

**NAAGRCY**

National Authorities for Apprenticeship:  
Companies as Sustainable Partners for Apprenticeship in Greece & Cyprus

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**WP3: Develop and Adaptation of In-Companies  
Apprenticeship Procedures**



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# GUIDELINE

## “APPRENTICESHIP REGULATIONS AND COOPERATION BETWEEN COMPANIES AND SCHOOLS”

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## 1. INTRODUCTION

This guide aims at informing and supporting representatives from ministries and competent bodies in charge of VET as well as companies and VET providers in their activities of development and improvement of Apprenticeship offers in Greece and Cyprus. It focuses on training regulations that include, for the purpose of this guide, VET ordinances, VET school curricula and in-company training plan. It builds upon the analysis of training regulations in Greece, Cyprus and Germany.

We shall consider for Germany initial vocational education and training based upon the Federal vocational education and training legislation with duration of three years in average. For Greece, this guideline considers initial Apprenticeship education under the responsibility of OAED offered at EPAS with duration of two years, based on Law 3475/2006 (Official Government Gazette 146/A/2006). For Cyprus it considers the New Modern Apprenticeship scheme. This scheme includes 2 Apprenticeship levels (preparatory and core levels). The core Apprenticeship lasts 3 years and addresses students with completed compulsory education or preparatory Apprenticeship course ).

Figure 1: Overview of main features of VET system in Greece, Cyprus and Germany relevant to training regulations

	Greece	Cyprus	Germany
Number of apprentices	6,663 apprentices with in-company training in 2013; 7,761 apprentices with in-company training in 2014; 7,282 in 2015 and 6,487 in 2016.	From the introduction of New Modern Apprenticeship to June 2015 (School years 2012/13, 2013/2014 and 2014/2015) 276 learners (counting every individual learner only once) in preparatory courses and in core Apprenticeship	1,391,900 apprentices in initial dual VET (2013); 522,200 newly concluded training contracts (2014)
Number of companies and VET schools involved	51 OAED EPAS, 2,426 companies participated in 2012-2013 , 2,841 companies in 2013-	3 Technical Schools and 67 companies (counting each individual company	438,000 companies involved in delivering training (2013)

	2014, 2, 414 companies in 2014-2015, and 2,452 in 2015-2016.	only once)	
Number of training regulations	202 occupational profiles, specialties (fields of study). 30 specialties offered in all EPAS Schools of OAED, during school year 2013-2014 and 2014-2015.	Specialisations offered in school years 2012/2013 and 2013/2014 car mechanics. In school year 2014/2015 car mechanics, electrical installations and hairdressing.	327 training regulations
Duration of training	2-year dual Apprenticeship programs. Access to EPAS is given to graduates of the 1st grade of General Upper Secondary School (Lykeio) or Vocational Upper Secondary School (EPAL).	3-year new modern Apprenticeship program at Core level	3 ½ years It normally lasts three years. Some occupations only require two years and there are also regulations allowing a reduction in the training period for trainees with an Abitur, the school leaving certificate allowing entry to higher education.
School-based and in-company training phases(average)	Morning in-company training (6 hours/day) is alternated with afternoon classes or laboratory classes in the EPAS Schools.	NMA = 3 days in companies during the first and second years (increasing to 4 days during the third year), remaining 2 resp. 1 day at VET schools	30% in part-time VET schools; 70% in-company learning
Most popular training occupations	Car technicians Electricians Computer technicians Administrative assistants Plumbers Hair dressers	3 NMA specialisations: Car mechanics (most popular) Electrical installation hairdressing	Sales assistant for retail services, warehouse operator machine and plant operator specialist in the hospitality services,

	Cooks		industry skilled, express and postal services employee
Source: BIBB (2016): VET data report; internal reports on Greece and Cyprus VET systems			

While reading this guideline, one must bear in mind the main differences between the three Apprenticeship systems as far as Apprenticeship regulations and cooperation between both learning venues are concerned. In Germany, school-based learning and in-company learning are fully integrated since apprentices spend about 70% of their learning time in companies, and in-company learning is an integral part of the awarding of an Apprenticeship diploma. In Greece, students spend at least 24 hours per week on in-company training (maximum 6 hours per day) and teaching programs which include vocational and laboratory courses (21-22 hours per week) (Article 2 of Joint Ministerial Decision no. 40087, 14.12.2007). In-company learning is not yet part of the assessment process. So far students receive a vocational certificate after school examination.

In Cyprus, students are assessed for industrial training that refers to their in-company training. This assessment takes the form of a grade (from A to D) and appears on their school report at the end of each school year as well as on the certificate of completion they receive at the end of the three-year cycle at Core Apprenticeship level.

## 2. TRAINING REGULATIONS: KEY TO THE DEVELOPMENT OF APPRENTICESHIP

*What is the objective of dual VET training in the three countries? What are the objectives for the in-company training and for learning in school environment?*

**In Germany**, training in recognised training occupations [*anerkannte Ausbildungsberufe*] is directed at the acquisition of professional ability to act and includes preparation for active participation in economic and social life (DQR Referencing).

**In Greece**, the dual Apprenticeship system is implemented by the OAED Apprenticeship EPAS schools according to Law 3475/2006 (Official Government Gazette 146/A/2006) and belongs to Formal Upper Secondary Vocational Education (Article 1 of Joint Ministerial Decision no. 40087, 14.12.2007). Previously, Apprenticeship schools operated as Technical Vocational Schools (TEE A' and B' cycle) with 2 or 3 years of studies, according to Law 2640/1998 (Official Government Gazette

206/A/1998). According to Article 46 of Law 4186/2013 (Official Government Gazette 193/A/2013), the operation of EPAS would expire in 2015, but according to Article 51 of Law 4262/2014 (Official Government Gazette 114/A/2014 and Article 66 of Law 4386/2016 (Official Government Gazette 83/A/2016) the operation of EPAS was extended up to 2022.

The OAED Apprenticeship EPAS aim to provide students with professional skills in technical specialties. Education lasts for 2 years and combines in-company training (on-the-job training) with theoretical and laboratory in-school courses (Joint Ministerial Decision 40052/2007 (Official Government Gazette 1500/A/2007).

