

NAAGRCY

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

NAAGRCY

National Authorities for Apprenticeship:

**Companies as Sustainable Partners
for Apprenticeship in Greece and Cyprus**

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



Co-funded by the
Erasmus+ Programme
of the European Union

GUIDELINE

„REQUIREMENTS FOR COMPANIES AS VET PROVIDERS”

“This project is co-funded by the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”

Project code	557308-EPP-1-2014-1-EL-EPPKA3-APPREN
Name of project	National Authorities for Apprenticeship: Companies as sustainable partners for apprenticeship in Greece and Cyprus.
Acronym	NAAGRCY
Authors	Kristina Hensen-Reifgens (BIBB), Isabelle Le Mouillour (BIBB) with the contribution of all partners
Partners	OAED, IEP, BIBB, IME GSEVEE, INE GSEE, CPC, CCCI
WP No.	3
WP Title	Develop and adaptation of in-companies apprenticeship procedures
Output description	Final GUIDELINE “REQUIREMENTS FOR COMPANIES AS VET PROVIDERS”
Output type	One Final Guideline - Document
Activitycode	3.3
Activitydescription	Finalization and composition of the final deliverable
Version	Final





The Alliance



The Steering Committee of the Project

Athanasia Theodoridou, Project Manager, OAED

Vasilis Siomadis, IME GSEVEE

Isabelle Le Mouillour, BIBB

Maria Nika, IEP

Ira Papageorgiou, INE GSEE

Andreas Polydorou, CPC

Monica Andreou, CCCI



Co-funded by the
Erasmus+ Programme
of the European Union

Table of contents

1.	Introduction	4
2.	Requirements for companies	4
2.1	Role of competent bodies	10
2.2	Ratio of company training staff according to apprentices	12
2.4	Professional and personal aptitude of company training staff	14
3.	Support for companies providing training	15
4.	Quality of training in companies	18
	Resources	24
	Annex	25
	Checklist for the requirements for companies in apprenticeship	25

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 the requirements for companies as VET providers and builds upon the analysis of training staff in Greece, Cyprus and Germany.

We shall consider for Germany dual vocational education and training based upon the Federal vocational education and training legislation with duration of three years in average. The responsibility for apprenticeship in Germany lies within the companies and not in schools. For Greece, this guideline considers apprenticeship training under the responsibility of OAED offered at EPAS. For Cyprus it considers the New Modern Apprenticeship scheme with two apprenticeship levels (preparatory and core level) under the Ministry of Education and Culture.

The guide focusses on requirements for companies and quality issues concerning in-company training.

2. REQUIREMENTS FOR COMPANIES

The suitability of training companies is a very important element in vocational education and training. In the case of Germany companies can only train young people if they are appropriate according to the requirements for vocational training. Usually this is the case when the conditions prescribed in the training regulation are met. This means a company must provide all the training content and guarantees that the apprentice gains the necessary vocational skills, knowledge and competences for the occupation.

But if a company is not able to fulfil all the requirements, the training can be carried out in a consortium (Coherent training structures (Ausbildungsverbände) or Inter-company vocational training centres (ÜBS); see chapter 3). Here each training location for each training section must meet the special requirements and this agreement must be described in the training contract.

Germany

In Germany the Vocational Training Act (BBiG), the Protection of Young People in Employment Act (JArbSchG) and, if applicable, the Crafts and Trades Regulation Code (HwO) provide the legal provision for companies acting as VET providers.

Of great importance is the BBiG which regulates in § 27 the key prerequisites of a training relationship. It defines the requirements which must be met concerning the aptitude of vocational training venues and the professional and personal aptitude of trainers.

This means apprentices may only be recruited and trained if

- the training institution is suitable for training and
- the number of apprentices is in proportion to the number of training places or the number of employed professionals, or otherwise the success of training will not be threatened/jeopardized.

BBiG Section 27 - Suitability of Training Premises and training Staff

(1) Trainees may only be engaged and given initial training if

- 1. the nature and equipment of the training premises are suitable for initial training; and*
- 2. the ratio between the number of trainees and the number of training places or the number of skilled staff employed is appropriate (unless such other ratio is not detrimental or initial training)*

(2) Training premises where the necessary vocational skills, knowledge and qualifications cannot be imparted in their entirety shall be deemed to be suitable if these can be imparted through initial training measures taking place outside the training premises.

(...). (BBiG 2005)

The minimum requirements regarding the contents of in-company vocational training are defined in the training regulations. They contain the designation of the training occupation, the duration of training, the occupational profile, the general training plan and the examination requirements. Education at the part-time vocational school is regulated by the framework curriculum adopted by the Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz - KMK).

