scheme appeared to have initial deterrent effect on those claiming benefit, but effect was not evident five months after the referral.</p> <p>Evaluation found that "MWA referrals showed no employment impacts" (DWP, 2012b).</p> <p>Effectiveness: employment outcomes: Limited as the benefit impact over the first 21 weeks equated to referred individuals being off benefit for an average of about four days more than if they had not been referred (DWP, 2012).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Sanction penalty can be imposed if claimant fails to participate (ii) Scheme seeks to re-enforce responsibilities linked to JSA.</p>
<p>Sandwich Placements</p> <p>(Traineeships as part of higher education)</p>	<p>Objectives: To provide participants with work-based skills and experience.</p> <p>Length of traineeship: Minimum of 24 weeks study/placement.</p> <p>Duration of scheme: Ongoing</p> <p>Scale: National Type of measure: Public and private</p> <p>Nature of measure: Bipartite</p> <p>Total amount and source of funding: Funding is derived from HEFCE.</p> <p>No. of placements funded: Circa 30, 000 placements a year.</p>	<p>Overall effectiveness: Effective employment and academic outcomes but participant numbers in decline.</p> <p>Effectiveness: employment outcomes: Seemingly effective in that placement students are more likely to be in employment 6 months after completing their course (78% vs. 71%) and less likely to be unemployed (8% vs. 9%) (BIS, 2012)</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Opportunity to gain general employability skills; (ii) networking achieved through placements helps young people find work.</p>
HEFCE-Funded graduate Internships (GI) Scheme	<p>Objectives: To improve employment opportunities for graduates; improve their employability skills and inform career decisions.</p> <p>Length of traineeship: Majority of internships were between 8 and 12 weeks.</p> <p>Duration of scheme: January 2010 to March 2011</p> <p>Scale: National Type of measure: Public and private</p>	<p>Overall effectiveness: Positive impact on employment outcomes; however increased rather than widened participation in internship; main beneficiaries were "strong" graduates, with good degrees.</p> <p>Effectiveness: employment outcomes: 28% secured long-term employment with the internship employer and 18% secured other long-term jobs. Only 14% were in temporary employment and 15% were unemployed (CRAC & Oakleigh, 2011)</p>

Name of Scheme	Overview	Effectiveness
Internship Programme Graduate Talent Pool (GTP)	<p>Nature of measure: Bipartite</p> <p>Total amount and source of funding: Overall budget of £12.8 million. Funded by the Higher Education Funding Council for England (HEFCE).</p> <p>No. of placements funded: Some 8,500 internships delivered through 57 lead HEIs.</p> <p>Objectives: To improve the long-term employability of participating graduates, rather than offering a route to immediate employment.</p> <p>Length of traineeship: Most internships of either 3 or 6 months duration</p> <p>Duration of scheme: Launched in July 2009; the programme is ongoing</p> <p>Scale: National Type of measure: Public and private</p> <p>Nature of measure: Tripartite</p> <p>Total amount and source of funding: 2012: Government funded. In the 2010 Pre-Budget Report some £8m funding for up to 10,000 new undergraduate internships was announced.</p> <p>No. of placements funded: Headline total of circa 6, 000 vacancies within the GTP. Some 86,000 graduates registered.</p>	<p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Availability of financial support; (ii) wide promotion to graduates (iii) Free brokerage service; (iv) student support (v) Industry sector focus (CRAC & Oakleigh, 2011).</p> <p>Overall effectiveness: Generally effective in terms of achieving a practical employment outcome, but varies by participant characteristics.</p> <p>Effectiveness: employment outcomes: Amongst other characteristics, participants with good degree classes and Russell Group participants seem to have been more successful in obtaining an internship than others. Almost half of participants entered long-term employment (CRAC & Oakleigh, 2011).</p> <p>Cost effectiveness: "The model requires little ongoing financial support from Government and therefore has the potential benefit of greater commercial sustainability" (CRAC & Oakleigh, 2011).</p> <p>Key success factors of scheme: Provides a national matching service, connecting employers with internship vacancies with available graduates.</p>
HEFCE-Funded Undergraduate (UG) Internships in the Professions (UGIP)	<p>Objectives: To provide funding to finance short traineeship placements; sought to address social mobility; & develop placements within the professions.</p> <p>Length of traineeship: 1-2 weeks up to 12 weeks (most lasting 4-8 weeks)</p> <p>Duration of scheme: Throughout Summer 2010</p> <p>Scale: National Type of measure: Public and private</p> <p>Nature of measure: Bipartite</p> <p>Total amount and source of funding: DfE budget of £1,002,020. HEIs were offered up to £1,000 funding per internship.</p> <p>No. of placements funded: 850 undergraduate placements delivered through 30 HEIs.</p>	<p>Overall effectiveness: The scheme had a positive impact in that it increased the likelihood of employers offering work experience to UGs.</p> <p>Effectiveness: employment outcomes: Only 33% of participants had been on work experience placements prior to taking part. Therefore the scheme seems to have been successful in providing placements for those that would not otherwise have had the opportunity (CRAC & Oakleigh, 2011).</p> <p>Cost effectiveness: d.n.a</p> <p>Key success factors of scheme: (i) Subsidies/financial support for the employer; (ii) support from the university to identify suitable candidates; (iii) industry sector and social mobility focus (CRAC & Oakleigh, 2011).</p>

List of Abbreviations

Abbreviation	Full Description
AGE	Apprenticeship Grant for Employers (AGE - UK)
ALMP	Active Labour Market Policy
BBiG	Berufsbildungsgesetz (Vocational Training Act – Germany)
BBL	Beroepsbegeleidende Leerweg (Work-based Learning Pathway – Netherlands)
BEP	Brevet d'études professionnelles (Diploma of Vocational Studies – France)
BOL	Beroepsopleidende Leerweg (School-based Learning Pathway - Netherlands)
BTS	Brevet de technicien supérieur (Higher Technical Diploma – France)
CAP	Certificat d'Aptitudes Professionnelles (Certificate of Vocational Aptitude – France)
CFA	Centre de Formation d'Apprentis (Apprentice Training Centre – France)
CIE	Contrat d'initiation à l'emploi (Employment Initiation Contract – Luxembourg)
CVET	Continuing Education and Training
d.n.a.	Data not available
DUT	Diplôme Universitaire de Technologie (University Technological Diploma – France)
EGU	Erhvervsgrunduddannelser (Basic Vocational Education - Denmark)
ESF	European Social Fund
ETC	Employment and Training Corporation (Malta)
JES	Job Experience Scheme (Malta)
ISCED	International Standard Classification of Education
IVET	Initial Vocational Education and Training
KBBs	KenniscentrumBeroepsonderwijsBedrijfsleven (Centres of Expertise / Knowledge Centres for VET and Industry – Netherlands)
MBO	Middelbaar Beroepsonderwijs (upper secondary vocational education – Netherlands)
NAS	National Apprenticeship Service (UK)
NEET	Not in Employment, Education or Training
OAED	Manpower Employment Organisation (PES Greece)
OPCA	Organismes Paritaires Collecteurs Agréés (Accredited Organisations for the Collection and Distribution of Training Funds – France)
PES	Public Employment Services
PLYA	Project Learning for Young Adults (Slovenia)
RAPS	Redundant Apprentice Placement Scheme (Ireland)
SMEs	Small and Medium-Sized Enterprises
STW	School to Work
VET	Vocational Education and Training
WET	Wet Educatie en Beroepsonderwijs (Vocational Training Act - Netherlands)