The Apprenticeship program, through the dual training system, aims at ensuring the best possible development of both vocational/professional skills and actual work experience.

**In Cyprus** the preparatory Apprenticeship aims at improving basic skills and developing interpersonal and social skills (NAAGRCY, Final Research Report, p. 102). Core Apprenticeship aims at improving technical and vocational skills.

## 2.1 DEFINITION OF TRAINING REGULATIONS AND THEIR SPECIFICATIONS

In the German Apprenticeship system, training regulations (*Ausbildungsordnung*) are ‘regulations that set the objectives, content and examination requirements for training in enterprises’. Training regulations are issued for recognised training occupations (*Ausbildungsberuf*) by the relevant ministry, in agreement with the Federal Ministry of Education and Research. Training regulations contain minimum standards for the in-company part of initial vocational education and training as illustrated in the figure (BIBB 2013).

Figure 2: Content of training regulations (Germany)

A training regulation regulates (part 2; section 5; BBiG)

- a) the designation of the training occupation to be recognised,
- b) the duration of the training – which shall not be more than three or fewer than two years,
- c) the vocational skills, knowledge and qualifications to at least be imparted in the course of initial training (training occupation profile),
- d) an outline of the syllabus and timetable to be followed when imparting the vocational skills, knowledge and

- qualifications (general training plan; Ausbildungsrahmenplan),
- e) the examination requirements.

In the German dual VET system, training regulations are the core document, which includes the general training plan. This general training plan (*Ausbildungsrahmenplan*) builds the basis for developing the framework curricula for school-based training (*Rahmenlehrplan*) and the in-company training plan (*Ausbildungsplan*). This division is necessary since the principle of subsidiarity applies to educational matters in Germany, and teaching in VET schools lies within the responsibilities of the Länder Ministries. The framework curriculum for school-based training is developed within the Standing Conference of Education Länder Ministers.

Training occupations may be differently structured, which leads to so-called mono-occupations, training occupations with specialisations/fields of study or training occupations with optional qualifications (Data report 2015). The general training plan is structured as presented in the following figure. A full training regulation is available at:

[https://www.bibb.de/dokumente/pdf/5\\_govet\\_mechatroniker\\_ausbildungsrahmenplan\\_en.pdf](https://www.bibb.de/dokumente/pdf/5_govet_mechatroniker_ausbildungsrahmenplan_en.pdf)

Figure 3: Excerpt general training plan (hairdresser) in Germany

Reference	Part of the training occupation profile	Knowledge, skills and abilities	Duration guidelines in weeks	
			1. -18. month	19. -36. month
1.1	Acting customer-oriented and service-oriented	...	2	
1.2	Supervising, counselling and selling	...	6	
		...		7
...	...	...	...	...

**The Greek VET system** includes 202 occupational profiles (2015) that state main and secondary occupational functions as well as the list of knowledge, skills and competences by function, possible learning pathways (including EPAS, work-based learning, etc.) and an indication of the assessment method.

**In the case of the OAED Apprenticeship EPAS**, the roles and responsibilities of key players (namely the OAED EPAS, companies and the National Organization for the Certification of Qualifications and Vocational Guidance [EOPPEP]), have been defined by Joint Ministerial Decisions. The EPAS school is responsible for finding work placements for its students. Each EPAS has a database of private- and public-sector employers, which is regularly updated by the Career Offices and the Directorate of Education in OAED. In April, after the annual deliberation organised by the Career Offices with local stakeholders (Chambers, business associations, sectoral bodies, municipalities etc.) each EPAS reports the number of Apprenticeship positions available for the forthcoming school year to the Directorate of Education (Article 2 of Joint Ministerial Decision no. 1.7195/Our Ref. 3.1289/27.05.2011).

OAED and the EPAS teachers are responsible for monitoring the Apprenticeship programmes (Article 2 of Joint Ministerial Decision no. 1.7195/ par. 3.1289/27.05.2011). In fact, EPAS teachers play a mediatory role as they are responsible to resolve disputes between students and employers. EPAS directors are in charge of the implementation of on-the-job training at the workplace (Article 32 of Joint Ministerial Decision 40087, Official Government Gazette 2376/B, 14.12.2007).

EOPPEP is responsible for evaluating and updating occupational profiles, and for certifying qualifications. The Greek VET system includes 202 occupational profiles (2015). Occupational profiles are core documents which lay the basis for the development of school curricula under the lead of the Secretary for Lifelong Learning of the Ministry of Education with the support of IEP (Institute of Educational Policy). The occupational profiles are gathered in a register run by EOPPEP. OAED ran 30 occupations during the school year 2015-16. Enterprises are involved in the Apprenticeship system mainly through business associations, institutes, Chambers and other social partners.

The role of trade unions and Chambers is not clearly stipulated. However, during 2012-2015, within the framework of the Re-engineering of OAED's Business Model, a number of initiatives aiming to improve OAED's Apprenticeship system were taken.

Despite the establishment of an advisory working group at national level with responsibilities for Apprenticeship, no clear reference is made to the active engagement of the representatives of employer organizations and trade unions (OAED, 2015e: 27). The group is led by the General Director of OAED (Decisions of the Governor of OAED, no. 21976/13.03.2014 [Official Government Gazette 1217 B] and no. 110286 [Official Government Gazette 3689 B/31.12.2014]) and aims to contribute to

the improvement of the Apprenticeship system. Ministries of Labour and Education (EOPPEP and IEP) also participate in the above committee.

Additionally, it should be noted that OAED operates 30 Career Offices at EPAS premises. The aim is to improve the extroversion of the EPAS toward local employers, social partners, chambers, municipalities and other VET stakeholders, and to increase the Apprenticeship positions offered by private-sector enterprises. The selection of specialties takes place after the annual deliberation of EPAS directors and Career Office staff with local stakeholders. In practice, the offer of specialties responds to the local labour market needs, at least to some extent. Career Offices organise joint events with companies, Open Days focused on specific occupations, Career Days focused on matching apprentices and vacancies in companies. They also organize skills competitions for EPAS trainees with the participation of employers, who often sponsor them. Besides, the Career Offices also organise study visits to companies of specific sectors of the economy.