	German language	English language	Greek language
Requirements regarding the suitability of the training premises	<p>„Ein Betrieb, der ausbildet, muss bestimmte Voraussetzungen erfüllen. Es geht dabei um die Eignung der Ausbildungsstätte.</p> <p>Das betrifft in erster Linie die Einrichtung des Unternehmens. Für jeden Beruf gibt es eine bestimmte Ausstattung, die mindestens vorhanden sein muss: also Räume, Maschinen, Geräte und Werkzeuge. Die Auszubildenden sollen alles, was sie für ihr späteres Berufsleben brauchen, im Betrieb erlernen können. Wichtig ist, dass die Auszubildenden mit aktuellen technischen Geräten und Hilfsmitteln arbeiten können – es muss aber nicht die modernste Technik sein. So ist es nicht mehr zeitgemäß, Bürokaufleute ohne Computer auszubilden – es braucht aber nicht der allerneueste PC zu sein.“ (BIBB 2010a, p. 18)</p> <p>„Wenn in einem Betrieb einige wenige Inhalte der Ausbildungsordnung nicht vermittelt werden können, dann kann er mithilfe von überbetrieblichen Bildungsträgern oder im Verbund mit anderen Unternehmen dennoch ausbilden.“ (BIBB 2010a, p. 18)</p> <p>Für nähere Informationen siehe Kapitel 3. SUPPORT FOR COMPANIES PROVIDING TRAINING</p>	<p>„A company that provides in-house initial vocational training must satisfy certain requirements regarding the suitability of the training premises.</p> <p>These requirements revolve primarily around the company’s equipment. Each recognized occupation has a minimum requirement for equipment and furnishings that must be available for training purposes: In other words, rooms, machines, equipment and tools. Trainees should be able to learn in their training company everything that they will need for their future working life. It is important that trainees are able to work with up-to-date technical equipment and aids. It does not however have to be state-of-the-art</p>	<p>“Μια επιχείρηση που αναλαμβάνει να εκπαιδεύσει πρέπει να εκπληρώνει ορισμένες προϋποθέσεις. Πρόκειται για την καταλληλότητά της σχετικά με την εκπαίδευση.</p> <p>Αυτό αφορά τον εξοπλισμό της επιχείρησης. Για κάθε επάγγελμα υπάρχει ένας συγκεκριμένος εξοπλισμός, ο οποίος αποτελείται από ορισμένους χώρους, μηχανές και εργαλεία. Οι μαθητευόμενοι θα πρέπει να γνωρίσουν στην επιχείρηση όλο τον τεχνικό εξοπλισμό, τον οποίο αργότερα θα χρειαστούν στην επαγγελματική τους ζωή. Σημαντικό είναι οι μαθητευόμενοι να έχουν όλα τα απαραίτητα εργαλεία στη διάθεση τους, αλλά αυτό δεν σημαίνει ότι πρέπει να είναι η τελευταία λέξη της τεχνολογίας.</p>

		<p>technology. For example: It is no longer in keeping with the times to train clerical workers without a computer. However, it does not have to be the very latest PC." (BIBB 2010a, p. 18)</p> <p>"When a training company is not able to teach a few segments of the required content set forth in the particular training regulations, it can nonetheless provide in-house vocational training – with the help of an inter-company vocational training centre or in collaboration with other companies." (BIBB 2010a, p. 18)</p> <p>For more information see chapter 3. SUPPORT FOR COMPANIES PROVIDING TRAINING</p>	<p>Για παράδειγμα μια λογίστρια δεν μπορεί σήμερα να μην εργάζεται με ηλεκτρονικό υπολογιστή, αλλά αυτό δεν σημαίνει ότι θα πρέπει να είναι και το τελευταίο μοντέλο." (BIBB 2010a, p. 18)</p> <p>"Εάν μια επιχείρηση δεν μπορεί να προσφέρει πλήρη εκπαίδευση σε όλα τα επίπεδα και υπάρχουν κάποιες μικρές ελλείψεις, τα κενά μπορούν να συμπληρώσουν οι εκπαιδευόμενοι σε άλλες επιχειρήσεις ή σε συνεργασία με άλλους φορείς." (BIBB 2010a, p. 18)</p> <p>(βλ. chapter 3. SUPPORT FOR COMPANIES PROVIDING TRAINING)</p>
--	--	--	---

Greece

In EPAS apprenticeships take place according to special training programs which are drafted by OAED (in pilot basis), or according to the educational curricula. The company that employs students is obliged to:

- a) Sign the Apprenticeship Contract.
- b) Implement the special traineeship program of students.

- c) Dispose the necessary personnel and equipment for the right implementation of apprenticeship, for as long as it lasts.
- d) Accept and cooperate with the supervisors of EPAS who are responsible for monitoring the right implementation of apprenticeship, with a view to improve practical training.

