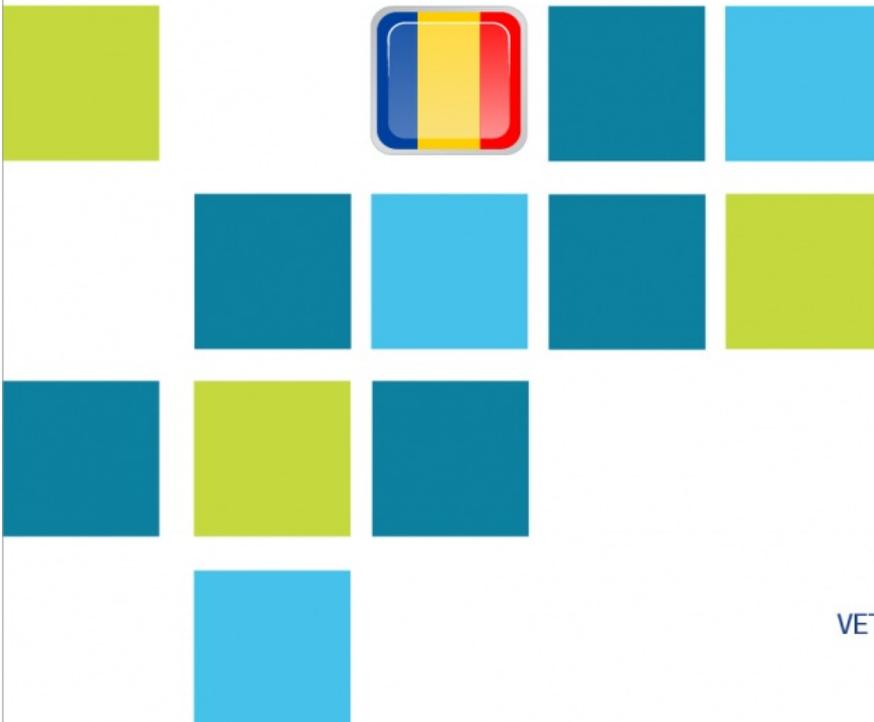




VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

ROMANIA

SYSTEM DESCRIPTION



VET IN EUROPE 2022

Cedefop; National Centre for TVET Development (2022). *Vocational education and training in Europe - Romania: system description* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania-u2>

Contributors: Elena Beatrice Cerkez, Florin Gheorghe Mărginean, Gabriel Alexandru Radu, Dana Carmen Stroie (ReferNet Romania) and Dmitrijs Kuļšs (Cedefop)

© Cedefop and National Centre for TVET Development (ReferNet Romania), 2022

Reproduction is authorised, provided the source is acknowledged.

Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
 - 3.1. Demographics.
 - 3.2. Economics.
 - 3.3. Labour market.
- Chapter 4. Education attainment.
 - 4.1. Share of high, medium and low level qualifications.
 - 4.2. VET learner share of the total VET population.
 - 4.3. VET learners by level.
 - 4.4. Female share.
 - 4.5. Early leavers from education and training.
 - 4.6. Participation in lifelong learning.
 - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
 - 9.1. VET teacher types.
 - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
 - 10.1. Anticipating skill needs.
 - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
 - 3-year school-based VET programmes, including the initial dual VET, leading to EQF level 3, ISCED 352 (învățământ profesional).
 - 4-year technological programmes leading to EQF level 4, ISCED 354 (liceu tehnologic)..
 - Short VET programmes leading to EQF level 3, ISCED 352 (stagii de practica).
 - 4-year vocational programmes leading to EQF level 4, ISCED 354 (liceu vocațional) (pedagogy, arts, music, sports, theology, military).
 - 1- to 3-year higher VET programmes leading to a professional qualification at EQF level 5, ISCED 453.
 - Training for the employed, leading to a qualification at EQF level 1 to 4.
 - Training for the unemployed and other vulnerable groups, leading to a qualification at EQF level 1 to 4.
 - Apprenticeship at workplace for adults, leading to a qualification at EQF level 1 to 4.
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Initial vocational education and training (VET) is provided at upper secondary and post-secondary levels.

The first two years of upper secondary education are compulsory for all learners. Enrolment, including VET (grade 9), requires grades from national exams in mathematics and the Romanian language, a lower secondary diploma, and a final mark transcript for all subjects. Some VET schools also have entry exams. To enrol in tertiary education, all upper secondary graduates need to pass baccalaureate exams.

Initial VET is under the responsibility of the Ministry of Education and Research. The National Centre for Technical and Vocational Education and Training Development (CNDIPT) coordinates the creation of training standards for qualifications, validated by sectoral committees (coordinated by the National Authority for Qualifications, NAQ) and approved by the ministry. Social partners participate in the committees and support VET implementation. Continuing VET is under the responsibility of the Ministry of Labour and Social Protection.

Initial VET

At upper secondary level there are:

- 3-year school-based VET programmes (ISCED-P 352), providing graduates with a professional qualification at EQF level 3 (such as cook). Programmes are offered by 'professional schools', cooperating with employers who provide compulsory in-company training for learners as part of work-based learning (WBL). WBL is also offered in schools, at an average of 50% per programme. Learners who interrupted their studies after completing lower secondary education may enrol in programmes up to age 26, free of charge. Since 2017/18, a dual form of VET is available, provided at the request of companies that participate in training provision. The share of learners in dual VET is 4.4% of the total VET population at upper secondary level. The programmes open access to the labour market. Graduates can also enrol in the third year of EQF level 4 technological programmes;
- 4-year technological programmes (ISCED-P 354) offering graduates an upper secondary school leaving diploma and the EQF level 4 'technician' qualification in services, natural resources, environmental protection and technical study fields (such as technician in gastronomy). The programmes are provided by technological high schools and sometimes by colleges. The WBL share is 25%. After completing compulsory education, learners may opt out and enrol in a short VET programme (ISCED-P 352) offering a professional qualification only;
- short VET programmes (ISCED-P 352), providing learners who completed two years of a technological programme (completed grade 10) with a professional qualification at EQF level 3 (such as cook) via 720 hours of work-based learning. The programmes are coordinated by VET schools and are provided mainly by employers. Young and adult early leavers from education and training can also access these programmes after completing a 'second chance' programme;
- 4-year vocational programmes (ISCED-P 354, EQF level 4), providing graduates with a professional qualification in the military, theology, sports, arts and pedagogy as well as with an upper secondary school leaving diploma. These programmes are provided by colleges

and the share of WBL is up to 15%.

Post-secondary VET provides 1- to 3-year higher VET programmes (ISCED-P 453), leading to a professional qualification at EQF level 5 (such as optician); these are organised by technological schools or colleges/universities. They provide secondary school graduates with an opportunity to advance in their qualifications.

Continuing VET

Adult vocational training is offered by authorised private and public providers.

1- to 3-year continuing 'apprenticeship at workplace' programmes have been managed by the public employment service since 2005. They offer adults (16+) without prior VET experience the chance to acquire a professional qualification at EQF levels 1 to 4, leading to a nationally recognised qualification certificate of the same value as in initial VET. Theory and practical training (WBL at least 70%) are provided mainly by companies, in cooperation with authorised professional training providers.

Distinctive features (2)

Distinctive features of initial VET are its inclusiveness and flexible pathways. Reflecting the double role of VET in promoting economic as well as social development, initial VET's main goals are to ensure:

- learners' personal and professional development;
- equal access opportunities to VET;
- high-quality provision, organisation and development.

Initial VET qualifications are based on training standards, including units of learning outcomes and, for each unit, an assessment standard. The standards were revised in 2016, to help increase VET labour market relevance by ensuring a better match between qualifications and the reality of working life after graduation.

Creating sector committees, which represent the various sectors of the economy, made the involvement of social partners in designing and assessing vocational qualifications more systemic. To ease education planning, social partners also participate in partnerships at regional level (regional consortia) and local level (local committees for social partnership development in VET).

Romania has developed a system for validating non-formally or informally acquired skills and competences. In line with guidelines adopted by the NAQ, procedures were put in place to create a network of providers acting as validation/ assessment centres. These centres are active in more than half of the counties.

[1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]

[2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]

[1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

[2] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140. Cedefop (2021). Spotlight on VET – 2020 compilation:

vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>

- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [3] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

- [2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from *stručni* (professional), and 'sv' from *sveučilišni* (university).
- [3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from *stručni* (professional), and 'sv' from *sveučilišni* (university).
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (forthcoming). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Consumer Protection was added to the portfolio of the Ministry for Tourism in December 2020. Its designation is Ministry for Tourism and Consumer Protection (MTCP). <https://tourism.gov.mt/en/Pages/MinistryforTourismandConsumerProtection.aspx>
- [3] About the reform at secondary level see Ministry for Education and Employment (2016). My Journey – achieving through different paths. <http://www.myjourney.edu.mt/wp-content/uploads/2017/02/MY-JOURNEY-BOOKLET-WEB-UPLOAD-24FEB17.pdf> . See also: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [7] The Malta Chamber of Commerce, Enterprise and Industry is the independent body representing companies from all economic sectors. <https://www.maltachamber.org.mt/>
- [8] Malta Employers Association (MEA) The MEA is a constituted body that represents employers from all sectors of industry and commerce in Malta. <https://www.maltaemployers.com/>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications

Office. <http://data.europa.eu/doi/10.2801/667443>

- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf
- [2] Publisher (2007). Decreto-Lei (Decree-Law) n.º 396/2007, de 31 de Dezembro
- [3] Publisher (2009). Portaria (Ordinance) n.º 782/2009, de 23 de julho
- [4] <http://www.catalogo.anqep.gov.pt/Home/CNQ/>
- [5] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC). Information available only in Portuguese at: <https://www.anqep.gov.pt/np4/RVCC.html>
- [6] <https://www.passaportequalifica.gov.pt/cicLogin.xhtml>

CHAPTER 2.

Main challenges and policy responses

Investments to support the institutional development of education and training are still few, leading to unequal access to education and training and the high rate of early leaving from it; this particularly affects children in rural areas, from poor communities.

Another challenge is to reduce youth unemployment by supporting skills acquisition and securing smooth and sustainable transitions from education and training to the labour market. The CNDIPT introduced the dual form as part of initial VET, leading to level 3 EQF qualifications with a prospect to extend it to levels 4 and 5 EQF.

The VET Strategy 2016-20 supported by an ESF-funded project involves national authorities to help develop mechanisms for:

- monitoring VET and HE graduate insertion,
- anticipating labour market skills needs,
- evaluating and monitoring public policies on active measures and VET.

CVET also faces challenges such as unemployment and the lowest rates in lifelong learning participation in EU. The ministry of labour addressed them by:

- developing an elementary occupations list in November 2018, giving unskilled adults access to participate in 6-month apprenticeship programmes leading to EQF level 1 qualifications;
- creating a framework for variable duration training programmes linked to labour market needs; these can be from 180 hours for level 1 to 1 080 for level 4 EQF qualification (3).

-
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
- [3] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140.
Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on www.mon.bg. VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the education ministry website <https://mon.bg/bg/143>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [7] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).

- [8] Národní soustava kvalifikací: www.narodni-kvalifikace.cz.
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [4] BMBF website on the programme (German only)
<https://www.bmbf.de/de/bundesprogramm-ausbildungsplaetze-sichern-13371.html>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [5] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [9] The registration numbers of IVET learners for the years 2005-20 are extracted from: <https://mms.is/tolfraediupplysingar> [Accessed: 14.9.2021]. The number for the year 2021 is extracted from a forthcoming update of the website shown in the previous link (containing PBI Statistics on upper secondary schools in the autumn of 2021)).
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [11] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] NOU 2019:25
- [4] NOU 2019:23
- [5] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [7] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf

CHAPTER 3.

External factors influencing VET

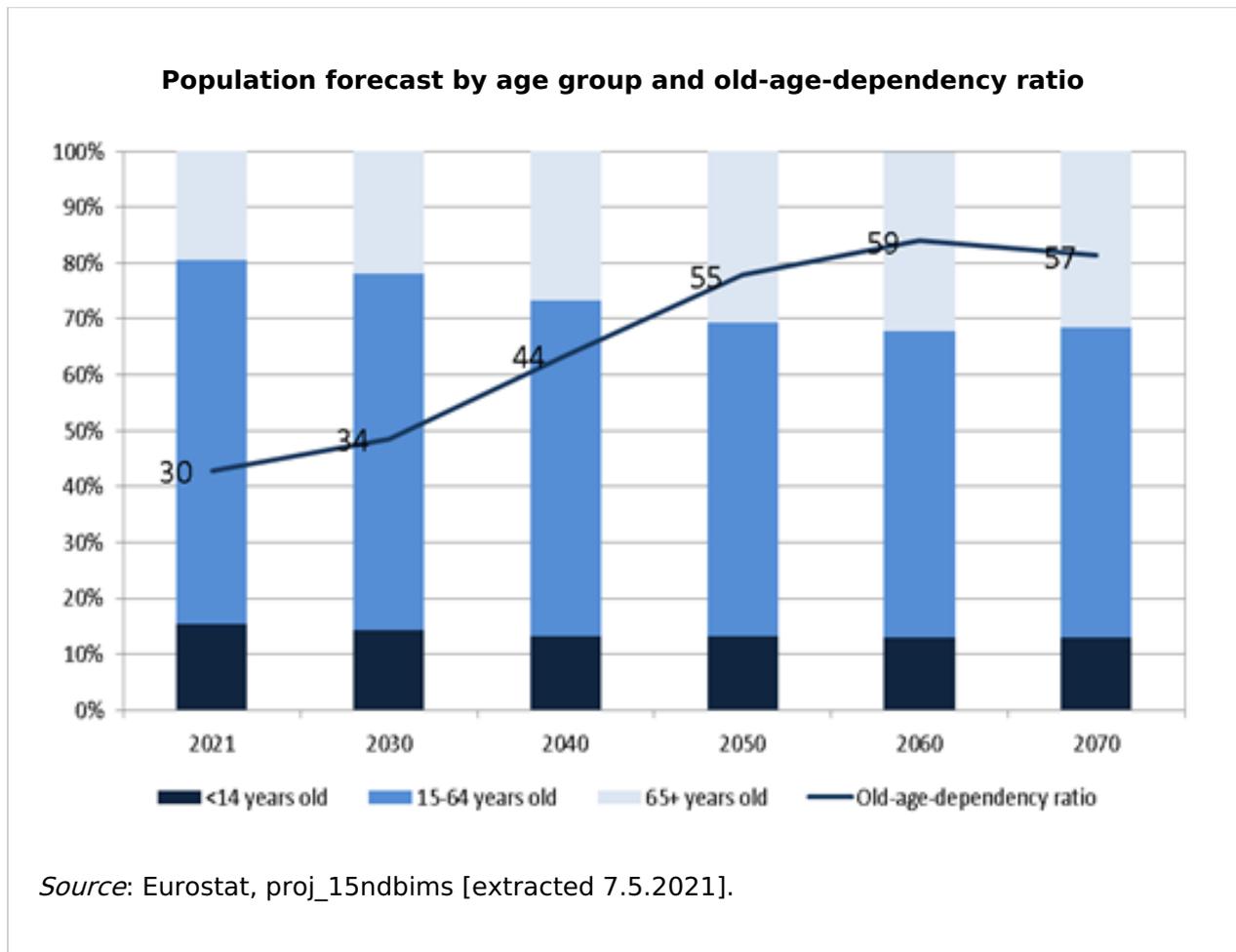
3.1 Demographics

Population in 2020: 19 328 838 (4)

It decreased since 2015 by 2.7% due to negative natural growth and emigration (5).

As in many other EU countries, the population is ageing.

The old-age-dependency ratio is expected to increase from 30 in 2021 to 57 in 2070 (6).



Demographic changes have an impact on VET.

Participation in secondary education has been decreasing, leading to optimisation of the school network: merging, and sometimes closing, schools.

The number of VET upper secondary schools has decreased by 0.99% from 2016 to 2020 (7). School network optimisation required offering additional transportation for learners; this issue is addressed by local authorities.

The country is multicultural. According to the most recent census, 88.9% of the population declared themselves as Romanians, 6.1% as ethnic Hungarians and 3% as Roma (8). Their residential density varies across the country.

For the Hungarian population enrolled in initial VET, teaching may also be provided in Hungarian.

3.2 Economics

Most companies are micro and small-sized.

Services are the main economic sector in terms of contribution to gross value added to the national economy. They accounted for 67.4% of all economic activities in 2020. The share of industry was 19.7% and agriculture 3.8% (9).