Moreover, the EPAS Career Offices organise publicity actions with the participation of social partners, aiming to improve the attractiveness of VET and Apprenticeship in Greece. In 2015 several publicity conferences took place in 7 cities (Athens, Thessaloniki, Patra, Herakleion, Ioannina, Kavala, Larissa).

It is also noteworthy that social partners sit on OAED's Management Board and can, thus, directly influence the type and nature of measures, interventions and programmes that OAED develops and implements, including Apprenticeships. So far, the involvement of social partners in the design, implementation and validation of Apprenticeship schemes has been limited (Karantinos, 2014: 12).

The future role of social partners and chambers in the Apprenticeship system should be to actively assist in increasing the participation of enterprises, updating the existing curricula, proposing new curricula and contributing to the development of the legal training regulations.

So far there is not any specific training regulation for in-company training. One of the conclusions of the "Improvement of Apprenticeship" Project conducted in the context of the Re-engineering of OAED's Business Model (2012-2015) was the suggestion of developing an in-company training plan (including the minimum specifications) for each occupation in accordance with the relevant educational curriculum.

Apprenticeship in companies should be based upon this in-company training plan for each occupation, which should contain the minimum of tasks that trainees should be taught in companies and should also be contained in the new Apprenticeship Contract.

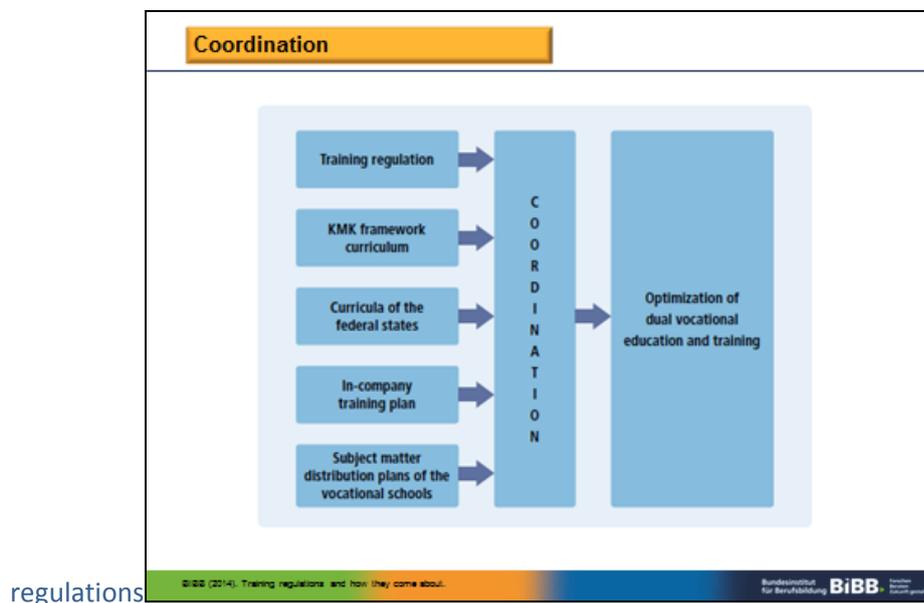
**In Cyprus**, the legislation for Apprenticeship foresees that the Ministry of Labour is the competent ministry. As from September 2015 the Ministry of Education and Culture has taken over the responsibility for Apprenticeship but the legislation has not yet changed. The Ministry of Labour appoints the Apprenticeship Board as a tripartite consultative body which among other things discusses specialisations to be offered by districts each year. The New Modern Apprenticeship scheme was partly funded by ESF (2007-2013) and ESF funding is expected to continue in 2014-2020. Apprenticeships are as of September 2015 offered by the Ministry of Education and Culture (NAAGRCY, Final research report).

## 2.2 PROCESS OF DEVELOPMENT OF TRAINING REGULATIONS

*Which organisation does what? How long? Which expertise needed? Identification of needs for update and creation of training regulations? Which organisations/competent bodies? Which process? Which setting?*

The development of training regulations or adaptation of existing training rules to changing vocational practices proceeds according to a regulated procedure involving the federal government, the Länder governments, employers, trade unions and vocational education researchers. The federal and Länder governments have agreed to limit the duration of such procedures in principle to about a year. The work of the experts should generally be completed by at most eight months after the decision of the Coordinating Committee, the body in which the federal and state governments deliberate. BIBB asks the umbrella associations of employers and trade unions to appoint experts, who then act as federal government experts (workplace representatives) in working out the restructuring of the training occupation together with BIBB. The following figure summarises the process.

Figure 4: Coordination of competent bodies for development of training



In the German dual Apprenticeship system, BIBB has the task to collaborate “under the authority of the competent Federal Ministry in preparing training regulations and other ordinances (...)”(article 90, paragraph 3, no. 1 BBlG). Through vocational education research, the preconditions are created for ensuring that the training regulations can be newly designed as well as revised and customized to keep up with economic, technological and social changes. A 1972 agreement between federal and state governments (“joint memorandum”) regulates the procedure for coordinating training regulations and framework curricula (Training regulations how).

As part of its quality management the principal committee of BIBB issued a recommendation defining the process of developing training regulations. This process includes five major phases as presented below:

- 1) Reception of the instruction at BIBB: the BIBB department in charge and the Office of the permanent committee of BIBB are informed; BIBB Directorate mandates the BIBB Department;
- 2) Preparatory work (content and organisation): set-up of the working group, content preparation, mandating of experts
- 3) Elaboration of draft regulations: organisation of experts’ meeting and documentation of the discussions

- 4) Coordination of draft training regulations documents between the expert groups from Federal level and Länder levels
- 5) Consultation of the boards: consultation of social partners, transfer of draft training regulation to Federal ministry of Education and Research as well as to the competent Federal ministry during a common meeting; opinion of BIBB principal committee (BIBB 2008).

The whole process as presented in the following figure is backed up by a timetable ensuring a timely and effective development of training regulations. It should not last more than one year.