In every EPAS there is a special Employer Registry kept, which is enriched and updated on an ongoing basis under the responsibility of the teachers responsible for students' work practice, and for which OAED's Education Directorate is constantly informed. All companies, whose activity is consistent with the occupations and curricula of EPAS, can potentially join the aforementioned Registry.

The following items can be suggested for a checklist.

	German language	English language	Greek language
<i>Requirements regarding the suitability of the training premises</i>	1) Eignung der Ausbildungsstätte 2) Der betrieb muss eine angemessene Ausrüstung und Werkzeuge im Rahmen der Ausbildung zur Verfügung stellen. Es müssen Mindestanforderungen an Maschinen und Werkzeuge in dem jeweiligen Beruf und den Ausbildungseinrichtungen definiert werden. 3) Der Betrieb muss die Gesundheits- und Sicherheitsanforderungen/-vorschriften befolgen. 4) Der Betrieb hat qualifiziertes Ausbildungspersonal (Ausbilder)	1) Suitability of training premises 2) The company must provide adequate equipment and tools for offering the training (minimum requirements for machines and tools in each occupation and training facilities), 3) The company must meet the requirements for health and safety instructions. 4) The company has qualified personnel staff/qualified trainers.	1) Καταλληλότητα κτηριακών εγκαταστάσεων 2) Εξοπλισμός και εργαλεία για ενδοεπιχειρησιακή κατάρτιση (βασικές απαιτήσεις για μηχανήματα και εργαλεία που απαιτούνται, αναλόγως του επαγγέλματος και υποδομές κατάρτισης) 3) Προδιαγραφές για υγιεινή και ασφάλεια 4) Προσοντούχος εκπαιδευτής

Cyprus

Finding apprenticeship placements is the single most important problem of apprenticeship in Cyprus, especially since the bail-in in 2013, which led to layoffs and closing down of many enterprises. Thus, as long as a company, which shows an interest in recruiting an apprentice, meets the health and safety instructions regarding employment of young persons, has the basic infrastructure required in the specialisation the apprentice has chosen, has a designated trainer for the apprentice and has a decent record regarding previous apprenticeship placements, the apprenticeship contract is approved. Presently there are no official requirements for companies in Cyprus. However, the following items can be suggested for a checklist.

	German language	English language	Greek language
Requirements regarding the suitability of the training premises	1) Eignung der Ausbildungsstätte 2) Der betrieb muss eine angemessene Ausrüstung und Werkzeuge im Rahmen der Ausbildung zur Verfügung stellen. Es müssen Mindestanforderungen an Maschinen und Werkzeuge in dem jeweiligen Beruf und den Ausbildungseinrichtungen definiert werden. 3) Der Betrieb muss die Gesundheits- und Sicherheitsanforderungen/-vorschriften befolgen. 4) Der Betrieb hat qualifiziertes Ausbildungspersonal (Ausbilder)	1) Suitability of training premises 2) The company must provide adequate equipment and tools for offering the training (minimum requirements for machines and tools in each occupation and training facilities), 3) The company must meet the requirements for health and safety instructions. 4) The company has qualified personnel staff/qualified trainers.	1) Καταλληλότητα κτηριακών εγκαταστάσεων 2) Εξοπλισμός και εργαλεία για ενδοεπιχειρησιακή κατάρτιση (βασικές απαιτήσεις για μηχανήματα και εργαλεία που απαιτούνται αναλόγως του επαγγέλματος και υποδομές κατάρτισης) 3) Προδιαγραφές για ασφάλεια και υγεία 4) Προσοντούχος εκπαιδευτής

2.1 ROLE OF COMPETENT BODIES

Germany

As self-governing bodies, the chambers have been assigned public tasks in dual training (competent bodies¹). These include counselling and monitoring functions regarding the individual training contracts. Also training advisers of the chambers verify the aptitude of training companies and trainers and advise both companies and trainees. Chambers receive training contracts, check and register them. They take care of the overall organisation of examinations by fixing dates and setting up examination boards which administer the examinations (see also the guideline on “Examinations and Assessment of Learning Outcomes”).

¹“**At national level** social partner involvement is established within the Main Board (*Hauptausschuss*) of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*) on a four-party basis (Federal Government, *Länder*, employers, employees). As stated in the Vocational Education and Training Act (*Berufsbildungsgesetz*) the Main Board advises the Federal Government on all issues of VET. One task is the involvement in standard setting and designing training regulations.

At Länder level there are committees for vocational training, with equal representation of employers, employees and *Länder* authorities. They advise *Länder* governments on vocational training issues and also influence concepts and schemes, for example those for providing support for disadvantaged youths, and opportunities for additional qualifications requiring school training.