The main export sectors are:

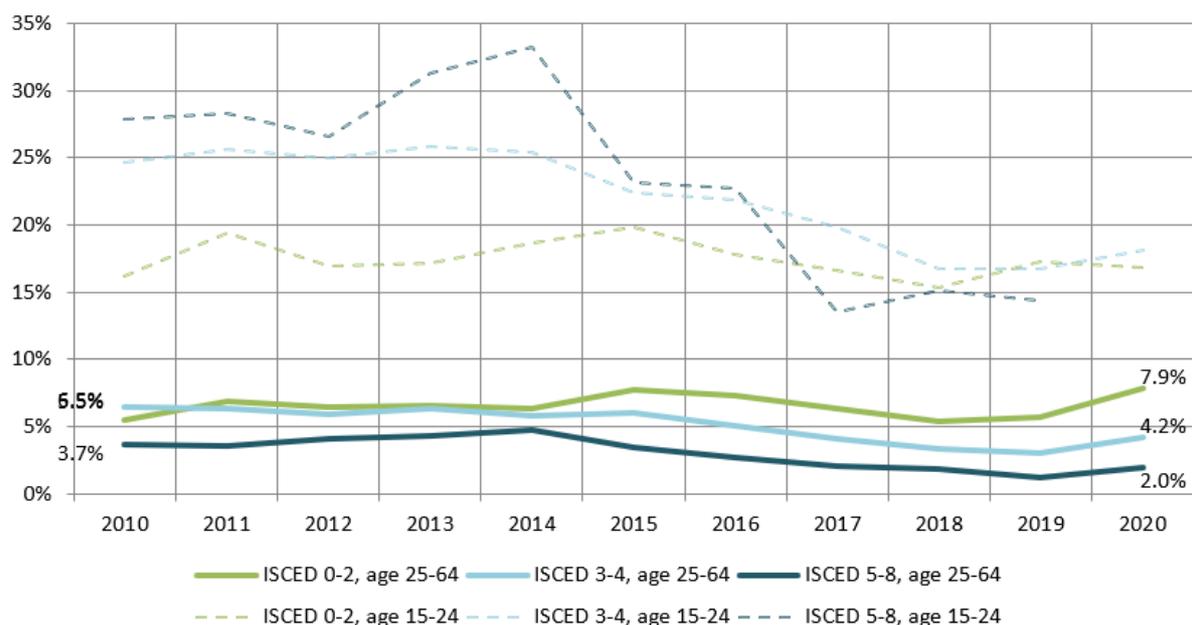
- machinery/mechanical appliances, electronics, electrical equipment and its parts, optical, medical technical equipment (33.4 % of total export in 2020);
- transportation means and associated equipment (17.2%);
- base metals and their products (5.6%).

3.3 Labour market

Employers value formal qualifications that are often a prerequisite for hiring qualified staff.

Total unemployment (10) in 2020: 4.1% (6.2% in EU 27); it decreased by 0.7 percentage point since 2008 (11).

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2009-20



NB: Data based on ISCED 2011; breaks in time series; low reliability for ISCED 5-8, age 15-24.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

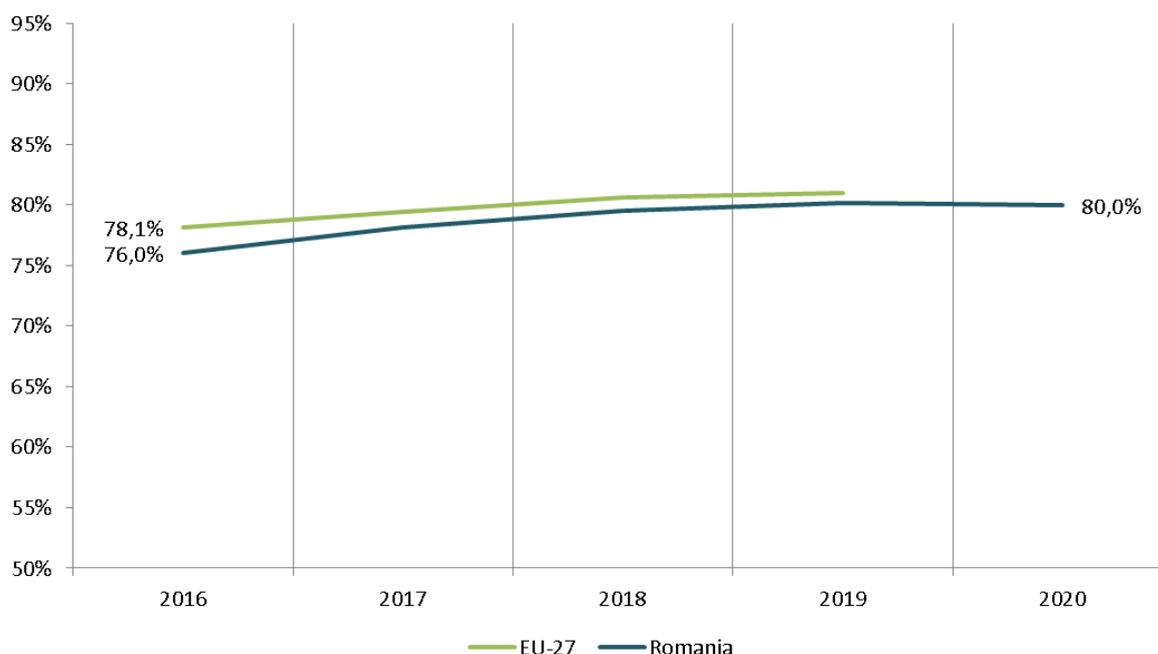
ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa_urgaed [extracted 6.5.2021].

Unemployment is distributed unevenly between those with low- and high-level qualifications, but the gaps are small. The differences are bigger for the age group 15-24. There, people with higher qualifications (ISCED levels 5-8) were more exposed to unemployment than those with lower qualifications (ISCED levels 0-2) during the economic crisis years.

Unemployment levels have been steady since the pre-crisis period; ISCED level 5-8 graduates were affected the most by the crisis. In 2020, the unemployment rate of people with medium-level qualifications, including most VET graduates (ISCED levels 3 and 4), increased from 3.3% in 2018 to 4.2% in 2020 (12). The employment rate of 20 to 34-year-old VET graduates increased from 76.0% in 2016 to 80.0% in 2020 (13).

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].

There was an increase of 4.0pp in employment of 20 to 34-year-old VET graduates at ISCED levels 3 and 4 in 2016-20.

However, the employment rate of 20 to 34-year-old VET graduates at ISCED levels 3 and 4 increased by 0.5pp between 2018 and 2020.

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

[17] Source: Eurostat, une_rt_a [extracted 27.8.2021].

[18] Eurostat table edat_lfse_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

- [5] Source: Statbel.be
- [6] <https://economie.fgov.be/fr/publications/apercu-de-leconomie-belge-note>
- [7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en-belgique>
- [8] Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [7] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat, une_rt_a [extracted 6.5.2021].
- [10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: <https://www.etek.org.cy/>
- [10] Percentage of active population, 25 to 64 years old
- [11] Eurostat table une_rt_a [Extracted 6.5.2021]
- [12] Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].
- [11] Czech Statistical Office (ČSÚ), Population of territorial units of the Czech Republic, 1 January 2021 [Počet obyvatel v regionech soudržnosti, krajích a okresech České republiky k 1. 1. 2021]. [accessed 12.11.2021] <https://www.czso.cz/documents/10180/142756350/1300722101.pdf/5957c9a9-24b5-4b96-ba77-2fa7a5bfb1b5?version=1.1>
- [12] Czech Statistical Office (ČSÚ), Development of the population of the Czech Republic, Migration [Vývoj obyvatelstva České republiky, migrace], [accessed 12.11.2021] <https://www.czso.cz/documents/10180/121768528/13006920a07.pdf/ac66a9b9-6075-4ae7-9868-cf3b72be2db9?version=1.1>
- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
- [17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004–2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.)], [accessed 12.11.2021] https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0 .
- [18] Eurostat table, sbs_sc_sca_r, [extracted 17.8.2021]; calculations done by NVF.
- [19] Eurostat. Employment by sex, age and economic activity (LFS, table lfsa_egan2): http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_egan2 [extracted 17.8.2021].
- [20] This sector includes public administration and defence, education, and health and social work.

- [21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] www.nsp.cz
- [22] Defined in the Trade Licensing Act.
- [23] Percentage of active population, 25 to 64 years old.
- [24] Eurostat table une_rt_a [extracted 17.8.2021].
- [25] Eurostat table edat_lfse_24 [extracted 18.8.2021].
- [26] Eurostat table edat_lfse_24 [extracted d 17.8.2021]
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [11] Results of the employment accounts within the national accounts (VGR): https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une_rt_a [extracted 6.5.2021].
- [17] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Statistics Finland: www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset_en.html#tab1483972171375_1
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: www.etk.fi/en/statistics-2/statistics/effective-retirement-age/
- [9] https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025
- [10] Source: https://tilastokeskus.fi/til/tyti/index_en.html [accessed 25.11.2021].

- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une_rt_a [extracted 6.5.2021].
- [13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Finland. Cedefop research paper; No 67.
https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une_rt_a [extracted 31.8.2021].
- [15] Eurostat table edat_lfse_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See:
https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar__mannfjoldi__1_yfirlit__Yfirlit_mannfjolda/MA
 [Accessed 14.9.2021]. See also Eurostat, proj_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64).
<https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland.
https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun__3_voruthjonust_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une_rt_a [extracted 20.5.2019].
- [14] Source: Eurostat, lfsa_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat_lfse_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [7] Percentage of active population, 25 to 64 years old.
- [8] Source: Eurostat, une_rt_a [extracted 6.5.2021].
- [9] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [10] NB: Breaks in time series. Source: Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO_PJAN [extracted 23.07.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 23.07.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65

and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

- [7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral Luxembourgish language exam.
- [8] The latest population census available from 2011.
- [9] Percentage of active population, 25 to 74 years old.
- [10] Eurostat table tps00203 [extracted 06/05/2021].
- [11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [13] Time series must be considered with caution due to the small number of observations taken into account.
- [14] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 7.5.2021.].
- [12] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [13] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [14] These are estimates for 2018 produced by DIW Econ, based on 2008-16 figures from the structural business statistics database (Eurostat). They are extracted from the Small Business Act (SBA) fact sheet 2019.
<https://ec.europa.eu/docsroom/documents/38662/attachments/20/translations/en/renditions>
- [16] Recent GDP growth is mostly driven by services. Between 2019 and 2020 professional, scientific and technical activities and the manufacturing sector as a percentage of GDP, increased by 0.4 percentage points when compared to that of the previous year. Information and communication activities together with financial and insurance activities increased by 1.2 percentage points. For arts, entertainment and recreation, the increase was around 0.4 percentage points (Eurostat, 2020). Contrary to the increasing trend observed in the last 3 years, the administrative and support service activities experienced a decline of 0.4 pp when compared to the previous year. The share of added value by agriculture remained stable at a rate of 0.5% of GDP, resulting in the country being dependent on imported food supplies. In contrast, the shares of sectors such as i-gaming, financial services and IT services, legal and accounting services have increased significantly.
- [17] MCAST Gateway to Industry (MG2i). <https://shortcourses.mcast.edu.mt/index>
- [18] Percentage of active population, 25 to 64 years old.
- [19] Eurostat, une_rt_a [extracted 6.5.2021].
- [21] NB: Breaks in time series, Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [6] White Paper 2020-21

- [7] SSB. Statistics Norway. <https://www.ssb.no/befolkning/faktaside/befolkningen>
- [8] NB: Data for population as of 1 January 2018. Eurostat table tps00001 [extracted 16.5.2019].
- [9] SSB. Statistics Norway: <https://www.ssb.no/utdanning/statistikker/voppl>
- [10] SSB. Statistics Norway. www.ssb.no and Norwegian Directorate for Education and Training. www.udir.no
- [11] SSB. Statistics Norway. <https://www.ssb.no/utdanning/statistikker/vgu/aar>
- [12] SSB. Statistics Norway. [Statistics Norway, h](#)
- [13] SSB. Statistics Norway. [Statistics Norway, i](#)
- [14] SSB. Statistics Norway. [Statistics Norway, b](#)
- [15] Norway. National Agency for Quality Assurance in Education. www.nokut.no
- [16] Percentage of active population, 25 to 64 years old.
- [17] Eurostat table une_rt_a [extracted 20.5.2019].
- [18] Eurostat, Unemployment by sex and age – annual data, Eurostat table: une_rt_a https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=une_rt_a&lang=en
- [19] Eurostat table edat_ifse_24 [extracted 16.5.2019].
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Learners in vocational programmes at upper secondary and post-secondary levels
- [9] ACT of 6 January 2005 on national and ethnic minorities and on the regional languages: http://ksng.gugik.gov.pl/english/files/act_on_national_minorities.pdf
- [10] Ministry of the Interior and Administration: Polish legislation and solutions regarding the protection of languages of minorities [Ustawodawstwo i rozwiązania polskie w zakresie ochrony języków mniejszości]. <http://mniejszosci.narodowe.mswia.gov.pl/mne/oswiata/informacje-dotyczace-o/8302,Ustawodawstwo-i-rozwiazania-polskie-w-zakresie-ochrony-jezykow-mniejszosci.html> [extracted 30.4.2019].
- [11] First stage sectoral schools and vocational upper secondary schools.
- [12] Ministry of National Education: information on the education of foreigners in the Polish education system [Informacja o kształceniu cudzoziemców w polskim systemie oświaty]. <https://www.gov.pl/web/edukacja/informacja-o-ksztalceniu-cudzoziemcow-w-polskim-systemie-oswiaty> [extracted 30.4.2019].
- [14] SITC nomenclature: sections.
- [17] European Commission – Regulated professions database [accessed 6.7.2021]: <https://ec.europa.eu/growth/tools-databases/regprof/>
- [18] Percentage of active population, 25 to 64-year-olds.
- [19] Eurostat table une_rt_a [extracted 6.5.2021].
- [20] Eurostat table edat_ifse_24 [extracted 16.5.2019].
- [9] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [10] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].

- [11] Source: Eurostat. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_structure_and_ageing
- [12] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [13] INE (2019). [Empresas em Portugal - 2019](#)
- [14] INE (2021). Employed population by Sex and Economic activity https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0009082&xlang=pt&contexto=bd&selTab:
- [15] Percentage of active population, 25 to 64 years old.
- [16] Source: Eurostat, une_rt_a [Extracted on 6.5.2021].
- [17] Source: Eurostat, t2020_10 [Extracted 9.8.2021].
- [18] NB: Breaks in series. Eurostat table edat_ifse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January 2020; break in series. Eurostat table tps00001and proj 19 ndbi [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January 2020; break in series. Eurostat table tps00001 and proj 19 ndbi [extracted 7.5.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] INS-TEMPO-online database: education units, by categories of units, ownerships, macro regions, development regions and counties [SCL101A] at the beginning of school year; exclude 'vocational' high schools (military, theology, sports, music, visual arts, theatre, cultural heritage, choreography, pedagogy).
- [8] INS (2011). Recensământul Populației și al Locuințelor [Census of population and housing]. http://www.recensamantromania.ro/wp-content/uploads/2013/07/REZULTATE-DEFINITIVE-RPL_2011.pdf
- [9] NB: Provisional data. Source: Eurostat table, nama_10_a10 [extracted 20.8.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table une_rt_a [extracted 20.5.2019].
- [12] Eurostat Unemployment rates by sex, age and educational attainment level (%) [Ifsa_urgaed]
- [13] Eurostat table edat_ifse_24 [extracted 6.5.2021].