Figure 5: Development of training regulations (Germany)



Shortly after passing the Federal VET law in 1969 Federal Ministry in charge of Labour, the Federal Ministry in charge of Education and the Standing Conference of Education Ministries in the Länder started negotiating on how to intertwine VET regulations (Ausbildungsordnung) and framework curricula (Rahmenlehrpläne der Länder). The discussions ended in 1972 with a process on how to intertwine VET regulations and framework curricula. All parties meet within the so-called Federal-Länder Coordination Committee (Bund-Länder Koordinierungsausschuss) to which representatives from Education ministries of the Länder, Federal ministry in charge and BIBB belong.

**In Greece**, the development of occupational profiles is led by EOPPEP in consultation with a specific committee encompassing nominated experts from social partners, employer associations, GSEE, EOPPEP, Ministry of Education, Ministry of Labour and OAED.

Qualification standards and occupational profiles exist (as is the case with VET in general). In order to receive a licence so as to practice a trade, specific occupational profiles require certification exams and/or professional experience; others do not (it is considered sufficient to have the EPAS degree). Awarding professional licences for occupational profiles is the responsibility of Municipalities or the Prefectural Directorates for Industry. For each occupational profile, the qualification standards and the process of awarding a professional licence are described in the Official Government Gazette.

The development of the national system for the certification of qualifications is among EOPPEP's principal fields of activity and responsibility. EOPPEP is responsible for evaluating occupational profiles. EOPPEP also updates profiles, when necessary (at least every six years) (Article 18, Paragraph 1 of Law 4186/2013). (Cedefop, 2016:34).

According to the national legislation, the development of curricula is based on occupational profiles. EOPPEP's website provides information on the legal framework, lists, and frequently asked questions on occupational profiles (see <http://www.eoppep.gr/index.php/el/structure-and-program-certification/workings>). Joint Ministerial Decision no. 110998/8.5.2006 (Official Government Gazette 566B/08.05.2006) refers to the development and certification of occupational profiles as a means to analyse and record the content of occupations, as well as to describe the qualifications required in order to practice a profession. An occupational profile includes information, inter alia, on the title and definition of a profession or specialty, the standards of the profession or specialty, the required knowledge, skills and abilities (general, specific, horizontal) and the suggested paths (i.e. education, initial and continuous vocational training, professional experience) to be taken in order to gain the qualifications required. According to national legislation, EOPPEP (under the Ministry of Education) issues a call for expressions of interest for the development of occupational profiles. The aim is to develop occupational profiles that are in line with the priorities of national employment policies and to avoid overlaps in the development of profiles (Cedefop, 2016:34-35).

The right to develop an occupational profile belongs to collaborating agencies in which the third-degree representative organizations of employers and workers who have signed the National General Collective Labour Agreement (EGSSE) pertaining to the proposed occupational profile must be represented (Article 4, Paragraphs 4.1.-4.3., Ministerial Decision, Our Ref. 110998, Official Government Gazette, 566/B, 08.05.2006).

When the development of an occupational profile is complete (and submitted to EOPPEP), EOPPEP establishes Committees for the evaluation of the occupational profiles that have been submitted. EOPPEP is responsible for revising or updating occupational profiles. On the decision of its Board, EOPPEP initiates, every five years, a process of developing, revising or updating occupational profiles (in exceptional cases, EOPPEP may decide on a case-by-case basis) (Article 5, Paragraph 8, Ministerial Decision, Our Ref. 110998, Official Government Gazette, 566/B, 08.05.2006). Thus far, EOPPEP has developed and certified 202 occupational profiles.

For the OAED EPAS, an Apprenticeship Agreement (a form provided by the EPAS and signed by the EPAS Director) should be filled out and signed by the student (or her/his guardian in case that the student is below the age of 18), the employer and the EPAS (Article 30, Joint Ministerial Decision no. 40087, 14.12.2007). There is a probationary period of two months at the workplace, during which both the employer and the apprentice have the right to cancel the Apprenticeship contract (Article 25, Paragraph 4 of Joint Ministerial Decision no. 40087, 14.12.2007)

Education at the OAED Apprenticeship EPAS is based, firstly, on the Curriculum (which is drafted and subsequently approved by the Ministry of Education and, moreover, directly related to the respective occupational profile for each specialty) and, secondly, on in-company training . Thus far, in-company training has not been based on specific in-company training plans, but on some basic guidelines provided to companies. When an Apprenticeship agreement is signed, the EPAS teachers provide the employer with guidance (although not in a strictly systematic way) on the training the apprentices should receive at the workplace. There is no list of tasks from which the company may choose what to offer. The content of in-company training is largely influenced, however, by the specialization of the companies each EPAS usually collaborates with, as well as by local labour market needs. In the framework of the "Improvement of Apprenticeship" Project (conducted within the context of the Re-engineering of OAED's Business Model), it was identified that the existence of in-company training plans is a crucial factor for the quality of the Apprenticeship System. It was therefore decided to develop in-company training plans for all specialties. These in-company training plans should be in accordance with the theoretical curricula. It is to be noted that, in the framework of the NAAGRCY project, there have been developed in-company training plans for two specialties: car mechanics and cooks. These curricula will be included in the Apprenticeship Agreement. OAED is in the process of developing in-company training plans for the rest of the approved specialties. In-company training plans have also been developed in the framework of the pilot project MENDI for 3 specialties of the

tourism sector (Cooks, Food and Beverage Managers, and Hotel Employees) implemented in 2 Pilot Continuous Vocational Training Schools of OAED (PSEK Heraklion Crete, Kalamaki Attikis). (Joint Ministerial Decision 1320/ Δ5.1/15-1-2014 (Gov. Gazette 134/B/27-1-2014).

In **Cyprus**, the development of occupational profiles is under the jurisdiction of the Human Resource Development Authority (HRDA) which is the competent authority for the system of vocational qualifications in the country. The system is not as yet legally binding. Employers' organisations and professional organisations are involved in development of vocational qualifications by HRDA but they are not directly involved in curricula for companies or schools. The training curricula within the context of the New Modern Apprenticeship were developed taking into consideration the HRDA profiles for eight occupations. The HRDA is by law the body responsible for policy making on training and development as well as for promoting and funding training and development activities in the country. The HRDA does not run training programmes itself. The HRDA is not involved in the New Modern Apprenticeship. The CPC was the body responsible for the implementation of the New Modern Apprenticeship project in the programming period 2017-2013, with funding from the ESF and the government of Cyprus.