At regional level the Competent Bodies (*Zuständige Stellen*) play a crucial role. They include the chambers of industry and commerce for the industrial sector, the chambers of crafts, the appropriate professional boards for the liberal professions as well as various federal and Land authorities. Their tasks are: to ensure the suitability of training centres; monitor training in enterprises; support vocational training with advice to training enterprises, instructors and trainees; to establish and maintain a list of training contracts; and to institute the system of examinations and hold final examinations. In every Competent Body there is a vocational training committee with tripartite representation from employers, trade unions, and teachers. It has to be informed and consulted on all important VET issues. Moreover, the committee decides which legal regulations are passed for implementing VET.

At sectorial/enterprise level, the Works Constitution Act (*Betriebsverfassungsgesetz – BetrVG*) applicable to the private sector and the Staff Representation Acts (*Personalvertretungsgesetze – PersVG*) of the *Länder* for the public service grant works councils or staff councils numerous co-determination and involvement rights both in initial and continuing training. These rights are exerted within collective bargaining on the remuneration of trainees, planning and implementing in-company training, appointing instructors, realising special in-company education and training measures, concluding employment contracts upon completion of training, and educational leave.” (Hensen-Reifgens/Hippach-Schneider 2014)

	German language	English language	Greek language
<i>The Chambers check if companies fulfil the requirements</i>	„Ob der Betrieb für die Ausbildung geeignet ist, prüft die zuständige Stelle, d. h. die für den Betrieb zuständige Kammer (in der Regel die Industrie- und Handelskammer oder die Handwerkskammer).“ (BIBB 2010a, p. 18)	„The competent body – in other words, the chamber that is responsible for the particular company (as a rule, the local Chamber of Industry and Commerce or Chamber of Skilled Crafts) – determines whether a firm is qualified to provide in-company vocational training.“ (BIBB 2010a, p. 18)	“Την καταλληλότητα της επιχείρησης εξετάζει η αρμόδια υπηρεσία, συνήθως είναι το Βιομηχανικό και Εμπορικό Επιμελητήριο ή ένα Βιοτεχνικό Επιμελητήριο.” (BIBB 2010b, p. 18)

For a clearer picture the duties of the chambers within vocational educational and training in Germany are illustrated in the picture below.

Duties of a competent authority in VET



(Source: BIBB 2015)

Greece

So far social partners and chambers are not involved in the specific procedure. The new framework, which is under construction, will be more open in the future. OAED should have a leading role (for all the apprenticeships systems i.e. EPAS, EPAL, IEK) but with the participation of more parties involved in the specific procedures like social partners, chambers and local administration.

Cyprus

In Cyprus, the competent body, which is responsible for all aspects of apprenticeship, is the Ministry of Education and Culture as the apprenticeship/VET system is school based. The Chamber of Commerce and Industry is a member of Apprenticeship Board and thus it is not directly involved on how apprenticeship is implemented in schools and companies.

2.2 RATIO OF COMPANY TRAINING STAFF ACCORDING TO APPRENTICES

Germany

As mentioned before the ratio between the number of apprentices and the number of training places or the number of skilled staff employed/professionals must be appropriate. According to this not very clear BBIG definition the BIBB Main Board gave a recommendation. Here it is stated that an appropriate ratio of the number of apprentices to

- **the number of skilled staff/professionals²** is the following, according to BBIG §27 section 1 number 2 and Handwerkskammerordnung (HWO) § 21 section 1 number 2:
 - one to two skilled staff/professional = one apprentice
 - three to five skilled staff/professional = two apprentices

² A skilled staff/professional is a person who has completed training in an occupation/profession relevant to the training occupation/profession or he must have been working in the specific occupation/profession at least one and a half of the time more than the training in the occupation/profession should last.

- six to eight skilled staff/professional = three apprentices
- each additional three skilled staff/professional = only one additional apprentice

These relations must be continuously maintained throughout the whole training period. Deviations from these relations are permitted in individual cases, if the training is not jeopardized.

- **the number of part-time trainers**³ is the following, according to BBIG §28 section 1 and HWO §22 section 1, BBIG §28 section 2 and HWO §22 section 2:
 - one part-time trainer = max. three apprentices

It must be ensured that an appropriate proportion of working time is defined for the working activity as a trainer.

- **the number of full-time trainers**⁴ is the following, according to BBIG §28 section 2 and HWO §22 section 2:
 - One full-time trainer = max. sixteen apprentices (in a group/workshop situation)

The training company is responsible for the whole training in general, meaning the company has to provide the appropriate professional training staff and must create the necessary conditions for the training staff to fulfil the respective training tasks.