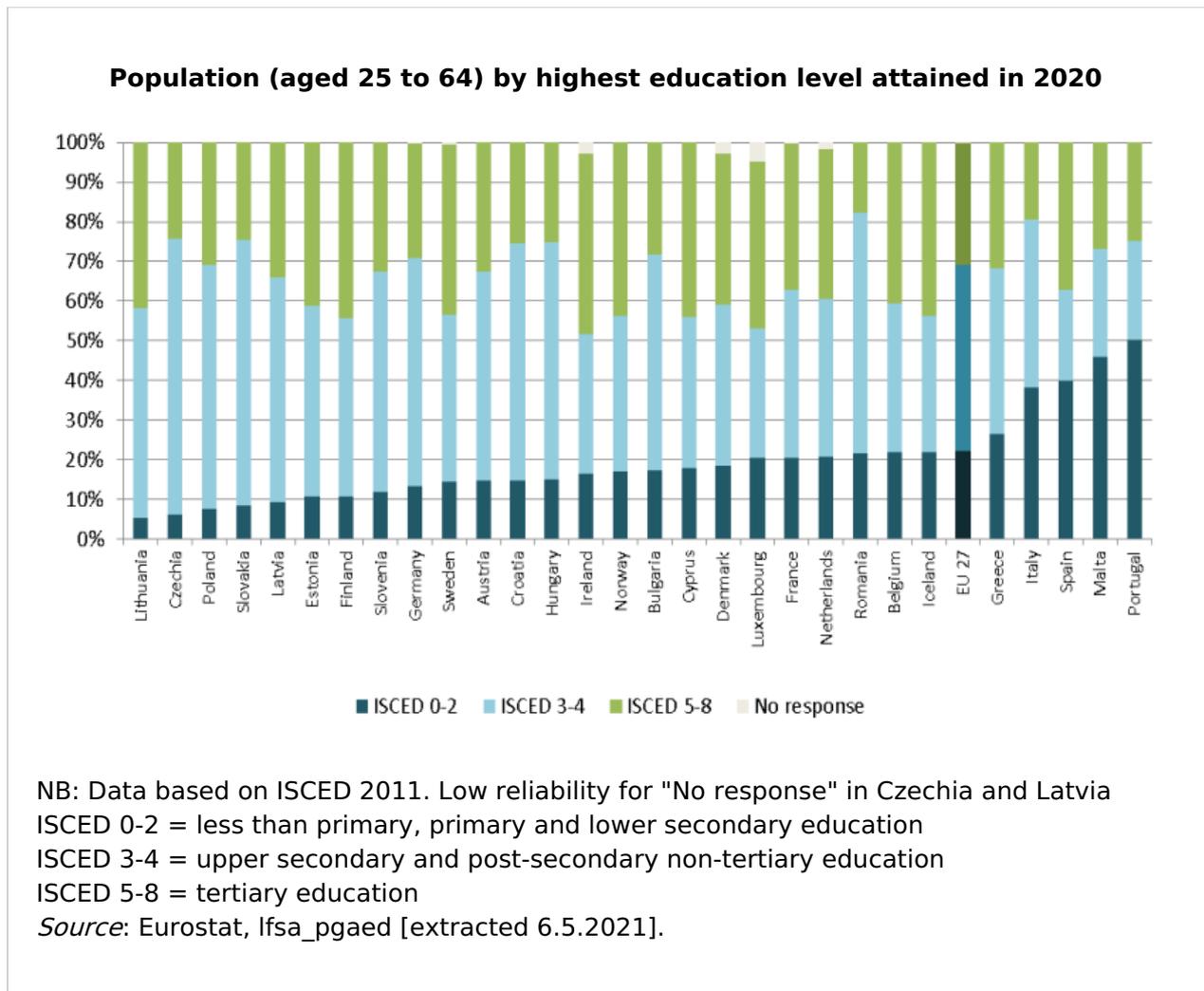
CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

In 2020, the share of population aged 25 to 64 with upper secondary education including vocational education (ISCED levels 3 and 4) was 61.7%.

The share of 25 to 64-year-olds with low or without education was 19.6% slightly less than the EU average. There was an increase of 1.1 pp of the population holding a higher education diploma from 17.8% in 2018 to 18.7% in 2020.

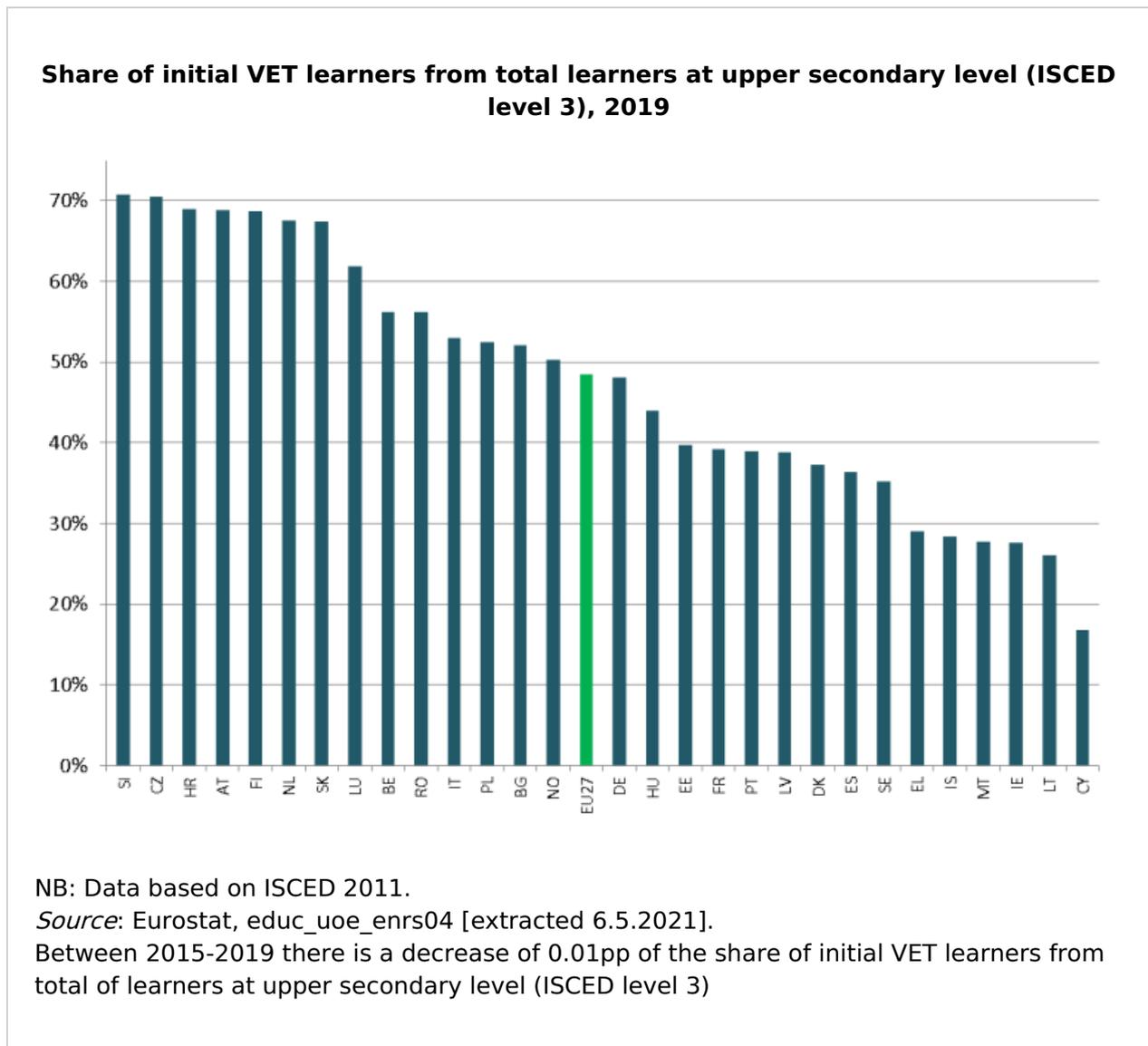


4.3 VET learners by level

Share of learners in VET by level in 2019

	lower secondary	upper secondary	post-secondary
not applicable	56.2%	100%	

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 6.5.2021].



4.4 Female share

Traditionally, there are more males in VET (54.78% in 2019 in upper secondary education), except at post-secondary level (14).

Romanian initial VET offer is provided within:

- the professional school (3-year VET programme, leading to level EQF level 3 qualification), and the dual initial VET that is currently provided at EQF level 3;
- technological high schools / colleges (4-year technological programmes leading to EQF level 4, ISCED 354 (*liceu tehnologic*);
- technological high schools / colleges (1- to 3-year higher VET programmes leading to a professional qualification at EQF level 5, ISCED 453).

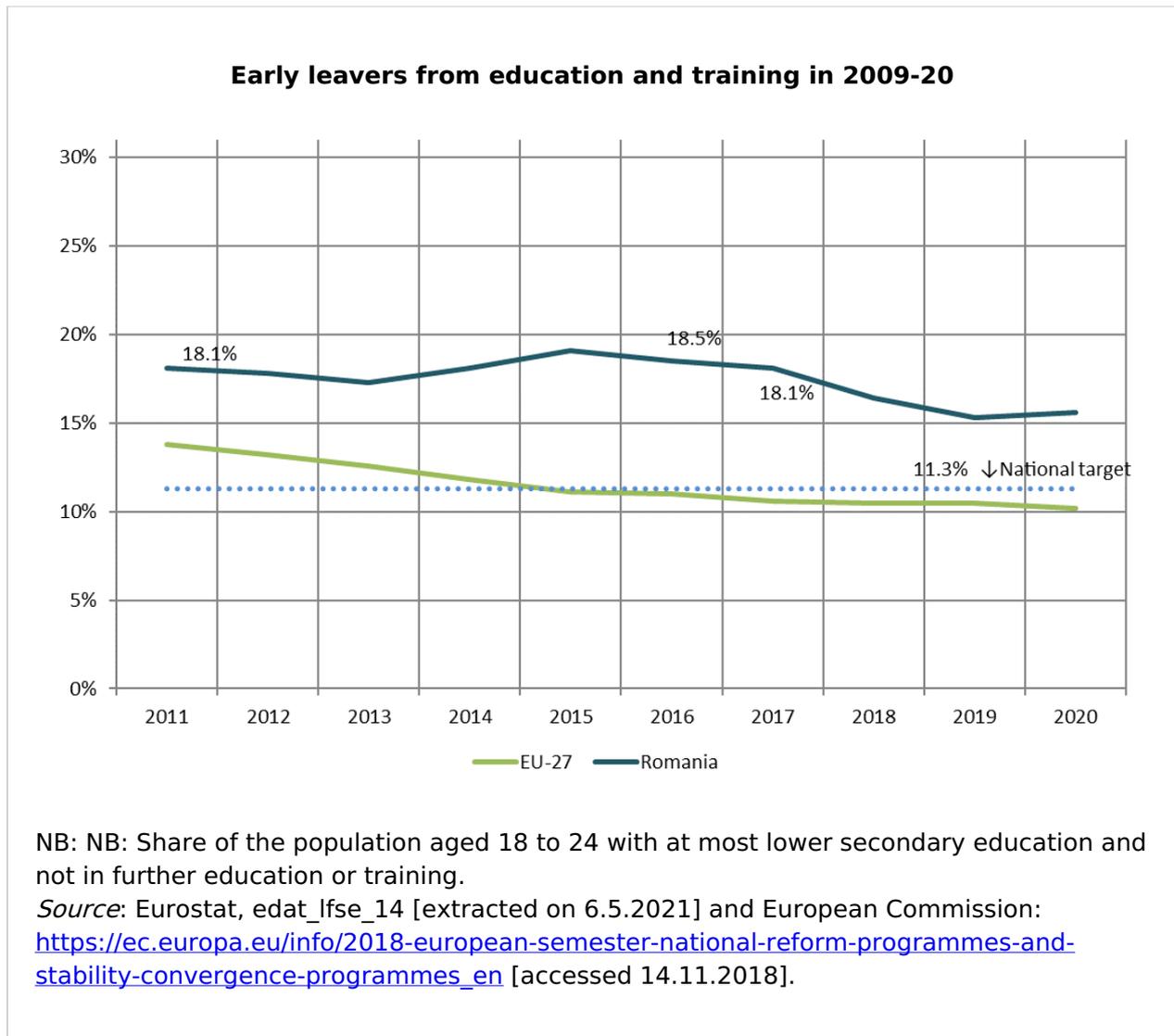
There are three main study fields: technical, services, natural resources and environmental

protection.

Males prefer the technical field, whereas females enrol more often in services and natural resources and environmental protection.

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 16.6% in 2009 to 16.4% in 2018. In 2019 the decreasing trend continued, reaching 15.3% up to 2020 when it registered a small increase to 15.6%. In 2009-20, it has still been above the national target for 2020 of not more than 11.3% and the EU-27 average (10.2% in 2020).

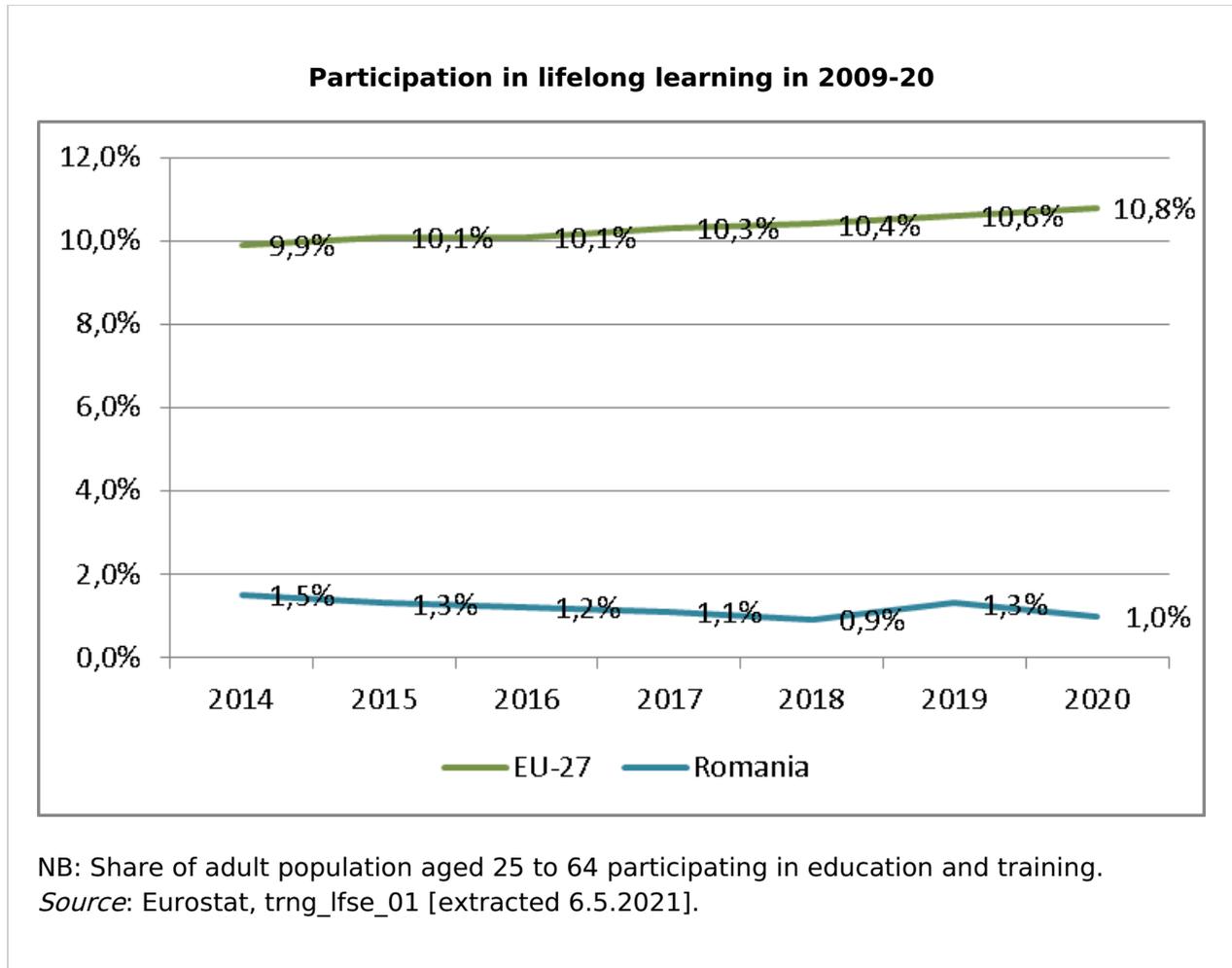


Drop-out rate (15) among VET learners is higher compared with general education and is predominant among groups at risk: young people in rural communities and/or from low-income families, Roma and other minorities, and those required to repeat the same grade because of poor performance. There are also disparities between regions. For example, in the north-east region drop-out is 18.4% compared with 6.6% in the west region. It is also 1.5 times higher in rural than in urban areas in lower secondary education (16) (17).

The 2015-20 strategy (18) aims to address the issue of early leaving from education and training. It combines prevention, intervention (especially at school and learner levels) and compensation measures.

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.



Participation in lifelong learning in Romania has decreased from 1.5% in 2014 to 0.9% in 2018 and registered 0.1 pp increase in 2020. It is still considerably below the EU average and Romania's objective 2020 of at least 10% (19).