The maximum duration of an Apprenticeship contract is eleven months (September-July), to coincide more or less with the school year. Each school year a new Apprenticeship contract is signed for each apprentice with the same or different employer/company. Following the conclusion of Apprenticeship contract, a training plan is drawn up in cooperation between in-company trainer (for small companies maybe the company owner), Apprenticeship inspector (usually school teacher) and the apprentice (to a smaller degree) (NAAGRCY, Final research report, 89). The training plan is designed to be in line with what the apprentice learns at school.

### 3. DIFFERENT LEVELS OF COORDINATION BETWEEN TRAINING VENUES

The German vocational training act foresees that vocational training is provided in companies (in-company training, in part-time VET schools (school-based vocational training) and in other training facilities outside the system of school-based and in-company training (non-company training). The learning locations collaborate in the provision of vocational training (BBiG; part 1; section 2).The

cooperation between the two places of learning, i.e. company and school, as the basic principle of dual vocational education and training is based on the understanding that every occupation has to be learned through experience. The basis is provided by a vocational education and training plan spanning the places of learning (DQR Referencing). Following the setting up of the German qualification framework and the agreed definition of objective of dual VET it became fundamental to integrate the teaching (Vermittlung) of professional, personal and social competences which are relevant to given professions. VET schools and companies have a common educational task to fulfil and are of equal footing (Esser).

**In Greece**, there is a close cooperation between the EPAS schools and the companies where the apprentices are placed. The role of the coordinator between schools and companies is played by the EPAS teachers and is monitored by the Career Offices.

The EPAS teachers are also responsible for :

- The correct implementation of the Apprenticeship contract
- The monitoring of in-company training
- The audit of the fulfilment of the employers' financial obligations (salary, social insurance contributions, etc.)
- The compliance with the health and safety regulations in the companies
- The resolution of any possible conflicts between apprentices and employers

### **3.1 COOPERATION BETWEEN LEARNING VENUES AT REGULATORY LEVEL**

For German recognised training occupations the Federal level rules the training on the basis of the training regulation (Ausbildungsordnung). The Standing conference of Länder ministries of culture develops a general training plan (Rahmenlehrplan) for the school-based part of the training. This has been explained under part 1.2 of this guideline. The Länder support the implementation of concept of learning fields in part-time VET schools by producing guidelines, pedagogical support and further training for VET teachers (Müller 2015).

The general training plan for VET schools is structured in 4 major parts (beside introduction and sources for further reading): educational objectives of VET schools, didactical principles, occupation-related principles and learning fields. The both last parts are conceived for the occupation concerned.

Training at part-time VET schools in Germany lasts at least 12 hours per week und includes occupation-related and transversal content of more general education nature such as German language, foreign language, politic or economy, religion or ethic and sports. Details are set within each Länder.

To improve the intertwining between theory and praxis the representatives from the economic sector prompted the concept of learning fields (*Lernfeldkonzept*) which was finally introduced in agreement with Federal ministries. The reasoning behind is to ensure the acquisition of full capacity to act (*umfassende Handlungskompetenz*) by the learner. It means that one starts teaching by considering professional situations and problems and develops on this basis the necessary didactical means<sup>1</sup>. the teachers with single VET schools are in charge of developing so-called action-oriented learning situations (*handlungsorientierte Lernsituationen*) and corresponding teaching and classroom materials. This must be done so that the sum of all learning situations corresponds to the full range of competences to be acquired by the learners.

### 3.2 COOPERATION BETWEEN LEARNING VENUES AT PRACTICE LEVEL

In Germany the apprentices have a working contract with the training companies so that companies are the main bodies with major legal responsibilities for the apprentices. Companies have to meet given requirements to be apt to offer Apprenticeship schemes (see guideline on companies requirements). The apprentices but also the in-company trainers and VET schools teachers are the ones exchanging most information during the training process, coordinating and informing each other on the timetable as well as supporting the apprentices when it comes to examination.

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<sup>1</sup> KMK (2011). Handreichung für die Erarbeitung von Rahmenlehrplänen der Kultusministerkonferenz für den berufsbezogenen Unterricht in der Berufsschule und ihre Abstimmung mit Ausbildungsordnungen des Bundes für anerkannte Ausbildungsberufe. Berlin. P.10

The apprentices are due to run a training portfolio (Berichtsheft) and the training companies should ensure that a training portfolio is duly carried. Apprentices must document all training content, which means what they are working on and what they have learned in company and school. The vocational schools check these portfolios in terms of completeness, while the trainers in companies have to sign and check it, too (see annex for an example of a training portfolio).

Communication and cooperation take place further through regular discussion between the in-company trainer and the responsible VET school teacher, in the context of working groups for several occupations animated by competent bodies or representative organisations as well as events organized, for instance, by Chambers in their capacities as competent bodies.