<p>Number of qualified personnel</p>	<p>„Außerdem müssen in einem Betrieb Fachkräfte in ausreichender Zahl vorhanden sein, wenn in dem Ausbildungsbetrieb der Ausbildungserfolg gesichert sein soll.“ (BIBB 2010a, p. 18)</p>	<p>“Further, a training company must have a sufficient number of qualified personnel if the success of the training it provides is to be ensured.” (BIBB 2010a, p. 18)</p>	<p>“Εκτός αυτού μέσα στην επιχείρηση θα πρέπει να υπάρχει επαρκές εξειδικευμένο προσωπικό, εάν θέλει κάποιος να διασφαλίσει την επιτυχία της εκπαίδευσης.” (BIBB 2010a, p. 18)</p>
---	--	--	--

³ A part-time trainer is an informal workplace trainer and has also other tasks in addition to his role as trainer.

⁴ A full-time trainer is responsible for in-company training and does his work as a trainer full-time.

Greece

The forthcoming “Quality Apprenticeship Framework” will pose specific ratio for apprentices in each company, based on the employees each company occupy. A proposed ratio can be as follow: Companies with 1-10 employees can offer 1-2 apprenticeship placements (max 25%). Companies with more than 10 employees can offer apprenticeship placements at maximum 17% of their staff. One variable that should be taken into consideration is the definition of employees since the penetration of flexible forms of occupation is very high in Greece.

Cyprus

The economy of Cyprus is dominated by small enterprises whereas the overwhelming majority (95%) employs less than 10 persons. For this reason, it is not possible to support the use of a ratio of company training staff to a number of apprentices since Cypriot companies rarely accept more than two apprentices. Therefore, it can be proposed to set a limit of a maximum of three apprentices per trainer.

2.4 PROFESSIONAL AND PERSONAL APTITUDE OF COMPANY TRAINING STAFF

Germany

The BBiG differentiates between trainers and persons providing training. The apprentices are employed by the persons providing training. Eligible to train are only those who possess “personal and professional aptitude” - BBiG §29 and § 30.

“Personally apt trainers make sure that the young people are not endangered and their character development is promoted.

Trainers are professionally apt if they have the required occupational skills and the professional and pedagogical knowledge. This is the case when they are at least 24 years old and have completed a corresponding course of vocational training or possess sufficient professional experience. The professional and pedagogical knowledge must be verified pursuant to the Trainer Aptitude Regulation (AEVO).” (BIBB 2015)

For more information see the guideline on “Role of staff in VET”.

Greece

There are no official requirements for in company trainers. Moreover no specific requirements are posed by the current apprenticeship contract. But the framework will change and the in company trainers will be necessary to follow an education program. This also holds for some pilot programs of OAED that take place for apprenticeships.

Cyprus

There are no official requirements concerning in-company trainers. As a proposal, trainers must have occupational skills, professional and pedagogical knowledge. Especially pedagogical knowledge is important to promote the personal and professional development of apprentices.

3. SUPPORT FOR COMPANIES PROVIDING TRAINING

For various reasons small and medium-sized companies are often unable to provide all the learning content, defined in the training regulation, themselves. They may lack suitable training staff, or, owing to their particular specialisation, they do not cover all the training content. Different solutions can help to overcome these problems. The following chapter introduces two main approaches from the German VET system.

Germany

Inter-company vocational training centres (ÜBS) and cooperative training networks (Ausbildungsverbände)

If a company is unable to impart all the skills and knowledge laid down in the training regulation on its own additional services provided outside the training company can be used. Depending on the needs of the company, such forms of cooperation can be organised in different ways. For example inter-company vocational training centres (ÜBS) or cooperative training networks (Ausbildungsverbände) can be a solution also for Greece and Cyprus. Very small and small enterprises that are not able to provide the entire training content can cooperate in forms of coherent training structures.

For **cooperative training networks** four models can be differentiated.

- **“Lead enterprise with partner enterprise” model (*LeitbetriebmitPartnerbetrieben*):** the lead enterprise bears overall responsibility for training, but parts of the training are conducted in various partner enterprises, because the lead enterprise cannot offer all training content itself;
- **“Training to order” model (*Auftragsausbildung*):** some periods of training take place outside the regular enterprise, perhaps in a nearby large enterprise with a training workshop, on the basis of an order and against reimbursement of costs.
- **“Training consortium” model (*Ausbildungskonsortium*):** several small and medium sized enterprises (SME’s) work together and take on apprentices. If one enterprise cannot obtain a specific content the apprentice goes to the other enterprise (rotation principle). The enterprises also sign a cooperation agreement; they work together equally and train their own apprentices independently.
- **“Training association” model (*Ausbildungsverein*):** the individual enterprises establish an association for the purpose of the training, which takes over the organisational tasks (like contracts etc.), while the master enterprise offers the training. The organs of the association are the general meeting and the honorary committee. A statute regulates rights and obligations of the members.