Discussions between national policy makers and Cedefop (20) have revealed how citizens perceive participation in lifelong learning. While official certificates/diplomas are highly valued by learners and employers, non-formal training not offering such certificates is not always seen by learners as lifelong learning and is possibly not reported as such to the statistical authorities.

4.7 VET learners by age

Participation in initial VET

	Number of learners in public schools					Age
	2017/18	2013/14	2018/19	2019/20	2020/21	
3-year programmes (ISCED-P 352, învățământ profesional) ([1])	87 841	26 361	90 396	100 693	102 965	14/15-16/17
Out of which: short VET programmes (ISCED-P 352)	671	2 056				
4-year technological programmes (ISCED-P 354, liceu tehnologic)	266 031	376 963	259 664	175 384	177 143	14/15-18/19
4-year vocational programmes (ISCED-P 354, EQF level 4)	50 915	49 395	51 323	52 964	54 651	14/15-18/19
Upper secondary education (total including general, vocational, technological and professional programmes)	715 151	786 815	626 511	614 767	730 346	17-18/19
post-secondary VET programmes (ISCED-P 353)	51 973	55 296	92 400	92 477	91 757	18/19+

Source: National Institute of Statistics, education statistics for school years 2013/14, 2017/18, 2018/19, 2019/20, 2020/21): high school education at the beginning of school year; professional, post-high school and foremen school at the beginning of school year.

[24] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[25] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

[27] The common part of the maturita exam is defined by the State, including two obligatory

subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the matura exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.

- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121.
https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70.
https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ_uoe_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.
- [15] Data from the 2018/19 school year.
- [16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Statistiche Report, 8 ottobre 2021). www.istat.it
- [18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria
- [19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica - XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < <http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm>
- [20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57. <https://isfoloa.isfol.it/xmlui/handle/123456789/1637>
- [10] Source: Eurostat tables educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [accessed 7.5.2021].
- [22] Norwegian Directorate for education and training. www.udir.no
- [23] Norwegian Directorate for higher education and competence. www.hkdir.no
- [24] White Paper 2020-21
- [25] Norwegian government web page. www.regjeringen.no
- [26] The Norwegian Directorate for Education and Training. <https://www.udir.no/om-udir/>
- [28] Statistics Norway. <https://www.ssb.no/>
- [19] DGEEC (2021). Estatísticas da educação 2019/20. <http://estatisticas-educacao.dgeec.mec.pt/eef/2020/>
- [20] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC). Information available only in Portuguese at: <https://www.anqep.gov.pt/np4/RVCC.html>
- [14] Source: Eurostat tables educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [extracted 6.5.2021].
- [15] School dropout rate is the difference between the number of learners enrolled at the beginning and registered at the end of the same school year divided by the total number of learners enrolled at the beginning of the school year.
- [17] Eurostat, edat_lfse_16 [extracted on 07.10.2021].
- [19] https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-64_en
- [20] On 26 and 27 September 2018, in Bucharest.
- [21] The figures for 2013/14 relate to the 2-year professional programmes organised after the ninth grade of technological high school that have been replaced starting with the school year 2014/15 with the current 3-year professional programmes organised after grade 8.

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- early education (ISCED level 0):
 - early pre-school level (age up to three);
 - pre-school education (age three to six);
- primary education (ISCED level 1):
 - preparatory grade (age six to seven);
 - grades 1 to 4;
- secondary education (ISCED levels 2 and 3):
 - lower secondary education (ISCED 2, grades 5 to 8) (22);
 - upper secondary education (ISCED 3) (23), which comprises VET programmes;
- post-secondary VET programmes (ISCED level 4) (24)
- higher education (ISCED levels 5, 6, 7, and 8).

Early education is not compulsory and is divided into early pre-school level (age up to three), and pre-school education (age three to six).

Compulsory education starts at primary school (age six) and it includes primary, lower secondary and the first two years of upper secondary education (grades 9 and 10), for a total of 11 years. In 2021, compulsory education was extended. It is now 12 years, including the last year of pre-school education (age 5 to 6).

Primary education is divided into a preparatory grade (age six to seven), and in grades 1 to 4 (ages 7 to 11). Secondary education is divided into lower secondary education (ISCED level 2, grades 5 to 8, ages 11 to 15) (25), and upper secondary education (ISCED level 3, from grade 9 and age 15 onwards).

After completing lower secondary education, learners continue their studies in upper secondary education, in any of the following programmes: general, vocational, technological or school-based VET.

Higher education has no formal VET programmes. However, some bachelor and master programmes are more practice/technical-oriented than others.

Ethnic minorities have the right to study in their mother tongue in all types, forms and levels of education (including tertiary). Special needs education is provided based on type and degree of needs identified, either in regular or specialised schools. School boards may decide to provide activities after classes. Private education and training is organised by education institutions, at all levels and forms, according to current legislation.

Initial and continuing VET are regulated by the government.

Initial VET

Initial VET is provided at upper secondary and post-secondary levels. Qualifications can be acquired in upper secondary VET through vocational, technological and school-based programmes.

At upper secondary level, there are four types of VET programme:

- 4-year technological programmes (*liceu tehnologic*, ISCED level 354). They offer graduates an upper secondary school-leaving diploma and the EQF level 4 'technician' qualification (26);
- 4-year vocational programmes (*liceu vocational*, ISCED level 354). They provide graduates with a professional qualification in military, theology, sports, arts and pedagogy as well as with an upper secondary school-leaving diploma at EQF level 4;
- 3-year school-based VET programmes (*învăţământ profesional*, ISCED level 352) (27). They may also be offered as initial dual VET, and they provide graduates with a professional qualification (28) of 'skilled worker' at EQF level 3;
- short VET programmes (*stagii de practica*, ISCED level 352). They provide learners, who have completed two years of a technological programme (grade 10) with a professional qualification at EQF level 3, after 720 hours of practical training.

Post-secondary VET provides 1- to 3-year higher VET programmes (ISCED level 453), leading to a professional qualification at EQF level 5.

Initial VET learners may choose between the following study forms:

- daytime learning (most popular);
- evening classes (29);
- work-based learning;
- dual form.

Continuing VET

Continuing VET (also known as adult vocational training) (30) is available for learners from age 16. Training programmes help develop competences acquired in the existing qualification, the acquisition of new competences in the same occupational area, the acquisition of fundamental/key competences or new technical competences, specific to a new occupation.

It is provided by authorised private and public training organisations (31) considering the needs of employers and basic skills needs of adults in the form of:

- apprenticeship at workplace;
- traineeship for higher education graduates;
- adult training courses.

Apprenticeship at workplace

The public employment service has been managing continuing 'apprenticeship at workplace' programmes since 2005 (32). They are only available in continuing VET and are legally distinct from the dual form offered in initial VET. Apprenticeships offer adults (16+, minimum legal age for employment) a professional qualification at EQF levels 1 to 4.

Traineeship for higher education graduates

Traineeship for higher education graduates is regulated by the law on traineeships (No 335/2013) and the Labour Code (No 53/2003). After graduation from a higher education institution, learners may take 6-month traineeship programmes to practice their profession in a real work environment. This does not apply in some professions, such as doctors, lawyers, and notaries, for whom special legislation provides different opportunities. This process is subsidised by the government. Employers may apply for the public employment service subsidy

of approximately EUR 483 per month (RON 2 250) for each trainee for the duration of the programme.

Adult training courses

Adult training courses are offered by authorised training providers or by employers to adults willing to obtain a qualification, specialisation or key competences:

- authorised courses for the unemployed, employees, people who resume work after maternity leave or long sickness leave, Roma, groups at risk and other groups;
- courses organised by employers for their staff without issuing nationally recognised certificates;
- internship and specialisation, including periods of learning abroad;
- all other forms of training.

-
- [10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.
- [11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.
- [12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.
- [13] Zentrum für Aus- und Weiterbildung.
- [14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.
- [15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.
- [12] Education is compulsory until the age of 16.
- [16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:
- a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
 - b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.
- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (<http://www.dipae.ac.cy/index.php/el/>)
- [19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on

validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.

- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].
- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach> [accessed 10.11.2021].
- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy - MŠMT]. www.msmt.cz
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: www.narodni-kvalifikace.cz
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy - MŠMT]. www.msmt.cz, NPI's ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).
- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigieksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: <https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.
- [22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.
- [23] Information retrieved from Eurydice: <https://eacea.ec.europa.eu/national->

[policies/eurydice/content/italy_en](#)

- [18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.
- [24] <https://www.um.edu.mt/>
- [25] https://eacea.ec.europa.eu/national-policies/eurydice/content/malta_en
- [26] Directorate for Research, Lifelong Learning and Employability (DRLLE):
<https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>
- [27] Eurostat, Enterprises providing training by type of training and size class - % of all enterprises [[trng_cvt_01s](#)]
- [22] For vocational upper secondary programmes, it also defines the learning outcomes that must be achieved by a person in the process of attaining the qualification of the matura certificate.
- [23] An additional new form - the student apprenticeship - will be available for learners of vocational upper secondary programmes and first stage sectoral programmes as of September 2019.
- [21] Students' profile at the end of compulsory education [Perfil dos alunos à saída da escolaridade obrigatória]:
https://cidadania.dge.mec.pt/sites/default/files/pdfs/studentsprofileen_0.pdf
- [22] [Decreto-Lei \(Decree-Law\) n.º 11/2020, de 2 de abril](#)
- [23] No 2 of the Article 4 of [Decreto-Lei \(Decree-Law\) n.º 65/2018 de 16 de agosto](#) and the mission of HE institutions is reinforced by No 1 of the Article 2 of [Decreto-Lei n.º 27/2021 de 16 de abril](#).
- [24] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf
- [22] Also called 'gymnasium' (gimnaziu).
- [23] învățământ secundar superior/liceu.
- [24] Postliceu.
- [25] Gimnaziu.
- [26] A qualifications certificate and, after passing a qualifications examination, a Europass supplement to the certificate.
- [27] Available since 2014/15, approved by the Education Minister Order No 3136/2014.
- [28] A qualifications certificate and, after passing a qualifications exam, a Europass supplement to the certificate.
- [29] The 3-year professional programmes are organised only as daytime learning.
- [30] Regulated by Government Ordinance No 129/2000 on adult vocational training and other acts.
- [31] Also by individuals (trainers for adults, formatori de adulti) acting as vocational training providers.
- [32] Currently apprenticeships are provided according to Law No 279/2005 (last amendments in November 2018).

CHAPTER 6.

Apprenticeship

Since 2017/18, a dual form of 'professional' VET has also been available (33). In this, the municipality (local authority) engages in the partnership agreement alongside the standard contract concluded in regular school-based VET programmes between school, employer and learner (or legal representative). Companies are also obliged to pay dual VET learners a monthly allowance that is not less than that provided by the government. Other features are equal to work-based learning in school-based programmes. The share of learners in dual VET was 1.5% of the total VET population enrolled at upper secondary level in the school year 2017/18 reaching 4.4% in 2019/20.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

-
- [16] Information is based on following publication where you can find also further information on this topic:
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.
- [13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.
- [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
- [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
- [41] <https://www.bibb.de/uebs-digitalisierung>
- [46] https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [48] BMBF. Report on vocational education and training
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
- [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
- [23] Salaries, training materials and maintenance (such as heating and electricity).
- [20] <https://mzo.gov.hr/UserDocImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.
<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>
- [21] In Icelandic: ÍÐAN fræðslusetur.

- [21] <https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo>
- [28] <http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=28680&l=1>
- [29] MCAST (2021). Administrative data.
- [30] Cedefop. European database on apprenticeship schemes.
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [25] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf
- [26] https://www.refernet.pt/wp-content/uploads/2018/10/Apprenticeship_programmes.pdf
- [33] Based on the Government Emergency Ordinance No 81/2016.

CHAPTER 7.

VET governance

Governance in initial VET

Ministry of Education

The education ministry designs and executes legislation in cooperation with stakeholders (academia, trade unions, teachers' associations, students, parents, public administration, businesses and NGOs).

It approves financing and enrolment plans, it awards VET certificates (both in initial and continuing (34) VET), and it coordinates national exams.

It approves methodology for teacher enrolment, career advancement and transfers, and approves curricula through subordinate bodies, including school inspectorates.

National Centre for Technical and Vocational Education and Training Development

The centre is accountable to the education ministry. It:

- evaluates and suggests changes to policies and strategies, and coordinates their implementation;
- coordinates the design, implementation and review of national curricula, assessment and certification for the initial VET component;
- supervises the development of professional training standards for qualifications validated by sectoral committees (coordinated by the National Authority for Qualifications) and approved by the education ministry;
- develops methodologies for the quality assurance and monitoring of programmes.

Romanian Agency for Quality Assurance in Pre-university Education

It is in charge of authorisation (licence), accreditation and external quality evaluation of schools at pre-university education level, including initial VET schools.

National Centre for Policies and Evaluation in Education (former Institute of Educational Sciences)

It is a national institution for research, development, innovation and training in education and youth. It:

- establishes and coordinates working groups for the development and review of the national curriculum component;
- develops various learning and curriculum resources.

Regional consortia (35)

They are advisory partnership bodies of the National Centre for Technical and Vocational Education and Training Development. They update, implement and monitor regional education action plans.

County school inspectorates

They propose to the education ministry the VET enrolment plan for the next school year. This is based on proposals from schools and taking into consideration labour market needs, defined

through direct requests from employers. The inspectorates also organise the national recruitment of teachers, including VET.

Local committees for development of social partnerships

They are advisory managerial structures that aim at improving VET relevance and quality.

Teaching staff resource houses (36)

They organise continuing teacher training. There is one in each county and in the municipality of Bucharest. The teaching staff resource houses are subordinated to the education ministry.

County centres for resources and education assistance

The centres support learners with special needs, including those in VET. There is one in each county and in Bucharest. The centres are under the control of the education ministry.

Local authorities

They:

- support the implementation of national strategies on education;
- ensure the joint financing of projects sponsored by the EU and other funds;
- maintain school infrastructure.

VET school administration boards

They approve institutional development plans, local/school-based curricula and teacher training plans proposed by their schools.

Commissions for quality assurance and evaluation

In each VET school, a Quality Assurance and Evaluation Commission is appointed to supervise all quality assurance processes and activities, in line with the quality assurance law (37).

Governance in continuing VET

Ministry of Labour and Social Justice

The labour ministry develops and promotes policies in continuing VET, including training for the unemployed, apprenticeship at the workplace, actions for NEETs (not in employment, education and training) and traineeship for graduates of higher education.

It coordinates the authorisation of continuing VET providers, and it manages and updates the nomenclature of qualifications.

It also monitors, analyses, controls, and evaluates vocational training for the unemployed.

National and county agencies for employment

The National Agency for Employment coordinates vocational training of jobseekers at national level, carried out by the county employment agencies.

National Authority for Qualifications

It is responsible for:

- the national qualifications framework;
- the national registers of:

- qualifications in higher education;
- professional qualifications.
- centres for the evaluation and certification of professional competences obtained outside formal education;
- evaluators of competences, external evaluators and evaluators of evaluators.

The authority ensures the link between the standards used for defining qualifications and labour market needs, provides assistance for development of occupational standards, and registers the standards in the national register of professional qualifications in education.

The authority also approves the occupational standards for continuing VET, and endorses the professional training standards used in initial VET programmes.

County authorisation commissions

They are in charge of authorisation and monitoring of training providers, and they decide on the examination commissions at county level. County authorisation commissions are set up by the labour ministry.

Continuing VET providers

Adult vocational training providers carry out vocational training, after authorisation by the county commission (38).

-
- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
- [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
- [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
- [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).
- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV].

- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).
- [50] BBiG: https://www.gesetze-im-internet.de/bbig_2005/
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.
- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.
- [26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical institutes and professional institutes.
- [27] National Institute for Documentation, Innovation and Educational Research: <http://www.indire.it/en/>
- [28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.
- [24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.
- [25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.
- [26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.
- [28] Chambre de Commerce.