### **3.3 COOPERATION BETWEEN LEARNING VENUES FOR EXAMINATIONS**

This aspect is part of the guideline on assessment and learning outcomes

## RESOURCES

- BIBB: Training regulations and how they come about. Bonn. (2013)
- BIBB, HAUPTAUSSCHUSS DES: Empfehlung des Hauptausschusses des Bundesinstituts für Berufsbildung zur Qualitätssicherung und zum Qualitätsmanagement in Ordnungsverfahren. In: Bundesanzeiger Nr. 129/2008 vom 27.8.2008 Zeitschrift „Berufsbildung in Wissenschaft und Praxis“, Nr. 4/2008 (2008)
- DEUTSCHLAND, KMK STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK: Rahmenvereinbarung über die Berufsschule (Beschluss der Kultusministerkonferenz vom 12.03.2015). 2015.
- MÜLLER, HARTMUT; PADUR, TORBEN: Lernortkooperation auf Ordnungsebene. Entwicklung und Abstimmung von Ausbildungsordnungen und Rahmenlehrpläne. In: BWP (2015) 1/2015, S. 52-53
- Hauptausschuss des Bundesinstituts für Berufsbildung (2008). Empfehlung des Hauptausschusses des Bundesinstituts für Berufsbildung zur Qualitätssicherung und zum Qualitätsmanagement in Ordnungsverfahren. Bundesanzeiger Nr. 129/2008 vom 27.8.2008 Zeitschrift „Berufsbildung in Wissenschaft und Praxis“, Nr. 4/2008.
- BACKGROUND PAPER – *Cedefop’s Analytical Framework for the Thematic Country Reviews on Apprenticeship. The Case of Greece* (February, 2016).
- Law 4186/2013 (Official Government Gazette 193/09.17.2013) – *Reform of Secondary Education.*
- Law 2640/1998 (Official Government Gazette 206/A/03.09.1998) – *Secondary Technical-Vocational Education and other provisions.*
- Law 3475/2006 (Official Government Gazette 146/A/13.07.2006) – *Organisation and Operation of Secondary Vocational Education and other provisions.*
- Article 2 of Joint Ministerial Decision no. 40087, 14.12.2007 - *Operating Rules and Procedures of the OAED Apprenticeship Vocational Schools / EPAS of Law 3475/2006.*
- Law 4386/2016 (Official Government Gazette 83/A/11-5-2016 – *Regulations about research and other provisions – Extending the operation of the OAED Apprenticeship Vocational Schools / EPAS.*

- Joint Ministerial Decision 40052/17-8-2007 Official Government Gazette 1500/A/2007) on defining the operation of the OAED Apprenticeship Vocational Schools / EPAS of Law 3475/2006.
- Joint Ministerial Decision no. 1.7195/Our Ref. 1289/27.05.2011 on subsidising in-company training of the OAED EPAS apprentices.
- Decisions of the OAED Governor no. 21976/13.03.2014 (Official Government Gazette 1217 B) on Setting up an Advisory Working Group for “Supporting the implementation of Apprenticeship actions” within the context of the Programme: “Reengineering of OAED’s Business Model”.
- No.110286 (Official Government Gazette 3689 B/31.12.2014) *Supplementary Decision to Decision No. 21976/13.03.2014*
- Joint Ministerial Decision 1320/D5.1/15-1-2014 (Official Government Gazette 134/B/27-1-2014) on establishing and operating OAED Experimental Schools of Continuing Vocational Training (OAED PSEK).
- Joint Ministerial Decision 23746/Official Government Gazette 888/9-4-2014 on establishing and staffing Vocational Education Career Offices.

## ANNEX

### TRAINING REGULATION FOR THE OCCUPATION OF MECHATRONICS FITTER

As an example of training regulation (fully translated into English and available at [https://www.bibb.de/dokumente/pdf/5\\_govet\\_mechatroniker\\_ausbildungsrahmenplan\\_en.pdf](https://www.bibb.de/dokumente/pdf/5_govet_mechatroniker_ausbildungsrahmenplan_en.pdf)).

### PROFILE OF SKILLS AND COMPETENCE (HAIRDRESSER; CERTIFICATE SUPPLEMENT)

	Greece	Germany
EQR level	<p>NQF 4 (Article 12, Paragraph 1 of Law 3475/2006, Official Government Gazette 146/A/13.07.2006). The National Qualifications Framework is expected to be enacted through a Presidential Decree issued after a relevant proposal of the Minister of Education following an EOPPEP proposal . 2 years training</p>	<p>DQR 4 (preliminary) 3 years training</p>
Profile of skills and competences	<p><b>Knowledge:</b> 1. Holds special knowledge about the hair and face morphology. 2. Identifies skin conditions and decides whether or not it is allowed to dye the hair or perform technical works. <b>Skills:</b> 1. Performs the preparation and application of integrated works at the hair salon. 2. Takes initiatives and coordinates the assistants in the hair salon with regard to the tasks performed. 3. Distinguishes and creates new</p>	<ul style="list-style-type: none"> <li>• Clean and care for the hair and scalp</li> <li>• Cut hair using classic and modern techniques</li> <li>• Make fashion-based structural and colour changes to hair</li> <li>• Plan, style and realise hairstyles</li> <li>• Advise customers regarding hairdressing and cosmetic services, taking into account aesthetic aspects, the shape of the head and face, overall appearance and fashion trends, provide individual recommendations and realise these</li> <li>• Provide customer care before, during and after treatment, responding to</li> </ul>

	<p>colour hair types, depending on the face colour type.</p> <p>4. Creates styles and haircuts depending on the face type.</p> <p><b>Competences:</b></p> <p>1. Understands the requirements in the hair salon and maintains professional ethics.</p> <p>2. Organises the field of the hair salon and collaborates with the personnel.</p>	<p>customer expectations and requirements</p> <ul style="list-style-type: none"> <li>• Lengthen and thicken hair, and design hairstyles using replacement hair</li> <li>• Care for hands, and shape and colour nails</li> <li>• Provide cosmetic treatments</li> <li>• Plan and document treatment processes</li> <li>• Are involved in the organisation of company activities, and monitor appointment schedules</li> <li>• Advise customers in selecting the right product, present goods and products, and sell them</li> <li>• Support marketing measures in the salon</li> <li>• Apply regulations and guidelines relating to health and environmental protection.</li> </ul>
Range of occupations accessible	License to provide services, in accordance with the provisions of the specialty.	Hairdressers work predominantly in specialist hairdressing enterprises, but are also employed in hotels, wellness areas, cruise ships, hospitals, rest homes and rehabilitation units. They are also used in film, television and theatre productions, photo shoots and fashion shows. Further fields of activity are sales work in chemist's shops, perfumeries and department stores. One particular employment opportunity is to work as a specialist adviser in the hair cosmetic industry
Source	EOPPEP. <a href="http://proson.eoppep.gr/en/Qualifications/Details/709">http://proson.eoppep.gr/en/Qualifications/Details/709</a>	Certificate supplement <a href="https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/friseur_2008_e.pdf">https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/friseur_2008_e.pdf</a>