Inter-company vocational training centres (ÜBS) supplement the training with practical inter-company courses and act as a third place of learning. ÜBS are operated mainly by organisations, which are either public law bodies (e.g. chambers) or non-profit-making private law bodies (e.g. trade associations and municipalities). They are funded by mixed financing - subsidies from central government (capital grants from BMBF and BMWI resources) and the Länder are added to the resources of the responsible body.

- Maximal 45 % Federal Government
- Minimal 25 % body responsible for the ÜBS
- Minimal 15 % Federal state (Land)

- The missing 15% have to be financed either by the responsible body or the Federal Government.

Support in finding the suitable apprentices

Assisted by the European Social Fund (ESF), the Federal Ministry for Economic Affairs and Energy (BMWi) funds and supports with the project 'Supporting small and medium-sized enterprises with the targeted filling of training places and integration of foreign skilled workers' the competitiveness of small and medium sized enterprises (SME's) by helping them to recruit suitable apprentices and ensuring that their need for skilled staff is met.

The project supports companies by offering consultation on different aspects: filling training places, pre-selection of suitable applicants, selection interviews with potentially suitable apprentices by staff from chambers of trade, industry and the skilled trades, chambers of the professional service and other business organisations. The goal is to secure this consultancy and support service especially for SME's in the skilled trades and service industries. So to contribute to meeting the companies' future needs for skilled workers. (BMBF 2015)

Between 2007 and 2014 more than 240,000 consultancies were held with companies and over 560,000 consultancies with young people. More than 65,000 young people were placed in training and around 6,700 young people were placed in introductory training. (BMBF 2015)

Greece

At the moment no specific forms of support for companies in order to participate in apprenticeship programs exist. There is a need for cooperation perhaps via intermediary mechanisms or networks, with the participation of social partners, as also referred in the „National Strategic Framework for the Upgrading of Vocational Education, Training and Apprenticeships“. Among others targets the specific networks will include enhancement of participation of SMEs, publicity campaigns etc.

Cyprus

In Cyprus intercompany vocational training centres do not exist. Moreover, the project research has indicated that companies are not willing to cooperate in the training of apprentices so as to offer them all the learning content and they are also concerned about the financial cost of the training. In the case of Cyprus it is more realistic to involve big companies in the training of apprentices

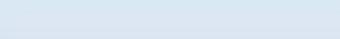
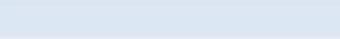
4. QUALITY OF TRAINING IN COMPANIES

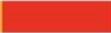
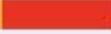
Quality of training in companies is a process, which means the demands and expectations with regard to the quality of vocational education and training are changing, among other things due to the upheavals in the world of work and education. Therefore that quality standards and development processes need to be constantly readjusted.

To achieve this it can be helpful to distinguish between quality fields. They describe the thematic areas in which improvements are aspired to. Such areas could be the pedagogical qualification of the training staff or the organisation of the training process. (BIBB 2015)

The Quality Check below can help to reflect on the company's training practice and determine strengths and possible needs for action. The scale from green 'Everything's fine!' to red 'Action needs to be taken here!' indicates the current quality of training and points out where the quality should be improved. (BIBB 2015)

The Quality Check ranking for in-company training

	Everything's fine!	Action needs to be taken here!
Negotiating quality objectives – Developing quality awareness		
Values and objectives of training are jointly agreed on in the company.		
We check the quality of training regularly.		
Consequences for improving training are derived from the results of these checks.		
Using the legal framework		
There is a company training plan that extends over the whole period of training.		
The training plan is derived from the training regulation and the general training plan.		
The training plan and the formal training report are regularly discussed with the trainees.		
Improving cooperation among learning venues		
The company maintains regular contact with the vocational school (and network partners if applicable).		
We check on the collaboration between the learning venue partners regularly.		
There are binding agreements on the form the collaboration takes (e.g. work meetings, joint learning tasks).		

	Everything's fine!	Action needs to be taken here!
Qualifying teaching personnel		
The trainers are technically competent and impart the training contents comprehensibly.		
Skilled workers providing training are aware of methods for imparting content comprehensibly.		
Opportunities for (further) qualification of trainers and skilled workers providing training are offered.		
Assisting in the transition in initial vocational education and training		
The company uses recruitment and selection procedures to find a sufficient number of young people who match the requirement profile.		
In the period between the selection of applicants and the start of training, the company stays in contact with the young people.		
The start of training is accompanied (e.g. by introductory folders).		
Improving the quality of learning		
The methods of training and the pedagogical approach are adapted to the profiles and needs of the trainees.		
The trainees are integrated into real work and business processes.		
The trainees perform only training-related activities and no tasks that are not related to their training.		
The course of training is transparent to the trainees.		
There are trainers or skilled workers providing training who accompany the trainees in their learning processes and are available as contact persons.		
Securing learning outcomes		
At the end of a learning phase, for example, feedback talks are held in which the trainees can give and receive feedback regarding their training.		
Learning goals are agreed on and evaluated at regular intervals.		
The trainees obtain information about the examination requirements in good time.		