- [29] Chambre des Métiers.
- [30] Chambre d'Agriculture.
- [31] Chambre des Salariés.
- [32] Chambre des Fonctionnaires et Employés Publics.
- [37] Conseil national des programmes.
- [38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [15] Izglītības un zinātnes ministrija.
- [16] Valsts izglītības satura centrs (VISC).
- [17] Izglītības kvalitātes valsts dienests (IKVD).
- [18] Valsts izglītības attīstības aģentūra (VIAA).
- [19] Labklājības ministrija (Ministry of Welfare).
- [20] Nodarbinātības valsts aģentūra (NVA).
- [21] Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome. It was founded in 2000 by the ministries of welfare, economy, finance, justice, agriculture, education and science, regional development and local government affairs, the Free Trade Union Confederation of Latvia and the Employers' Confederation of Latvia.
- [30] <https://mcast.edu.mt/>
- [31] <https://its.edu.mt/>
- [26] Vocational School Directors Council: [https://www.gov.pl/web/edukacja-i-nauka/minister-
edukacji-narodowej-powolala-rade-dyrektorow-szkol-zawodowych](https://www.gov.pl/web/edukacja-i-nauka/minister-edukacji-narodowej-powolala-rade-dyrektorow-szkol-zawodowych).
- [28] Number of adjustment weights are ascribed to different groups of learners (e.g. learners with special education needs, ethnic minorities, students in small schools, in rural regions, in sport classes); teacher qualifications are also included in the algorithm.
- [27] [Decreto-Lei \(Decree-Law\) n.º 14/2017, de 26 de janeiro](#)
- [28] <https://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>
- [29] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).
- [30] Quadro Nacional de Qualificações (QNQ) [https://www.dgert.gov.pt/qnq-quadro-nacional-
de-qualificacoes](https://www.dgert.gov.pt/qnq-quadro-nacional-de-qualificacoes).
- [31] Catálogo Nacional de Qualificações (CNQ): <http://www.catalogo.anqep.gov.pt/Home/CNQ/>
- [32] The Qualifica Passport is a technological tool for recording qualifications and skills acquired or developed throughout life and for guiding towards learning paths. By capitalising the learning results already achieved and the competences acquired by adult, the Qualifica Passport simulates several possible qualification paths for obtaining new qualifications and/or school and professional progression.
https://www.passaportequalifica.gov.pt/faq/perguntasFrequentes.xhtml;jsessionid=1g20aKCbpd_ksXd3uuxFd!-1906387818
- [33] [https://www.anqep.gov.pt/np4/?
newsId=692&fileName=20210728_mtsss_acordo_documento.pdf](https://www.anqep.gov.pt/np4/?newsId=692&fileName=20210728_mtsss_acordo_documento.pdf);
[https://www.portugal.gov.pt/pt/gc22/comunicacao/documento?i=acordo-de-formacao-
profissional-e-qualificacao-assinado-entre-governo-e-parceiros-sociais](https://www.portugal.gov.pt/pt/gc22/comunicacao/documento?i=acordo-de-formacao-profissional-e-qualificacao-assinado-entre-governo-e-parceiros-sociais)
- [34] For continuing VET, certificates are awarded by both labour and education ministries.
- [35] According to Order of the Ministry of Education No 4456/2015 for the approval of general framework of organisation and functioning of consultative partnership structures in VET.

[36] Casa Corpului Didactic (CCD).

[37] Law 87/2006.

[38] In line with Government Ordinance No 129/2000.

CHAPTER 8.

VET financing mechanisms

In 2009, total public expenditure on education and training reached 4.24% of GDP. It fell significantly in 2010-11 due to the economic crisis, and it reached 3.6% in 2019 (39). The National Law on Education of 2011 targets 6%, but this objective is not likely to be achieved before 2025.

In 2019, per capita financing was as follows (40).

- 3-year 'professional'/school-based programmes (all qualifications): approximately EUR 1 184. Programmes offered in minority language(s): EUR 1 374;
- 4-year technological programmes (all qualifications): approximately EUR 1 180. Programmes offered in minority language(s): EUR 1 321;
- 4-year vocational programmes (except music and sports): EUR 1 506. Programmes offered in minority language(s): EUR 1 675.

The budget for education and training, including VET, is approved annually. The financing mechanism (41) comprises per capita expenditure supplemented by coefficients (such as for rural/urban areas, number of students and climate area (42), EQF level, type of programme, total number of learners in the school, teaching language).

Financing is provided to schools by the education ministry from the State budget (main source: value added tax) based on actual enrolment. It covers:

- wages, allowances;
- staff continuous training;
- learner assessment expenditure;
- materials, services and maintenance.

The basic financing of a school unit is obtained by multiplying the standard cost per pupil by the specific coefficients mentioned above. This is approved annually by Government decision.

VET in public schools is free of charge. The State also provides financing for accredited private and religious education institutions to the same level as for public VET schools. In private education, institution learners pay fees.

Continuing VET is financed by (43):

- employers/enterprises;
- unemployment insurance budget;
- EU structural and cohesion instruments;
- personal contributions;
- other sources.

Jobseekers benefit from free continuing training financed by the unemployment insurance budget. The budget also provides subsidies to employers who provide continuing VET (apprenticeship, traineeship and vocational training programmes).

[25] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en

- [26] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl
- [27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>
- [28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.
- [39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21]. <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21> [accessed 18.8.2021].
- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbände.
- [69] Specific information on all public funding activities is available on <http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov_10a_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018
- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].

- [25] See more information on the fund here at Rannis' website:
<https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website:
<https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>
- [39] Eurostat - Table gov_10a_exp [accessed 02.08.2021].
- [40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, <https://doi.org/10.1787/7adde83a-fr>
- [43] <https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html> [accessed 2.8.2021].
- [31] Cedefop (2019). Spotlight on VET – 2018 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>
- [30] Poland zlotys (PLN); 1 PLN = 0.21294 EUR, InforEuro [extracted 14/12/2021].
- [31] <https://bdl.stat.gov.pl/BDL/start>
- [32] <https://bdl.stat.gov.pl/BDL/start>
- [33] PLN 83.9 billion.
- [34] European Commission (2020). Education and training monitor 2020.
<https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/portugal.html>
- [40] Approximate values, based on euro exchange rate.
- [41] Government Decision No 72/2013 on the approval of the methodological norms for determining the standard cost per learner and the establishment of the basic financing of the State pre-university education units. This ensured from the State budget, from sums deducted from VAT through the local budgets, based on the standard cost per learner (last updated by Government Decision No 169/2019 and Government Decision No 107/2020).
- [42] This refers to geographic areas with difficult weather conditions, especially during winter.
- [43] According to Government Ordinance No 129/2000.

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

Initial VET

There are two teaching positions in initial VET:

- teacher;
- practical training instructor (44).

Requirements for VET teachers are the same as for teachers in general education.

At upper secondary and post-secondary VET, teachers require both:

- a master degree in a field related to the VET qualification(s) they teach;
- two psycho-pedagogical modules, totalling 60 ECTS (45), that can be obtained either during higher education studies (by enrolling for one module of 30 ECTS during the bachelor programme and for the second module of 30 ECTS during the master programme), or after graduation, by enrolling for both modules within a university department for Teacher Training.

Practical training instructors must have:

- a post-secondary education diploma in a field related to the VET qualification(s) they teach;
- psycho-pedagogical training of 30 ECTS provided by a higher education institution (46).

To become a certified teacher, new employees have two class inspections and produce a professional portfolio; this is an elimination stage, followed by the so-called teacher-confirmation exam (47) in the subject they will teach and its methodology, 12 months after their initial employment. During this period, they are supported by an experienced mentor and enjoy the same rights as other teachers with a labour contract. If they fail to pass the exam after 12 months, they may have another two attempts within a 5-year period. The share of qualified VET teachers and instructors (vocational theoretical subjects or practical training) is 98.75% of the total teaching staff in initial VET (48).

In 2019, a working group was established within the education ministry to find solutions for improving quality in initial teacher training. As a result, a master pilot programme for the teaching profession is being implemented from 2020/21, including a total of 400 candidates for the teaching profession enrolled in the form of full-time education, in eight universities in the country (49). They receive a monthly scholarship of approximately EUR 482.

Continuing VET

Continuing vocational training programmes are provided by trainers with a profile or specialisation relevant to the training programme. They should have:

- the national qualifications framework level of education equal to or higher than the level of the training programme they undertake;
- a qualification in the training programme's field of activity;
- any form of certificate for the following occupations: instructor/trainer/trainer of trainer or the certificates for the teaching profession (60 ECTS (50)).

9.2 Continuing professional development of teachers/trainers

Continuing professional development of teachers and instructors is a right defined by the Law of National Education (51) that supports career advancement and professional development. Advancement in a teaching career is ensured by acquiring the relevant degrees:

- the second teaching degree is awarded after at least four years of service (after passing the teacher-confirmation exam (52)), undergoing at least two school inspections and passing an exam in methodology and main subject (53);
- the first teaching degree is awarded after at least four years after awarding the second degree, undergoing at least two school inspections and defending orally a written thesis (54).

Professional development is compulsory by participation in accredited training courses (teachers have to gather minimum 90 ECTS every five years). The training is provided by public and private education institutions and by NGOs, and can be partially or fully covered by the State budget.

-
- [35] For detailed information about the training of teachers and trainers in Austria, see Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].
- [36] See Federal Law Gazette https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211 [accessed 31.8.2021].
- [29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.
- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [18] <http://iropk.mon.bg/>
- [19] https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, maturita certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools

authorised to organise State language examinations.

- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národní soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf
- [84] Vorbereitungsdienst
- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [88] AEVO, Ausbildereignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge
- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: https://www.kutsereregister.ee/en/standardid/standardid_top2/
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluus/palk-2007-2019> Õpetajate keskmise brutokuupalk 2007-19
- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ_uae_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools

and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.

- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, www.althingi.is). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en . More information on Bologna process and the European higher education area available at: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lux
- [26] Izglītības un zinātnes ministrija
- [32] Information taken from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [35] The previous sectorial agreement between the Government and the Malta Union of Teachers (MUT) included a statutory requirement for teachers to attend an in-service course (INSET) of 3 days duration every 2 years. Educators could also attend CPD on a voluntary basis. This agreement increases the duration of CPD as well as widening the range of CDP provision. It also places responsibility of the school to cover at least 40 hours of CPD out of 80 hours. The current agreement was signed in December 2017 and covers the years 2018-22.
- [36] Up to 2018 Malta College of Arts, Science and Technology (MCAST) regularly offered its staff with the opportunity to take a 30 credit EQF level 6 teacher training course to acquire pedagogical skills.

- [38] Haaga Helia is a Finnish private educational institution which started collaborating with the Institute of Tourism Studies (ITS) in 2015. <http://www.haaga-helia.fi/en/about-haaga-helia/organization?userLang=en>. The organisation helped ITS develop a process for validating informal and non-formal prior learning and therefore customise lecturing staff training programmes. More information on the collaboration available at: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [39] Institute of Tourism Studies (2018). News. ITS Graduation – The first ITS Bachelor degree graduates and a certificate with a link to the blockchain certificate. <https://its.edu.mt/newsitem?id=49>
- [40] In 2014, the DRILLE launched a national diploma programme in teaching adults at EQF level 5. In 2018, the University of Malta launched a course leading to a master in adult education for those who had graduated from the diploma course.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [32] Education Act
- [35] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC).
- [36] The requirements for general and vocational education teachers are the same.
- [37] [Portaria \(Ordinance\) n.º 214/2011, de 30 de maio](#)
- [38] This certification can be acquired through the completion of an initial pedagogical training at tertiary level; recognition, validation and certification of pedagogical competences acquired through prior experience; and recognition of an equivalent degree, for example higher education diploma or certificate including pedagogical training compatible with the skill referential of the position.
- [39] More information at: <https://netforce.iefp.pt/pt-PT/WPG/Home/RVCC>
- [40] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop RVCC. See also general theme 15.
- [41] [Portaria \(Ordinance\) n.º 232/2016, de 29 de agosto](#)
- [42] Adult education and training (EFA) programmes target learners who want to complete lower or upper secondary education and/or obtain a professional qualification at EQF 2 to 4.
- [43] [Portaria \(Ordinance\) n.º 230/2008, de 7 de março](#)
- [44] [Decreto-Lei \(Decree-Law\)n.º 22/2014, de 11 de fevereiro](#)
- [45] Conselho Científico-Pedagógico da Formação Contínua (CCPFC). <https://dre.pt/application/file/a/158176148>
- [46] [Despacho \(Dispatch\) n.º 779/2019, de 18 de janeiro](#)) modified by [Despacho n.º 2053/2021, de 24 de fevereiro](#)
- [47] Schools association training centres (Centros de Formação de Associação de Escolas, CFAE).
- [48] [Portaria \(Ordinance\) n.º 213/2011, de 30 de maio](#)
- [49] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).
- [44] Mastru instructor.
- [46] Usually by the Department for the Teaching Staff Training within an accredited higher education institution.
- [47] Definitivat.

[48] Based on data from National Institute of Statistics for the school year 2017/18.

[52] Definitivat.

[53] The Ministry of Education provides rules for promotion and methodologies for the exams.

[54] Regulation No 1/2011, Article 242.

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

To supply the labour market with VET qualifications that are relevant, the National Centre for Technical and Vocational Education and Training Development, supported by stakeholders and experts, has developed a strategic planning model for VET supply, approved by the education ministry.

Its main objective is to increase the contribution of VET in an efficient transition to an inclusive, participatory, competitive and knowledge-based economy that relies on innovation.

The term 'strategic planning' refers to a medium-term (five to seven years) forecast. The model analyses the relevance of supply to the (forecast) labour market demand from quantitative and qualitative perspectives and using the following sources:

- regional education action plans;
- local (county) education action plans;
- school action plans.

Regional education action plans (set out by the regional consortia) and local education action plans (by the local committees for development of social partnerships) include:

- analysis of the regional/county context from the point of view of demographic, labour market and economic changes and forecast;
- analysis of the capacity of VET to serve the identified needs of the labour market in the regional/county contexts;
- priorities, targets and actions for VET development at regional/county level;
- the contribution of higher education to regional development.

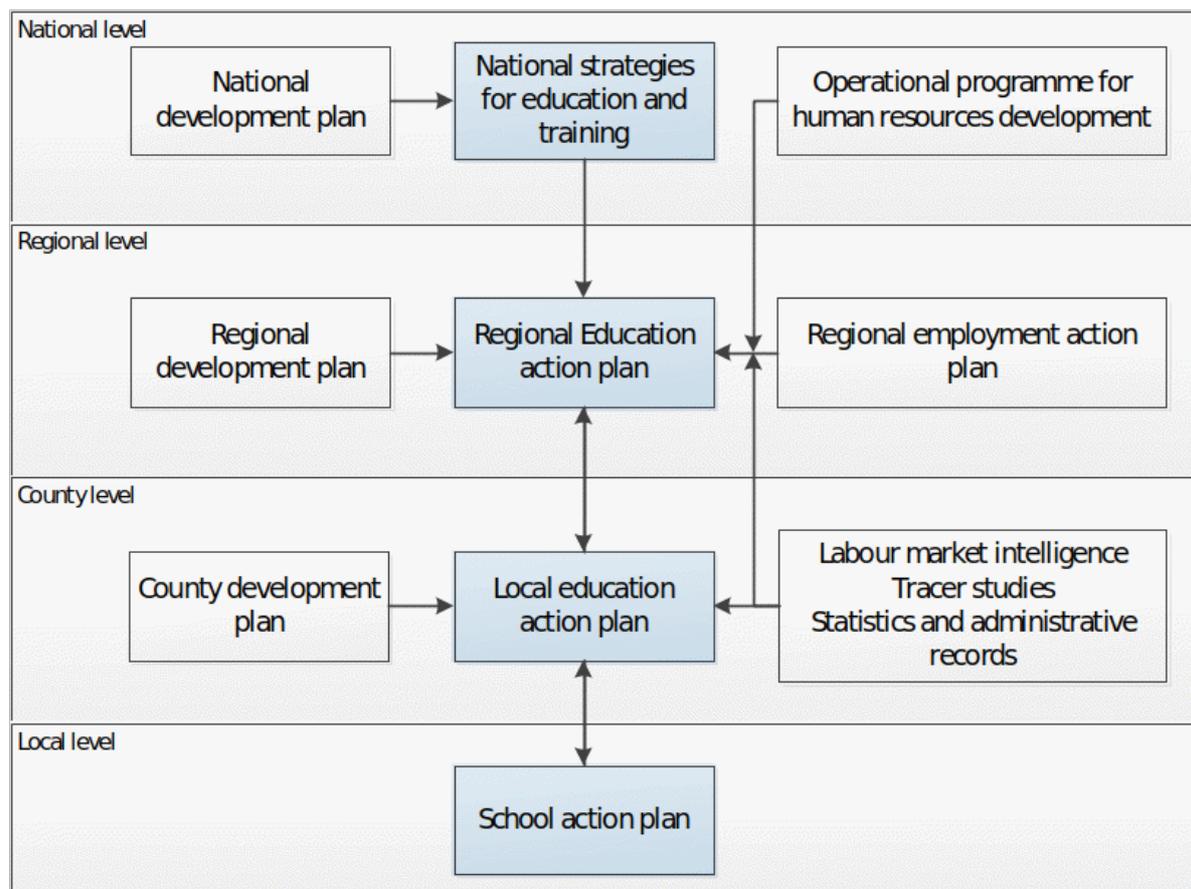
Desk research is carried out by regional consortia and members of local committees for development of social partnerships who analyse:

- the national development plan;
- the national strategy for human resources development;
- regional development plans;
- VET strategies and action plans;
- the national strategy for employment;
- labour market and training demand and supply forecasts;
- company surveys on short-term (6 months) labour demand.