## HOLISTIC (VOCATIONAL) ACTION COMPETENCE (DIDACTICAL SUPPORT)

Information document for the development of a framework curriculum from the Conference of Ministers of Education and Cultural Affairs (KMK) for technical school subjects in vocational schools during VET and their coordination/harmonization with federal training regulations for recognized training professions.<sup>2</sup>(Veröffentlichung des Sekretariates der Kultusministerkonferenz, Stand:

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<sup>2</sup>Handreichungen für die Erarbeitung von Rahmenlehrplänen der Kultusministerkonferenz(KMK) für den berufsbezogenen Unterricht in der Berufsschule und ihre Abstimmung mit Ausbildungsordnungen des Bundes für anerkannte Ausbildungsberufe.(Veröffentlichung des Sekretariates der Kultusministerkonferenz, Stand: 15.9.2000)

Handlungsphasen der Lernenden/Lerngruppe		dazu auf den folgenden Seiten	
Informieren Analysieren	<ul style="list-style-type: none"> <li>• Erfassen der Aufgabenstellung</li> <li>• betriebliche Gegebenheiten analysieren</li> <li>• Störungen/Fehler beschreiben</li> <li>• Ausgangslage beurteilen</li> </ul>	<ul style="list-style-type: none"> <li>• Assoziationskette</li> <li>• Brainstorming</li> <li>• Fragen/-bogen /Umfragen</li> <li>• Fantasiereise</li> <li>• Prioritätenspiel</li> <li>• Spinnwebanalyse</li> </ul>	<ul style="list-style-type: none"> <li>• Kartenabfrage</li> <li>• Mind-Mapping</li> <li>• Mind-Map zu Mind-Maps</li> <li>• 10 Wörter</li> <li>• 4-Ecken-Spiel</li> <li>• ABC-Methode</li> <li>• Kopfstand-Technik</li> </ul>
Planen	<ul style="list-style-type: none"> <li>• Arbeitsplan aufstellen</li> <li>• Fächerbeteiligung absprechen</li> <li>• Informationsquellen erfassen</li> <li>• Formen der Dokumentation und Präsentation absprechen</li> <li>• Arbeitsformen planen</li> <li>• Zeitrahmen planen</li> </ul>	<ul style="list-style-type: none"> <li>• Brennpunkt- oder Schneeballmethode</li> <li>• Maßnahmenplan</li> <li>• Methode 635 (Brainwriting)</li> <li>• Thematische Landkarte</li> </ul>	
Entscheiden	<ul style="list-style-type: none"> <li>• Gruppenzusammensetzung festl.</li> <li>• Arbeitsthemen, Zeitrahmen festl.</li> <li>• Dokumentation festlegen</li> <li>• Präsentation festlegen</li> <li>• Handlungsprodukt festlegen</li> </ul>	<ul style="list-style-type: none"> <li>• Argumentationsrunde</li> <li>• Entscheidungsmatrix</li> <li>• Entscheidungstorte</li> <li>• Punkten</li> <li>• Ein-Punkt-Abfrage</li> <li>• Schneeballmethode</li> </ul>	
Ausführen	<ul style="list-style-type: none"> <li>• Informationen sichten und bearbeiten</li> <li>• Erkundungen durchführen</li> <li>• Arbeitsablaufplan aufstellen</li> <li>• Ergebnisse zusammen stellen</li> <li>• Visualisierung vorbereiten</li> <li>• Präsentation vorbereiten</li> <li>• Störungen/Fehler beheben</li> <li>• Arbeitsprozess dokumentieren</li> <li>• Präsentation durchführen</li> </ul>	<ul style="list-style-type: none"> <li>• Wie funktioniert Gruppenarbeit ...</li> <li>• Hinweise für eine erfolgreiche Gruppenarbeit</li> <li>• Gruppen-Zwischenbericht</li> <li>• Schriftliche Zusammenfassung ...</li> <li>• Auswertung von Informationsmaterial</li> <li>• Informationsbeschaffung durch ...</li> <li>• Protokoll der Erkundung</li> <li>• Grundregeln der Präsentation</li> <li>• Verfahren für die Präsentation – eine Auswahl</li> </ul>	
Kontrollieren Bewerten	<ul style="list-style-type: none"> <li>• Arbeitsergebnisse und Präsentation bewerten</li> </ul>	<ul style="list-style-type: none"> <li>• Einzel-Zwischenbericht</li> <li>• Bewertung der Gruppenarbeit</li> </ul>	
Auswerten Reflektieren	<ul style="list-style-type: none"> <li>• Vorgehensweise hinsichtlich verschiedener Kriterien auswerten und ggf. Alternativen entwickeln</li> </ul>	<ul style="list-style-type: none"> <li>• Blitzlicht</li> <li>• Selbsterklärungs-Eisberg</li> <li>• Fischernetz und Teich</li> <li>• Auswertungszielscheibe</li> <li>• Feldfeedback</li> <li>• Schriftliche Auswertungen</li> <li>• Na, wie war's?</li> <li>• Telegramm</li> <li>• Logbuch</li> </ul>	

## INDIVIDUAL TRAINING PORTFOLIO (BERICHTSHEFT)

Name: <u>Pajak</u>		Vorname: <u>Julian</u>	
		Ausbildungsjahr: <u>2.</u>	
Ifd. Blatt-Nummer <u>22</u>	Woche vom <u>7.1.08</u>	bis <u>14.1.08</u>	
ausgeführte Arbeiten, Berufsschulunterricht, betriebliche u. überbetr. Unterweisungen usw.			Einzel-Std
			Gesamt-Std
<b>MONTAG</b>			
Rohrbruch : Keller überschwemmt → Diagnose : TWE durchgerostet. TWE ausgebaut, neuen TWE eingebaut und angeschlossen, MAG eingestellt			10
			10
<b>DIENSTAG</b>			
Küchenarmatur in Spüle eingebaut und angeschlossen, WC und Handwaschbecken im Gäck-WC angebracht			8
			8
<b>MITTWOCH</b>			
Schwimmbadfilter gewartet, Undichtheit am Volumenausgleichsbehälter abgestellt			8
			8
<b>DONNERSTAG</b>			
Zentralthermostat ausgebaut, TW- u. TWV-Leitungen neu verlegt			8
			8
<b>FREITAG</b>			
Werkstatt : Rücklaufmaterial einsortiert			2
Wagendienst			2
Ausbildungsnachweis und Bericht geschrieben			2
			6
<b>SAMSTAG</b>			
<b>Wochenstunden</b>			<b>40</b>
<b>Bemerkungen:</b>			
<u>14.1.08</u>  Auszubildender Meister Datum	<u>11.1.08</u> <u>Pajak</u> Auszubildender Datum	<u>12.01.08</u>  Berufsschule Datum	