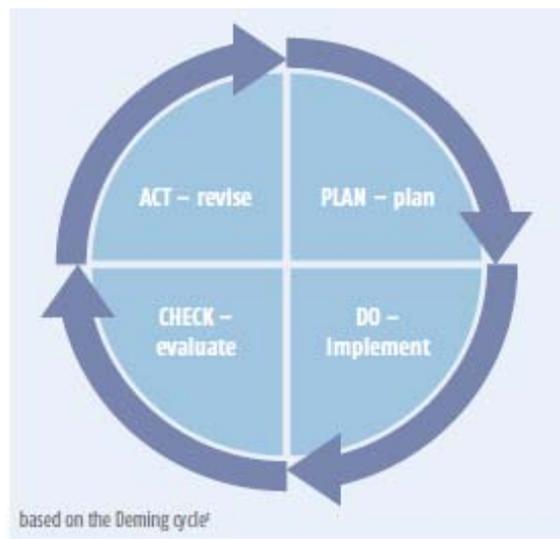
(Source: BIBB 2015, p. 12f)

A quality loop is launched for each quality field. With the use of the quality loop problems can be systematically identified, measures can be planned and solutions found. It is a four step process:

- 1) Plan – You identify needs for action: What should be improved? How can it be improved?
- 2) Do – You put the improvements into practice.
- 3) Check – You evaluate and assess what has been achieved: How successful have the measures been? Is there potential for improvement? Are there better solutions?
- 4) Act – You carry out the necessary adjustments and take measures to secure what has been achieved.

(BIBB 2015)

The four-step quality loop



(Source: BIBB 2015, p. 17)

A next step in the process of developing and improving the quality of in-company training is the quality circle.

“A quality circle is a process that facilitates productive discussions about questions coming up in the context of such a quality loop. (...) The introduction of quality circles in the company creates time and space for communication about problems of training quality and possible solutions. At the same time, a quality circle is a procedure suitable for raising awareness of quality issues – and for developing

such quality awareness among all parties involved in vocational education and training.”(BIBB 2015, p. 18)

For the success of a quality circle it is important to get everyone involved with vocational education and training to participate, this means trainers, skilled workers providing training, journeymen, apprentices, managers, works councils and vocational school teachers.

“The persons involved in training use a solution-based approach to discussing training issues by meeting regularly in quality circles. Together they strengthen their awareness of quality in training and initiate processes of change. Among the participants are, apart from the stakeholders in the company, in particular representatives of vocational schools, chambers and, if applicable, other learning venues such as collaborative training providers.” (BIBB 2015, p. 19)

Checklist for the implementation of a quality circle

	applies
The discussion group is intended to be permanent.	<input type="checkbox"/>
The group is of manageable size (approximately three to ten participants, possibly from a common area of responsibility).	<input type="checkbox"/>
Participation is voluntary.	<input type="checkbox"/>
Meetings are held at regular intervals (for example monthly, quarterly or biannually).	<input type="checkbox"/>
Quality circles can be initiated by all hierarchical levels (general management, department heads). (Experience has shown them to be usually a working-level initiative.)	<input type="checkbox"/>
The moderator is usually a staff member, but sometimes it can be somebody from a different field.	<input type="checkbox"/>
The quality circle is supported by experts from the enterprise or by external counsellors if such support is requested.	<input type="checkbox"/>
Source: www.qhod3.net	

(BIBB 2015, p. 20)

How to initiate a quality circle

1st step: Defining the problem and the objective
The problem to be solved and the objective resulting from it are defined.
2nd step: Specifying the setting
Working groups are formed in which staff members possessing a common ground of experience and/or a common interest in solutions meet at regular intervals. Participation is voluntary. Duration of work, meeting intervals and moderators are specified.
3rd step: Describing the present state
All participants share their experience with the topic of the quality circle and explain what advantages and disadvantages exist from their point of view.
4th step: Developing the desired state
Subsequently, opinions about what the desired state should look like are collected. Possible solutions are sought and assessed. A decision is made about which of the solutions is to be implemented.
5th step: Determining the course of action
On this basis it is now determined how the quality circle should proceed. This includes reaching an agreement about methods, responsibilities and work priorities.
6th step: Documenting, disseminating and presenting the results
The group summarises the results in a suitable form. This allows the group to present the result of its work to the management or the moderator. All persons at the company or school who are affected are informed about the result and/or its implementation. Solutions that have been developed are put into practice, if possible, by the group itself. If that is not feasible, corresponding suggestions are forwarded to management.
7th step: Evaluating feedback, Initiating Improvements
Suggested solutions are reflected on by all participants. This process is made more efficient by bundling all the feedback. A person in charge of doing this can be appointed. Once the practical phase is completed, a decision is made about what should be changed on the basis of the experience gathered.
Source: www.qhoch3.net

(BIBB 2015, p. 20f)

RESOURCES

BIBB (2015): COMPENDIUM - Quality of In-Company Vocational Education and Training. Bonn.