The model is based on decentralised decision-making at regional, county and local levels. Strategic planning is characterised by the collective action of multiple social partners, representing the interests of employers, professional associations, employees/trade unions, public administration, relevant government and civil society organisations.

The model combines top-down and bottom-up decision-making processes as demonstrated in the figure below, involving regional consortia at regional level, local committees for development of social partnerships at county level, and school boards at local area level.

Anticipating skills: planning levels



Source: National Centre for Technical and Vocational Education and Training Development.

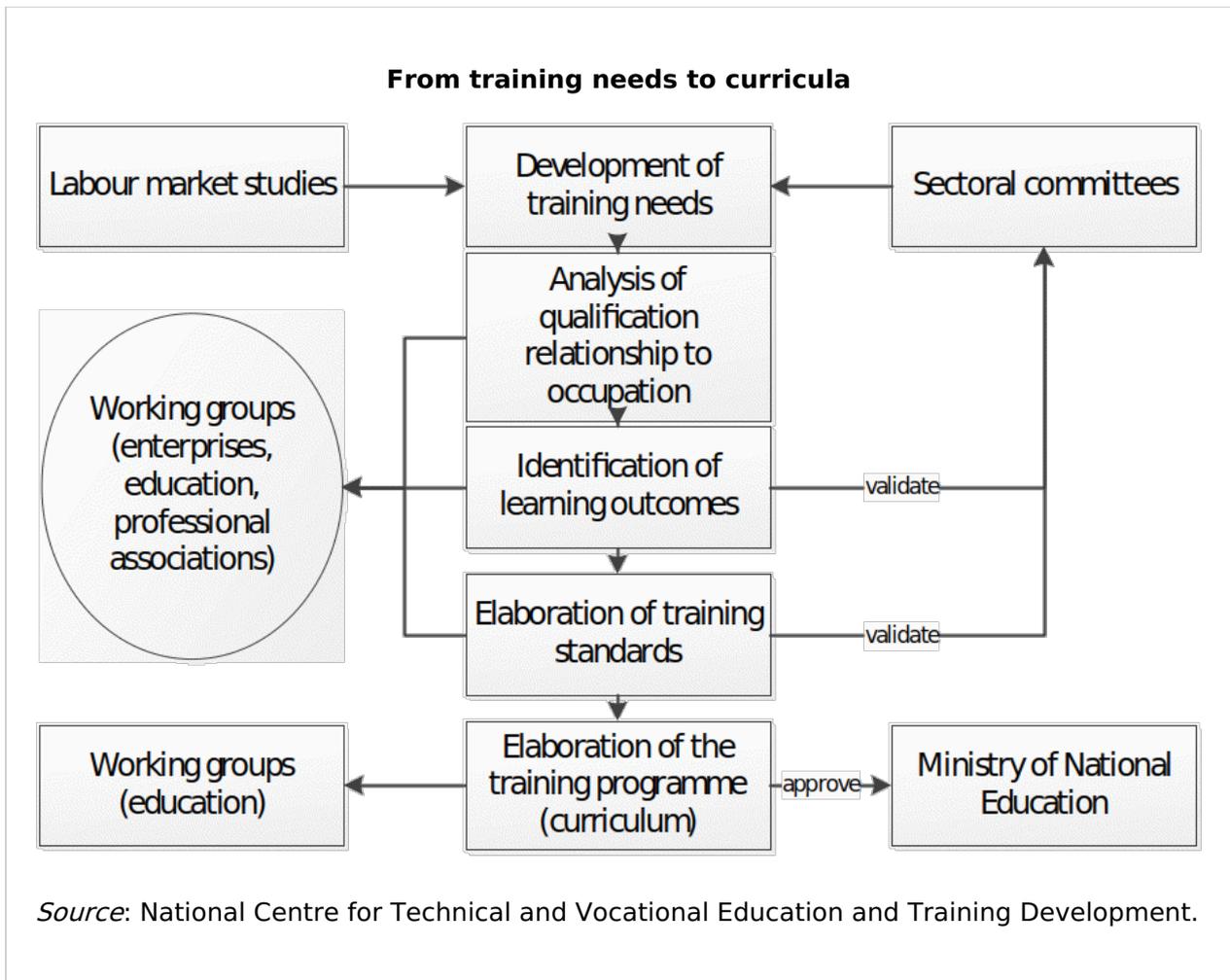
See also Cedefop's skills forecast (55) and European skills index (56).

10.2 Designing qualifications

Initial VET qualifications

Initial VET qualifications (excluding vocational programmes) are based on training standards. The national qualifications register currently comprises 134 qualifications at EQF level 3, 69 at EQF level 4 and 203 at EQF level 5.

Training standards (57) describe learning units consisting of learning outcomes and are based on occupational standards. Training standards are developed by representatives of companies from the corresponding sectors and of VET providers, with the methodological support of the National Centre for Technical and Vocational Education and Training Development, endorsed by National Authority for Qualifications. They are validated by employers and other social partners through sectoral committees. The revision of standards is carried out at least every five years or at the request of economic operators.



Training standards

Training standards play a key role in designing VET curricula, assessing learning outcomes and awarding qualification certificates.

To design the training standards and to establish units of learning outcomes in its structure, one or more occupational standards concerned with the qualification need to be analysed as a starting point.

Each training standard comprises:

- introduction: description of qualification, occupation(s) the standard leads to;
- list of competences as in occupational standard(s) or considering recommendations of the sectoral committees, company representatives or other interested parties;
- learning outcomes units (a learning unit consists of a coherent set of learning outcomes) for the qualification:
 - general (e.g. maths, language, sciences) and occupational learning outcomes;
 - minimum equipment requirements for each learning outcome unit;
 - assessment standard for each learning outcome unit.

Core and local curriculum

Curricula for each qualification have two main components:

- core curriculum designed at national level by education working groups;
- local (school) curriculum designed by schools and local businesses to adapt training to the requirements of the local and regional labour market.

The share of national and local curricula varies by qualification level. At EQF level 3, 20% of learning time is reserved for the local curriculum and 80% for national; at EQF level 4, the share is 30% for the local curriculum and 70% for national. At EQF level 5, all curricula are national.

Continuing VET qualifications

Continuing VET qualifications are based on occupational standards, validated by the sectoral committees and approved by the National Authority for Qualifications.

An occupational standard is a national instrument describing professional activities and requested abilities, skills and competences necessary to practise a specific occupation, defined in terms of autonomy and responsibility, and capacity to apply specific knowledge and understanding at the workplace.

Occupational standards stipulate two types of requirement:

- requirements linked to labour market needs in terms of skills:
 - occupation;
 - identification number from the classification of occupations;
 - qualification level;
 - specific activities to be carried out at the workplace;
 - skills and competences required to practice the occupation.
- requirements for provision of professional training:
 - established learning content;
 - duration of training and specific requirements for the assessment;
 - access/entry requirements;
 - necessary resources to organise the training.

[37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].

[38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].

[39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].

[40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].

[32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>

[33] <https://www.steunpuntwerk.be/>

[34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.

[35] Previously Brussels Observatory of Employment and Training.

[36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.

[37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

- [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.
- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvvet-opt/>
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>
- [52] Available at www.infoabsolvent.cz.
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34> [accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] www.narodnikvalifikace.cz
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing

an IVET programme or by the recognition of prior learning.

- [62] www.narodnikvalifikace.cz
- [63] In Czech: Vyšší odborné školy.
- [64] In Czech: Vysoké školy.
- [65] www.nsp.cz
- [66] <https://www.narodnikvalifikace.cz/>
- [67] www.nsp.cz
- [68] [https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-practicke-vyuky-;](https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-practicke-vyuky-) <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100] Referenz-Betriebs-System (RBS).
- [101] <https://www.bibb.de/de/12471.php>
- [102] <https://www.bibb.de/en/49603.php>
- [107] Arbeitsmarktbarometer.
- [108] <https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109] <https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ; https://www.bitkom.org/de/markt_statistik/806.aspx .
- [110] <https://www.boeckler.de/index.htm>
- [111] <https://www.fes.de/>
- [112] <https://www.kas.de/>
- [113] <https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>
- [115] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117] Ausbildungsberufe.
- [120] Bundesministerium für Wirtschaft und Energie (BMWi)
- [121] Bundesministerium für Bildung und Forschung (BMBF)
- [124] Berufsbildungsgesetz (BBiG)
- [125] Bundesministerium für Wirtschaft und Energie (BMWi).
- [127] Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne‘ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications: <http://www.kutsekoda.ee/kutseregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.

- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series.
http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland
- [27] A reduction in the number of employees, which is achieved by not replacing those who leave.
- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle).
<http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.
- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf
- [32] <http://www.unioncamere.gov.it/>
- [33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).
- [34] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [35] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems

pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.

- [38] Vocational schools (Istituti professionali).
- [39] Repertorio nazionale delle qualifiche.
- [40] Istituti tecnici e istituti professionali.
- [41] Profilo Educativo culturale e professionale P.E.Cu.P.
- [42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.
- [43] Decreto Legislativo, 13 aprile 2017, No 61:
<https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg>
- [44] Istruzione e formazione tecnica superiore.
- [45] Istituti di Istruzione Tecnica superiore. More information available at:
<http://www.sistemait.it/istituti-tecnici-superiori-its.php>
- [48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).
- [50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [51] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [52] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [27] Ekonomikas ministrija.
- [28] Nodarbinātības valsts aģentūra (NVA).
- [29] Darba tirgus prognozēšanas konsultatīvā padome.
- [31] <https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/>
- [32] Centrālā statistikas pārvalde (CSB).
- [33] <https://www.cedefop.europa.eu/en/tools/skills-forecast>
- [34] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [42] <https://jobsplus.gov.mt/>
- [43] Organised by the Malta Chamber of Commerce, Enterprise and Industry and PricewaterhouseCoopers. Findings are frequently used in Central Bank of Malta reports.
- [44] For the latest edition, see Ernst & Young Limited (2016). The survey includes information on recruitment problems and skill mismatch.
- [45] Ministry for Finance and Employment, 2021. The National Employment Policy 2021-2030. [online] Government of Malta, pp.232-240. Available at:
<https://finance.gov.mt/nep/Documents/NATIONAL%20EMPLOYMENT%20POLICY%202021.pdf>
- [46] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [47] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [50] The structure of qualifications and the procedure of accrediting programmes is to be found in the referencing report 2016 <https://mfhea.mt/wp->

- [33] One for each VET programme.
- [34] Section 3-1 of the Education Act.
- [35] <https://www.udir.no/tall-og-forskning/statistikk/statistikk-videregaende-skole/analyser/forsteinntak-til-videregaende-opplaring-2021/>
- [36] Meld.St. 28 (2015-16) Fag – Fordypning – Forståelse — En fornyelse av Kunnskapsløftet {Report No 28 to the Storting, 2015-16, on in-depth learning and better understanding; a renewal of the Knowledge promotion reform}
<https://www.regjeringen.no/contentassets/e8e1f41732ca4a64b003fca213ae663b/no/pdfs/st>
- [47] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>.
- [51] The term 'qualification' is defined in the School Education Act, as in the European qualifications framework Recommendation 2008.
- [50] Agência Nacional para a Qualificação e o Ensino Profissional (National Agency for Qualification and VET).
- [51] Direção-Geral dos Estabelecimentos Escolares (Directorate-General for Schools).
- [52] [Decreto-Lei \(Decree-Law\) n.º 14/2017, de 26 de janeiro](#)
- [53] One of the sources used in the preparation of this list are SANQ data.
- [54] More information at IEF: https://www.iefp.pt/documents/10181/227378/2019-12-12_%C3%81reas+e+saidas+priorit%C3%A1rias+%28Anos+2020-2021%29.pdf/64755994-80d4-4918-beb2-0578ef13601c
- [55] Direção-Geral de Estatísticas da Educação e Ciência (Directorate-General for Education and Science Statistics)
- [56] More information at INE: https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaques&DESTAQUESdest_boui=415476762&DESTAQUEStema=55
- [57] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [58] <https://catalogo.anqep.gov.pt/>
- [59] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC).
- [60] Direção-Geral do Emprego e das Relações de Trabalho (Directorate-General for Employment and Industrial Relations)
- [55] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [56] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [57] Standard de pregatire profesionala

CHAPTER 11.

Quality assurance

Initial VET

At national level, the law on quality assurance of education (58) sets a series of basic principles applicable for all levels of pre-university education, including initial VET: focusing on learning outcomes, promoting quality improvement, protecting education beneficiaries (learners as priority), centring on the internal evaluation process (self-assessment) of providers.

Quality assurance in initial VET comprises:

- VET school self-assessment;
- programme and provider authorisation and accreditation;
- programme and provider external evaluation;
- programme external monitoring;
- monitoring of the quality of vocational certification exams.

The Romanian Agency for Quality Assurance in Pre-university Education is responsible for authorisation, accreditation and external evaluation of pre-university education, including initial VET. Authorisation and accreditation are compulsory for each initial VET programme:

- authorisation (licence) grants the right to carry out the education process and to organise admission to new education and training programmes. It gives the right to operate for up to three years (59) after first graduation from the programme (60);
- accreditation follows authorisation and grants the right to issue diplomas/certificates recognised by the education ministry and to organise graduation/certification exams. Accreditation is compulsory after three years from the date of the first graduation from the programme.

Accreditation assures that providers and programmes meet standards approved by the government and defines requirements for:

- institutional capacity: administrative/management structures, logistics, and human resources;
- education effectiveness: learning facilities, equipment, human resources, the quality of the locally developed curricula, the quality of the teaching-learning-evaluation processes, financial activity;
- quality management (strategies and procedures for quality assurance, procedures concerning the design, monitoring and review of the school action plan.

Accreditation is granted by education ministry order, based on the recommendation of the quality assurance agency.

Every five years following accreditation, initial VET providers have to be externally evaluated by the quality assurance agency. External evaluation of VET providers and programmes is a multi-criteria assessment of the extent to which a VET provider and its programmes meet the quality standards. These standards describe the requirements that define an optimal level, compared to the accreditation standards that describe the minimum level for the existence and functioning of a VET programme/ provider.

School inspectorates offer guidance and support to VET providers about the quality assurance

process in initial VET. It is called external monitoring and comprises:

- validating VET provider self-assessment reports;
- verifying that quality requirements are met;
- proposing and approving improvement measures to address the identified quality assurance issues.

Self-assessment of VET providers and programmes is based on a set of quality descriptors (input, process and output), grouped in seven areas, several of which have a direct effect on the content of training and the qualifications acquired:

- quality management;
- resource management (physical and human);
- design, development and revision of training programmes;
- teaching, training and learning;
- assessment and certification of learning;
- evaluation and improvement of quality.

The Romanian Agency for Quality Assurance in Pre-university Education publishes on their website decisions containing evaluation reports and decisions approved by the education ministry.

Quality assurance in continuing VET

Quality assurance in continuing VET comprises:

- programme and training provider authorisation;
- programme and training provider external evaluation;
- training provider self-assessment;
- programme external monitoring.

Authorisation of vocational training providers is coordinated by the labour ministry. It is made through county authorisation commissions and gives VET providers the right to issue qualification or graduation certificates with national recognition. To become authorised, training providers must meet certain eligibility conditions. Authorisation is based on the following criteria:

- professional training programme;
- the resources needed to carry out the training programme;
- experience of the training provider and results of previous work.

The training provider completes a self-assessment form that contains the name of the training programme, the occupation/qualification code, the level of qualification, the access conditions, the objectives expressed in the competences, the duration, the training plan, the evaluation modalities, the curriculum, the necessary material, and financial and human resources.

The external evaluation for authorisation is conducted by two independent specialists appointed by the county authorisation commissions. The specialists are selected from the list drawn up each year of those whose training and experience are directly related to the occupation for which authorisation is requested.

Authorisation of a training programme is based on occupational standards and professional training standards, recognised at national level and with a validity of four years.