## EXAMPLE OF A LEARNING FIELD (FRAMEWORK CURRICULUM)

Toolmaker - Werkzeugmechaniker (Beschluss KMK vom 25.03.2004)



<i>fortlaufende Nummer</i>	<i>Kernkompetenz der übergeordneten beruflichen Handlung niveaueingemessen ausdrücken</i>	<i>Angabe des Ausbildungsjahres; 40, 60 oder 80 Stunden</i>
<b>Lernfeld 3:</b>	<b>Einfache Baugruppen herstellen</b>	<b>1. Ausbildungsjahr Zeitrichtwert: 80 Stunden</b>
<b>Die Schülerinnen und Schüler besitzen die Kompetenz, Bauteile zu einfachen Baugruppen zu montieren und dabei kundenspezifische Anforderungen zu berücksichtigen.</b>		
<p>Sie <b>analysieren</b> technische Dokumente, wie <i>Gesamt- und Gruppenzeichnungen, Stücklisten, Anordnungspläne und einfache Schaltpläne</i> mit dem Ziel, die Zusammenhänge und Funktionen zu erfassen und zu beschreiben. Auf dieser Grundlage verdeutlichen sie Kraft-, Energie- und Informationsflüsse.</p>		
<p>Sie <b>planen</b> die Montagetätigkeit von mechanischen und steuerungstechnischen Baugruppen, indem sie sich einen Überblick über mögliche sachgerechte Montage-reihenfolgen verschaffen. Sie erstellen einen Montageplan und nutzen verschiedene Strukturierungs- und Darstellungsvarianten (<i>Strukturbaum, Tabelle, Flussdiagramm, Explosionszeichnung</i>). Sie vergleichen die Ergebnisse hinsichtlich der Aussagefähigkeit der Darstellung und der Effektivität der Montage-reihenfolge. Für eine fachgerechte Montage bestimmen sie erforderliche Werkzeuge, Hilfsmittel und Vorrichtungen und begründen ihre Auswahl.</p>		
<p>Sie <b>führen</b> die Montage <b>durch</b>, indem sie ihr Wissen über die verschiedenen Wirkprinzipien des Fügens (<i>kraft-, form-, stoffschlüssig</i>) nutzen und die geplanten Fügeverfahren (<i>lösbar, unlösbar</i>) anwenden. Sie wählen die notwendigen Norm- und Kaufteile mit Hilfe entsprechender technischer Unterlagen (<i>Tabellenbuch, Normblätter, Kataloge, elektronische Medien, Firmenunterlagen, auch in englischer Sprache</i>) aus. Um die konstruktive Auslegung nachzuvollziehen und um Montagefehler zu vermeiden, führen sie die notwendigen Berechnungen durch (<i>Kraft, Festigkeit von Schrauben, Werkstoffkennwerte, Drehmoment, Übersetzung</i>). Sie ermitteln Kenngrößen, erkennen Zusammenhänge, bewerten diese und stellen sie anschaulich dar. Sie übernehmen Verantwortung für die Sicherheit am Arbeitsplatz für sich und andere, indem sie die Auswirkungen bei Nichtbeachtung der Unfallverhütungsvorschriften verinnerlichen.</p>		
<p>Sie <b>prüfen</b> die Baugruppe auf Funktion und berücksichtigen dabei die kundenspezifischen Anforderungen. Dazu entwickeln sie Prüfkriterien und erstellen Prüfpläne, auch unter Zuhilfenahme von Simulationssoftware. Mögliche und vorhandene Fehler werden systematisch auf ihre Ursachen untersucht; dazu nutzen sie Werkzeuge des Qualitätsmanagements (z. B. <i>Ursachen-Wirkungs-Diagramm</i>). Sie protokollieren die Ergebnisse, <b>bewerten</b> diese und ergreifen Maßnahmen, um Qualitätsmängel künftig zu vermeiden. Sie <b>reflektieren</b> den Montageprozess und die angewandten Verfahren, präsentieren ihre Ergebnisse und diskutieren Optimierungsmöglichkeiten hinsichtlich <i>Wirtschaftlichkeit, technischer Machbarkeit, Umweltschutz, Arbeitsschutz und Ergonomie</i>.</p>		
<i>Dimensionen (Fach-, Selbst-, Sozialkompetenz; Methoden-, Lern- und kommunikative Kompetenz) berücksichtigen</i>	<i>formale Vorgaben umsetzen: Präsens-Formulierungen und keine "soll"-Formulierungen</i>	<i>durch offene Formulierungen den Einbezug organisatorischer und technologischer Veränderungen ermöglichen</i>

*1. Satz: generalisierende Beschreibung der Kernkompetenz (siehe Bezeichnung des Lernfeldes) am Ende des Lernprozesses des Lernfeldes*

*Volltext mit Absätzen, die die Phasen der vollständigen Handlung zum Ausdruck bringen*

*Verbindliche Mindestinhalte beschreiben und kursiv markieren*

*Fremdsprache angemessen berücksichtigen*

*keine methodischen Vorgaben (z. B. „Sie ermitteln durch Versuche...“) und keine Vorgaben, die indirekt die Sachausstattung der Schulen betreffen*

*Komplexität und Wechselwirkungen von Handlungen berücksichtigen*

*Gesamttext gibt Hinweise zur Gestaltung ganzheitlicher Lernsituationen über die Handlungsphasen hinweg*