BIBB (2010a): Fachglossar – Betriebliche Ausbildung. Glossary of Vocational Training Terms. Deutsch-Englisch. Bonn.

BIBB (2010b): Fachglossar – Betriebliche Ausbildung. Ειδικό εκπαιδευτικό λεξικό για επιχειρηματίες. Deutsch-Griechisch. Bonn.

BMBF (2015): Report on Vocational Education and Training. Bonn.

BMBF (2014): Report on Vocational Education and Training. Bonn.

BMBF (2005): Vocational Training Act - Berufsbildungsgesetz (BBiG) of 23 March 2005 (Federal Law Gazette [BGBl.], Part I, p.931) - non official publication.

Hensen-Reifgens, K./Hippach-Schneider, U. (2014): ReferNet Germany. VET in Europe – Country report 2014. BIBB. Bonn.

IHK Nord Westfalen (2015): Erfolgreich ausbilden- - Ratgeber für Ausbildungsbetriebe. Münster.

IHK Nord Westfalen (2012): Erfolgreich ausbilden - Ratgeber für Ausbildungsbetriebe. Münster.

ANNEX

CHECKLIST FOR THE REQUIREMENTS FOR COMPANIES IN APPRENTICESHIP

The following checklist is a synthesis from the different VET systems in Germany, Greece and Cyprus. It can help give recommendations for the requirements for companies and to monitor them. Within the Erasmus+ Project NAAGRCY the partners from Greece and Cyprus can use the checklist do define the requirements for the companies in the implementation phase.

Suitability of the training premises	Germany		Greece		Cyprus	
	<i>description of the requirements</i>	<i>fulfilled</i>	<i>description of the requirements</i>	<i>fulfilled</i>	<i>description of the requirements</i>	<i>fulfilled</i>
	<p>The company must provide the necessary training equipment, meaning tools, machines and rooms.</p> <p>It is important that apprentices are able to work with up-to-date technical equipment and aids.</p>		<p>The company must provide the necessary training equipment, meaning tools, machines and rooms.</p> <p>It is important that apprentices are able to work with up-to-date technical equipment and aids</p>	<p>OAED is aware of the exact situation in the companies. It is important to improve the cooperation with sectoral Federations in order to offer the necessary technical expertise.</p>	<p>As a prerequisite for the future, because in the existing system there is no such requirement:</p> <p>The company must provide the necessary training equipment, meaning tools, machines and rooms.</p>	
	<p>When a company is not able to tech a few segments of the required content set in the training regulation the respective company can collaborate with other companies</p>			<p>Not specific cooperative forms are under operation in Greece. Among the</p>	<p>The collaboration with other companies seems to be a very difficult issue for Cyprus. This because of the small participation willingness of the</p>	

	<p>(training consortium - Ausbildungsverbände) or with inter-company vocational training centres (überbetriebliche Berufsbildungstätten) .</p>			<p>different alternatives it should be evaluated which of them can be implemented. The Guide of Intermediary Mechanism presents an initial evaluation.</p>	<p>employer's organizations and chambers.</p>	
	<p>Cooperate with supervisors who are responsible for monitoring apprenticeship placements and verify the aptitude of companies and trainers (representatives from chambers)</p>		<p>Cooperate with supervisors who are responsible for monitoring apprenticeship placements (EPAS teachers)</p>		<p>Cooperate with the Inspectors who are responsible for monitoring apprenticeship placements</p>	
	<p>The company must meet the health and safety specifications for the occupation.</p>		<p>The company must meet the health and safety specifications for the occupation.</p>		<p>The company must meet the health and safety specifications for the occupation.</p>	
	<p>The company must have one or more qualified trainers who take care of the apprentices.</p>		<p>The company must have one or more qualified trainers who take care of the apprentices.</p>	<p>The forthcoming framework would include the specific rule as prerequisite and establish the mechanism to</p>	<p>As an important target for the future: The company must have one or more qualified trainers who take care of the apprentices.</p>	

				monitor its fulfillment.		
	The number of apprentices and the number of skilled staff/trainers must be appropriate (for a clear definition see the guideline on “Requirements for companies as VET providers”, chapter 2.2).		The number of apprentices and the number of skilled staff/trainers must be appropriate.	The forthcoming framework would include the specific prerequisite. For example it is proposed that Companies with 1-10 employees should offer 1-2 apprenticeship placements (max 25%).	Maximum of three apprentices per trainer.	