Periodic monitoring of authorised training providers is carried out by two external specialists appointed by the county authorisation commission in the list of specialists drawn up annually. Legislation requires at least three monitoring visits during the four years that authorisation lasts.

The methodology for certification of adult vocational training includes procedures authorised vocational training providers to organise and conduct the adult vocational training programmes graduation examination; it also covers the procedures for issuing, managing and archiving certificates of qualification and graduation with national recognition. The examination committee includes two independent experts selected by the county authorisation commissions from the lists of specialists approved annually.

-
- [41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf; 31.8.2021)), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.
- [43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].
- [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].
- [36] Decision No 82.592.
- [37] It does not apply in the case of preparatory apprenticeship.
- [38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.
- [39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>
- [70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.
- [130]Berufsprinzip.
- [132]Berufsbildungsgesetz (BBiG): https://www.gesetze-im-internet.de/bbig_2005/
- [133]Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BJNR014110953.html>
- [134]In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.
- [136]Kultusministerkonferenz (KMK).
- [137]Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>

- [138] <https://www.test.de/thema/weiterbildungsberatung/>
- [139] <https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>
- [140] Deutsches Institut für Erwachsenenbildung (DIE).
- [141] <https://wbmonitor.bibb.de>
- [142] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [51] Comprising more than 50% self-learning.
- [52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).
- [54] <https://www.haridussilm.ee>
- [33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.
- [34] The term used in the legislation.
- [42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.
- [43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.
- [44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.
- [45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.
- [46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.
- [50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].
<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>
- [51] <http://e-kvaliteta.asoo.hr>
- [33] IDAN (in Icelandic: IÐAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IÐAN has been heavily involved with the implementation of validation of prior learning in Iceland. IÐAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting

new challenges to support the labour market. More information available at:
<http://viskaproject.eu/about-us/idan/>

- [46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI):
<http://www.invalsi.it/invalsi/index.php>
- [47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE):
<http://www.indire.it/>
- [48] www.inapp.org
- [58] See EQAVET recommendation at [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN) [accessed 6.3.2017].
- [59] Plan de développement de l'établissement scolaire (PDS).
- [62] Cellule de développement scolaire (CDS).
- [63] Division du développement des établissements scolaires.
- [65] <https://www.developpement-scolaire.lu/>
- [67] Observatoire national de la qualité scolaire.
- [69] Brevet de technicien supérieur.
- [71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.
- [72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.
- [75] Commission Consultative à l'Éducation des Adultes.
- [76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [43] Izglītības kvalitātes valsts dienests (IKVD).
- [44] Examination centre is an accredited commercial company or association in arranging professional qualification exams, which does not implement education programmes.
- [45] Valsts izglītības satura centrs (VISC).
- [46] Augstākās izglītības padome.
- [47] Augstākās izglītības kvalitātes aģentūra (AIKA).
- [48] Akadēmiskās informācijas centrs (AIC).
- [49] ENQA
- [50] <https://www.aika.lv/>
- [37] New gender neutral name from 1.1.2021
- [53] Legal compliance auditing aims to check whether the activities of schools comply with legislation.
- [54] System Ewaluacji Oświaty. Nadzór Pedagogiczny [Education evaluation system: pedagogical supervision]: <https://www.npseo.pl/action/raports> (accessed 2.7.2021). There is no legal obligation to publish the summaries of evaluation reports, so not all of them are published by the education authorities.
- [56] The ten thematic areas of the quality standards are: (1) teaching programmes; (2) school staff; (3) school material resources; (4) organisation of teaching; (5) learners with special needs; (6) cooperation with employers; (7) cooperation with domestic and international partners; (8) assessment and validation of learning outcomes; (9) counselling; (10) strategic management of the school.

- [61] [Portaria \(Ordinance\) n.º 208/2013, de 26 de junho.](#)
- [62] More information at Cedefop: <http://www.cedefop.europa.eu/en/news-and-press/news/portugal-certification-training-providers>
- [58] Law No 87/2006.
- [59] Before June 2018, two years (Government Emergency Ordinance No 48/2018).
- [60] Until the programme is accredited, examinations and issuing diploma/certificates take place in another (accredited) school.

CHAPTER 12.

Validation of prior learning

Validation of prior learning is done through assessment centres. The centres are local private or public bodies authorised to conduct validation procedures, for one or more occupations, developed at national level.

Since 2000, legislation on the national system for validation of non-formal and informal learning has been gradually developed and put in place (61). The National Authority for Qualifications, through the newly established National Centre for Accreditation, (62) coordinates and monitors the validation process. The centre is a specialised structure within the authority responsible for:

- authorisation of the assessment centres and staff involved in validating non-formal and informal learning of adults;
- coordination of assessment centre activities;
- quality assurance;
- managing the national register of the authorised centres and national register of evaluators (evaluators of competences, evaluators of evaluators of competences, external evaluators).

The validation procedures consist of well-defined national standards, criteria and guidelines. The assessment centres develop their own assessment instruments, based on national occupational standards and/or training standards, to evaluate the candidates. They are responsible for providing validation services following specific requests by beneficiaries/candidates who can acquire full or partial qualifications at EQF levels 1, 2 and 3. Certificates of competences are nationally and internationally recognised. As part of the validation process, the centres offer information and counselling to the candidates. Currently, there are 37 fully functioning local assessment centres that can validate prior learning of candidates, mainly in services, construction and agriculture.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database (63).

[47] See https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf [[accessed 31.8.2021].

[44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

[28] <https://www.mon.bg/bg/57>

[29] <https://www.mon.bg/bg/59>

[30] <https://www.mon.bg/bg/100053>

[31] <https://www.mon.bg/bg/100305>

[32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napool/>

[33] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf

[40] Decision No 82.592.

[41] Council Recommendation 2012/C398/01.

[42] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf

- [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
- [73] There are 182 complete vocational qualifications in the NSK.
- [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [143] Fachoberschulreife.
- [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; www.validierungsverfahren.de;
- [146] Gleichwertigkeitsfeststellung.
- [147] <https://www.valikom.de/fachtagung/content/impressionen/>
- [148] <https://www.validierungsverfahren.de/en/home>
- [149] www.ihk-fosa.de
- [150] <https://www.bibb.de/en/68882.php>
- [151] <https://www.anererkennung-in-deutschland.de/html/de/>
- [152] Bundesamt für Migration und Flüchtlinge (BAMF).
- [153] <https://www.anererkennung-in-deutschland.de/html/en/skillsanalysis.php>
- [154] <https://www.anererkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22].
<https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf
- [52] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [82] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [52] Izglītības kvalitātes valsts dienests (IKVD).
- [54] <http://www.haaga-helia.fi/en/frontpage>
- [55] <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11928&l=1>
- [57] <https://jobsplus.gov.mt/>
- [58] <https://bicc.gov.mt/en/Pages/HOME.aspx>
- [38] Cedefop. European database on validation of non-formal and informal learning.
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

- [59] By taking extramural exams adults might also acquire certificate of completion of the general education programme (primary and secondary).
- [60] Documents confirming the fulfilment of these requirements are, in particular, school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
- [61] European database on validation of non-formal and informal learning:
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [63] DGEEC (2021), Estatísticas da educação 2019/2020, page 52 (<http://estatisticas-educacao.dgeec.mec.pt/eef/2020/>).
- [64] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [61] Government Ordinance No129/2000, Article 45; Law of National Education No 1/2011, Article 340-34; Ministry of Education and Ministry of Labour joint Order No 468/2004 on validation procedures; Ministry of Education Order No 3629/2018 on national register of evaluators.
- [62] Government Emergency Ordinance No 49 of 26.6.2014.
- [63] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

CHAPTER 13.

Incentives for learners

Professional scholarship for 3-year professional programmes

The professional scholarship is a national social protection programme (64) that offers approximately EUR 43 (RON 200) per month for all 3-year professional programme learners. This scholarship can be combined with grants provided by training companies.

Dual VET allowance

In addition to a professional scholarship, dual VET learners receive at least approximately EUR 43 (RON 200) per month in allowances from the company where they undergo training. Companies also pay for work equipment for learners.

High school scholarship

High school scholarship is a national social protection programme that offers approximately EUR 54 (RON 250 since 2018/19) (65) monthly financial support for upper secondary education learners in grades 9 to 12, including those in VET (technological and vocational programmes). The scholarship is linked to family income and is not available for all learners.

Euro 200 scholarship

The Euro 200 scholarship is a national programme that supports VET and other learners who otherwise cannot afford to buy a personal computer and develop their digital skills. The programme has been in place since 2004 under Law No 269/2004, granting financial aid based on social criteria. In 2020, based on students' formal requests and in compliance with the corresponding methodology, the Government spent on this measure 1 445 000 EUR (7 225 beneficiaries (66)) compared to EUR 2.6 million in 2018.

Local public transport

All formal education learners, including VET, benefit from free local public transport services (67) based on the student card issued by the education unit and stamped for that current school year.

[48] For more information about funding in education, see Eurypedia:
https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en
[accessed 31.8.2021].

[49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].

[50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].

[43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. http://www.moec.gov.cy/ypiresia_foititikis_merimnas/foititiki_chorigia.html

[156] https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html

[157] BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1
https://www.bibb.de/datenreport/de/datenreport_2021.php

[158] https://www.die-duale.de/dieduale/de/home/home_node.html

[159] Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German

Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.
https://dejure.org/gesetze/SGB_III/58.html; www.bafoeg.bmbf.de;
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...>;
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>

- [161]<https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>
- [162]Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163]Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164]Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). www.arbeitsagentur.de
- [165]Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [166]Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167]Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169]Integration measures for refugees (BMWFi, update 4.2019)
https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6
- [170]www.bamf.de
- [171]<https://handbookgermany.de/en.html>
- [172]Vocational orientation – provision for refugees (BOF)
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html>
- [173]Federal ESF integration guideline for asylum seekers and refugees (IvAF)
<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>
- [174]<http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1
- [175]Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anerkennung-in-deutschland.de/html/en/immigration.php>
- [176]https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html
- [177]<https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178]Bundesministeriums für Bildung und Forschung (BMBF).
- [180]<https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182]Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183]<http://www.bildungspraemie.info/>
- [185]KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186]Several projects on partial qualifications are taking place: DIHK-TQ project website. <https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/> Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency

<https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen>

- [187] www.arbeitsagentur.de
- [188] <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [189] Legislation promoting further training amended (AWStG) (7.2016)
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html>
- [190] Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018)
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html>
- [191] <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html>
- [192] BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>
- [62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>
- [35] Learners pay taxes from their allowances if they receive income from other source(s).
- [36] In one or multiple periods.
- [37] <https://www.tyollisyysrahasto.fi/en/adult-education-allowance/>
- [52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.
- [53] Endowment consists of a nominal monetary amount that the beneficiary can use on the services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of the specific activity and not on its simple provision.
- [54] <<https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-impresiditori-al-via-i-due-bandi>>
- [55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500.
<https://por.regione.puglia.it/-/miformoelavoro>
- [56] Amount given varies and depends on different factors (e.g. economic sector).
http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A
- [57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.
- [58] Legge 8 marzo 2000, No 53, art. 5 <http://www.parlamento.it/parlam/leggi/000531.htm> and : XV Rapporto sulla Formazione Continua in Italia: <https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua>
- [60] Valsts ieņēmumu dienests.
- [59] Students' maintenance grants' board administers the students' maintenance grant

scheme. <https://education.gov.mt/en/studentsgrants/Pages/About%20Us/The-SMGB.aspx>

- [60] Students who progress to a top-up degree course at the Malta College of Arts, Science and Technology will have EUR 465.87 made available every year in which they follow a top-up degree course, instead of EUR 232.94, to partly cover expenses related to educational material and equipment and a one-time grant of EUR 465.87.
- [62] The term 'sponsor' refers to organisations or individuals registered and approved by a VET provider to provide the work-based learning component as part of a training programme leading to a qualification.
- [63] In Malta, government bonuses are mandatory quarterly payments made by the employer to the employee, regardless of industry or organisation type. These bonuses are paid in addition to the monthly wage. Over the period of a calendar year an employee would therefore be paid EUR 512.48 under this bonus scheme.
- [64] Directorate for Research, Lifelong Learning and Employability (DRLLLE):
<https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>
- [65] <https://jobsplus.gov.mt/>
- [65] Voluntary Labour Corps (OHP), <https://www.ohp.pl/en/> (accessed 30.6.2021).
- [66] The Labour Fund (Fundusz Pracy) is a State special-purpose fund operating under the Act of 20 April 2004 on the promotion of employment and labour market institutions (Journal of Laws 2004, No 99, item 1001, with further amendments).
- [67] ([67])
<https://psz.praca.gov.pl/documents/10828/14585645/broszura%20statystyczna%202015-2019.pdf/ef919f57-ff51-4846-945f-4b30188c870f?t=1614341376704>
- [64] Government Decision No 951/2017.
- [65] See the press release published on the Ministry of National Education portal: 114 million euros of European funds for education through 'High school money' and 'professional bursa' : <https://www.edu.ro/114-milioane-euro-fonduri-europene-pentru-educa%C8%9Bie-prin-%E2%80%9Ebani-de-liceu%E2%80%9D-%C8%99i-%E2%80%9Ebursa-profesional%C4%83%E2%80%9D?fbclid=IwAR2yMchXsNmQUun2wS4iTeOlzKKljUrwbpqVYgytc4Z58OKLeTyVjuKMwA3U>

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Apprenticeship and traineeship cost reimbursement

Employers who sign an apprenticeship (68) or traineeship (69) contract may apply for subsidies to the public employment service (70). They can receive approximately EUR 483 (RON 2 250) per month for each apprentice/trainee for the entire duration of the programme (6 months to three years in the case of apprenticeship programmes and 6 months in the case of traineeship). The subsidies are financed from the unemployment insurance budget or ESF.

Employers who employ graduates from initial education are eligible for a public employment service monthly grant of approximately EUR 483 (RON 2 250) for each graduate for a period of 12 or 18 months (71), provided the employment is not terminated during 18 months from its start.

Tax exemption

Authorised VET providers are exempt from paying value added tax (72) for training operations. Companies may also deduct the training costs from their taxable income (73).

[51] See https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

- [193] According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.
- [194] For further information on this, please consult: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [195] Information on federal government website (English)
<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>
- [196] www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216
- [197] BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs-digitalisierung>
- [199] Website of the Alliance for initial and further training <https://www.aus-und-weiterbildungsallianz.de/AAW/Navigation/DE/Home/home.html>
- [200] JOBSTARTER website <https://www.jobstarter.de/index.html>
- [201] www.bmwi.de/passgenaue-besetzung
- [203] Bundesministerium für Wirtschaft und Energie, BMWi.
- [204] www.arbeitsagentur.de/personalentwicklung
- [205] <https://www.unternehmen-integrieren-fluechtlinge.de/>
- [206] Information on the chambers Welcome Guides (ZDH)
<https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>
- [207] KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>
- [54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.
- [37] In Icelandic: Verkiðn: <http://verkidn.is/>
- [59] See: <https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione>
- [60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) <https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg>
- [85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).
- [86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).
- [88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg
- [66] The term 'exposure phase' refers to the on-the-job training that takes place at the employer's premises where the trainee is placed. During the scheme the trainee must attend 240 hours of placement within a maximum period of 12 weeks.
- [67] Jobplus subsidies prospective employee training through European social fund.
- [68] Malta Enterprise (2020). Skills Development 2020.
<https://maltaenterprise.com/sites/default/files/Skills%20Development%20Scheme%202020.pdf>
- [65] <https://portugal2020.pt/>
- [66] More information at: <https://www.iefp.pt/apoios-a-contratacao>

[68] Law No 279/2005 on apprenticeship.

[69] Law No 335/2013 on the completion of the traineeship for graduates of higher education.

[70] ANOFM.

[71] 18 months for disabled people.

[72] Article 58 of Government Ordinance No 129/2000 on Adult Vocational Training.

[73] Article 47 of Government Ordinance No 129/2000 on Adult Vocational Training.

CHAPTER 15.

Guidance and counselling

Two main strands of guidance and counselling are available, embedded in the:

- education system (university and pre-university levels);
- labour market services (e.g. public employment service).

Guidance and counselling include:

- information necessary to plan, obtain and keep a job;
- education on careers;
- counselling that helps understand individual goals, aspirations and the skills needed to find a job.

The national education law stipulates that:

- in primary education, counselling is provided by the teacher in cooperation with parents and the school psychologist;
- in lower and upper secondary education, guidance and counselling is provided mainly by the pedagogical assistance offices in schools with more than 800 pupils;
- in higher education, guidance and counselling is provided by career guidance and counselling centres in universities to aid the transition of graduates from education to work.

Most guidance and counselling staff in the education system are psychologists, teachers, sociologists and social workers. They are trained by the psychology, educational sciences, sociology and social work faculties. Many also follow post-graduate training modules in counselling and guidance, psychotherapy, management and school administration.

The National Centre for Policies and Evaluation in Education (former Institute of Educational Sciences) supports counsellors through research, working tools and information/training sessions. It is also a member of the Euroguidance network.

Within the initial VET system, the National Centre for Vocational Education and Training Development supports career guidance and counselling activities, aiming to raise young students and their parents' awareness about the importance of such coordinated support to the development of a professional career for young students.. The *Job orientation - training in businesses and schools* (74) project offered training to learners enrolled in the last years of lower secondary education and the first years of technological and professional VET programmes to help make well-informed decisions when choosing the VET or general pathway. The target groups also included teachers and companies involved in VET who needed to meet the challenges of continuously changing labour markets.

The novelty in the approach to teaching is in using student-centred methods such as task-based learning, which places students in the centre of their own learning process by setting them clear tasks: identify, explore, ask questions, find answers, give solutions and seize and understand the interrelationships between life and work roles, work opportunities and career building processes.

Initially the project was piloted in two schools of one county (*judet*). In 2017, it expanded to 180 schools from 19 counties, involving more than 800 teachers and 9 000 pupils. The duration of the project has been extended until 2019.

Labour market services

County (*judet*) agencies for employment are responsible for guidance/counselling for the unemployed, older workers, young graduates, former convicts and ethnic minorities. They provide information about training and job opportunities to their target groups.

Employment agencies also draw up an individual job-matching plan for every jobseeker. Professional information and counselling is carried out in specialised centres, organised within the employment agencies, as well as by other centres and accredited public or private service suppliers, who conclude contracts with the employment agencies. With the consent of the employer, employees may benefit from guidance services for up to 3 months from accepting a new job.

Please also see:

- guidance and outreach Romania national report (75);
- Cedefop's labour market intelligence toolkit (76);
- Cedefop's inventory of lifelong guidance systems and practices (77).

[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].

[56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].

[58] <https://www.bic.at> [accessed 31.8.2021].

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].

[61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].

[62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].

[47] https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>

[49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

[75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[76] www.infoabsolvent.cz

[77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [209] <https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210] <https://www.jba-hamburg.de/English-71>
- [211] <https://www.servicestelle-jba.de/wws/9.php#/wvs/ueber-uns.php>
- [212] <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213] <https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214] <https://www.studienabbruch-und-dann.de/>
- [215] <https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216] https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html
- [217] BIBB. Überaus. <https://www.ueberaus.de/wvs/dossier-uebergangsmanagement.php>
- [218] BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
- [219] <https://www.arbeitsagentur.de/karriere-und-weiterbildung> ;
<https://berufenet.arbeitsagentur.de> ; <https://con.arbeitsagentur.de/prod/berufetv/start> ;
<https://kursnet-finden.arbeitsagentur.de> ;
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220] <https://www.bibb.de/dienst/abp/de/index.php>
- [221] <https://planet-beruf.de/schuelerinnen>
- [222] <https://abi.de/>
- [223] <https://studienwahl.de/>
- [224] <https://www.bildungserver.de/>
- [225] <https://www.iwwb.de/kurssuche/startseite.html>
- [226] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] www.e-Usmjeravanje.hzz.hr
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [58] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>

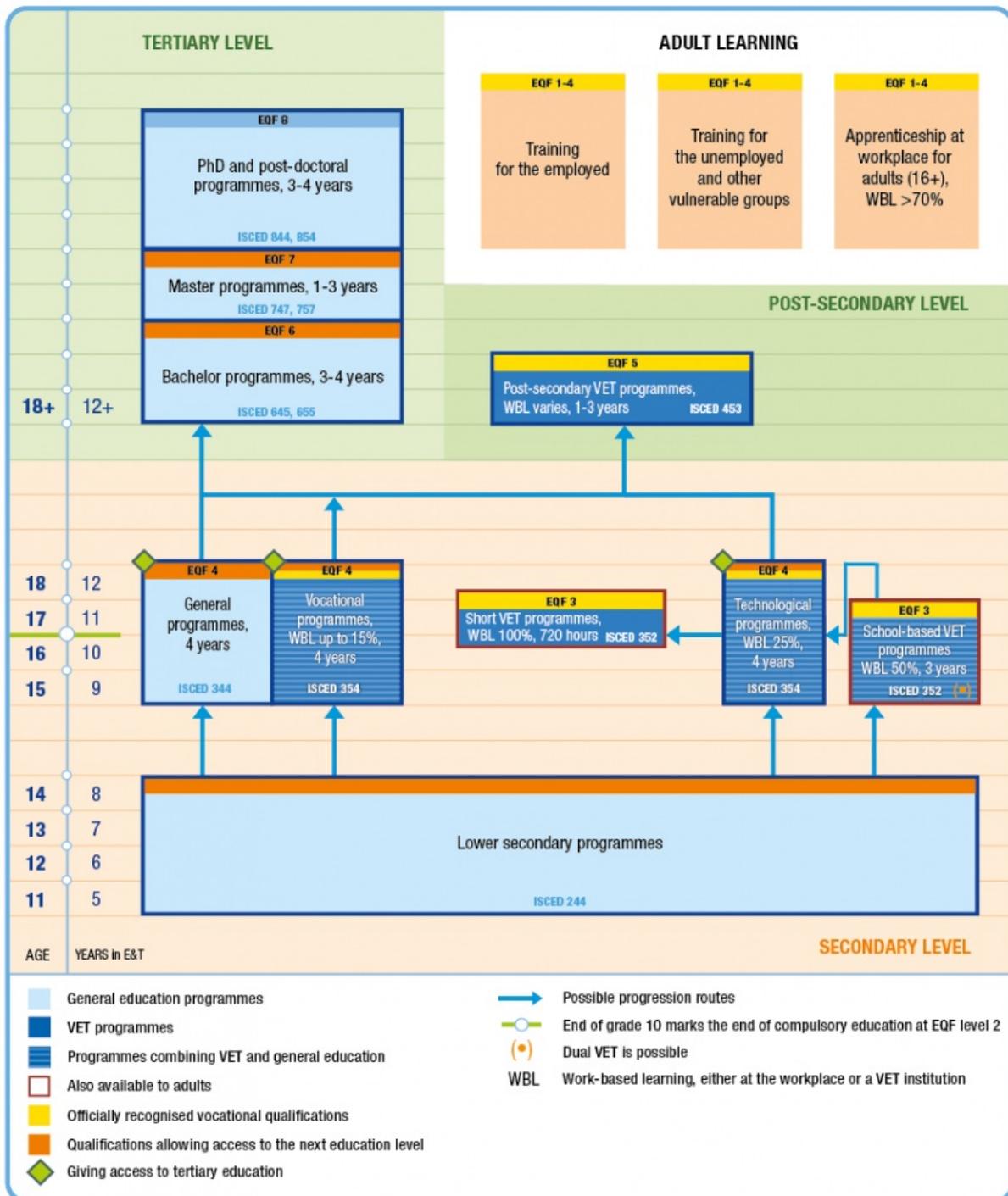
[lifelong-guidance-systems-and-practices](#)

- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [64] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [65] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [93] <https://www.beruffer.anelo.lu/>
- [94] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [95] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [96] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [68] See www.niid.lv [accessed 11.10.2021].
- [69] See www.profesijupasaule.lv [accessed 11.10.2021].
- [70] See Karjeras pakalpojumi: <http://www.nva.gov.lv/karjera> [accessed 11.10.2021.].
- [72] See www.prakse.lv [accessed 11.10.2021].
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [70] Career guidance platform can be accessed at: <http://exploremoreproject.eu/en/>
- [72] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [39] Under the Education Act (Opplæringsloven); came into force 1.1.2009.
- [40] NOU 2016:7 NOU 2016:7 Norge I omstilling – karriereveiledning for individ og samfunn [Career guidance for individuals and society].
<https://www.regjeringen.no/en/topics/education/voksnes-laring-og-kompetanse/artikler/sammendrag-av-nou-20167-karriereveiledning-for-individ-og-samfunn/id2485528/>
- [69] Regulation of the Minister for National Education of 16 August 2018 on the vocational/career guidance (Journal of Laws 2018, item 1675).
<http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001675/O/D20181675.pdf> (accessed 1.7.2021).
- [70] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>.
- [71] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find->

[more-information-in-your-country-and-elsewhere.](#)

- [67] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).
- [68] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop recognition, validation and certification of competences process (RVCC).
- [69] Cedefop (2020). Inventory of lifelong guidance systems and practices – Portugal. CareersNet national records. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidancesystems-and-practices-portugal>
- [70] More information at: <https://iefponline.iefp.pt/IEFP/web/guest/sobre-orientacao-profissional>
- [71] More information at: <https://worldskillsportugal.iefp.pt/>
- [72] More information at: <https://www.qualifica.gov.pt/#/>
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [75] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [74] www.jobsproject.ro
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Romania, 2022.

VET Programme Types

EQF 3
School-based VET Programmes, WBL 50%, 3 years ISCED 352

3-year school-based VET programmes, including the initial dual VET, leading to EQF level 3, ISCED 352 (învățământ profesional)

EQF level 3	ISCED-P 2011 level 352
Usual entry grade 9	Usual completion grade 11
Usual entry age 15	Usual completion age 17
Length of a programme (years) 3	
Is it part of compulsory education and training?	Is it part of formal education and training system?
✓ for grades 9 and 10 Grade 11 is not part of compulsory education.	✓
Is it initial VET?	Is it continuing VET?
✓	✗
Is it offered free of charge?	Is it available for adults?
✓ Only in public schools, up to the age of 26	✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

- daytime learning (most popular)
- work-based learning
- dual form

Main providers

- school-based VET schools (also known as 'professional schools') or technological schools/colleges

Share of work-based learning provided by schools and companies	>=50% (78)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • school workshops/laboratories • in-company training
Main target groups	Programmes are available for young people and also for adults.
Entry requirements for learners (qualification/education level, age)	<p>Lower secondary education certificate</p> <p>Minimum mark obtained in the national evaluation exam (at the end of grade 8).</p>
Assessment of learning outcomes	<p>Assessment is made based on the performance criteria in the training standard.</p> <p>Besides the formative assessment of work-based learning (portfolio of evidence and practical demonstration) and of classroom learning (combination of written and oral examination) learners need to pass a summative assessment at the end of the training programme.</p> <p>For impartiality and validity of this final examination, teachers are not allowed to assess their own students.</p> <p>The summative assessment for the certification of a qualification (EQF level 3) is performed by a team of external evaluators that form an independent examination committee including: director/deputy director of the VET school, vice-president who usually is a representative of social partners, evaluation members (representative from an employer in a related-field and a VET teacher from a school other than the one students come from). The certification exam consists of a practical test and the oral presentation of the final product.</p> <p>All the requirements and regulations (the general frame) for the assessment and certification of qualification in initial VET are set by the Ministry of National Education.</p> <p>Assessment is learning-outcomes-oriented, stands as the reference point in the certification and is also included in the training standards approved by the Ministry of Education.</p>

Diplomas/certificates provided	<p>Graduates receive a professional qualification certificate as 'skilled worker' if they pass the qualification certification exam. Specifically, they receive a qualifications certificate and, after passing a qualifications exam, a Europass supplement to the certificate.</p> <p>Graduates also receive a certificate attesting completion of compulsory education that allows access to the third year of EQF level 4 technological programmes.</p>
Examples of qualifications	Cook, welder, baker, carpenter
Progression opportunities for learners after graduation	<p>Graduates can:</p> <ul style="list-style-type: none"> • access the labour market; • continue in the third year of EQF level 4 technological programmes.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✓

Key competences The Law of National education adopted all eight key competences within the curriculum for all learning programmes (general, vocational, technological and school-based VET programmes).

Initial VET programmes are delivered based on the general curriculum (common core for all learning programmes) and the training standards.

The training standards rely on the occupation standards.

The training standards are documents describing the competence units of a qualification that is an aggregated result of competences specific to one or more occupations, as defined by occupational standards.

In order to ensure the acquisition of the eight key competences, each training standard includes them to provide support for the general aim to ensure the personal and professional competence development of each learner.

Consequently, each training standard comprises:

- introduction: description of qualification, occupation(s) the standard leads to;
- list of competences as in occupational standard(s) or considering recommendations of the sectoral committees, company representatives or other interested parties;
- learning outcomes units (a learning unit consists of a coherent set of learning outcomes) for the qualification:
 - general (e.g. maths, language, sciences). They are common for all qualifications in the main three domains of initial VET (technical, services, agriculture and environment protection)
 - occupational / specialised learning outcomes. they are specific for each qualification supporting labour market immediate responsiveness.
 - they integrate the eight key competences
 - communication in mother tongue (Romanian);
 - communication in foreign language;
 - mathematic competences and basic competences in science and technology;
 - digital competence;
 - learning to learn;
 - social and civic competence;
 - sense of initiative and entrepreneurship.

Based on the type of qualification, some of these competences are strongly emphasised, others are transversal throughout the learning/teaching process and based on the teaching methods (work in pairs, project-based tasks, scenarios for marketing, role play);

- minimum equipment requirements for each learning outcome unit;
- assessment standard for each learning outcome unit.

Application of learning outcomes approach Initial VET programme is learning-outcomes-oriented and is based on the training standards that include this approach.

Share of learners in this programme type compared with the total number of VET learners 27.68% (79)

[78] This is an average. Work-based learning is distributed as follows: 20% in the first year, 58% in the second and 72% in the third.

[79] Combined and calculated data based on INS, internal data NCTVETD and Yearly Report on Progress on Education <https://edu.ro/rapoarte-publice-periodice> (please see table regarding Participation in Initial VET)

EQF 4

Technological
programmes,

WBL 25%,

4 years

ISCED 354

4-year technological programmes leading to EQF level 4, ISCED 354 (liceu tehnologic).

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	9	Usual completion grade	12
Usual entry age	15	Usual completion age	18
Length of a programme (years)	4 (80)		
Is it part of compulsory education and training?	✓ for grades 9 and 10 Grades 11 and 12 are not part of compulsory education.	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ Only in public schools, up to the age of 26	Is it available for adults?	✗

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

- daytime learning (most popular);
- evening classes;
- work-based learning.

Main providers

- technological high schools
- colleges

Share of work-based learning provided by schools and companies >=25%

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	Programmes are available for young people.
Entry requirements for learners (qualification/education level, age)	<p>Lower secondary education certificate</p> <p>Minimum mark obtained in the national evaluation exam (at the end of grade 8).</p>
Assessment of learning outcomes	<p>Assessment is made based on the performance criteria in the training standard.</p> <p>Besides the formative assessment of work-based learning (portfolio of evidence and practical demonstration) and of classroom learning (combination of written and oral examination) learners need to pass a summative assessment at the end of the training programme.</p> <p>For impartiality and validity of this final examination, teachers are not allowed to assess their own students.</p> <p>The summative assessment for the certification of a qualification is performed by a team of external evaluators that form an independent examination committee including: director/deputy director of the VET school, vice-president who usually is a representative of social partners, evaluation members (representative from an employer in a related-field and a VET teacher from a school other than the one students come from). The certification exam for qualification (EQF level 4) consists of elaboration and presentation of a project (which may include also the practical elaboration of a product).</p> <p>All the requirements and regulations (the general frame) for the assessment and certification of qualification in initial VET are set by the Ministry of National Education.</p> <p>Assessment is learning-outcomes-oriented, stands as the reference point in the certification, and is also included in the training standards that are approved by the education ministry.</p>

Diplomas/certificates provided	Graduates receive an upper secondary school-leaving diploma (baccalaureate diploma, if they undertake and pass the examination) and the EQF level 4 'technician' qualification certificate (if they pass the qualification certification exam) in services, natural resources and environmental protection, and technical study fields. Specifically, they receive a qualifications certificate and, after passing a qualifications examination, a Europass supplement to the certificate.
Examples of qualifications	Technician in gastronomy, industrial design technician, computing technical supervisor, furniture designer.
Progression opportunities for learners after graduation	Graduates can: <ul style="list-style-type: none"> • access the labour market; • enrol in higher education after passing the baccalaureate examination; • opt out after completing the first two years of the programme (81), and enrol in a short VET programme (ISCED level 352) offering a professional qualification only.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✓

Key competences The Law of National education adopted all eight key competences within the curriculum for all learning programmes (general, vocational, technological and school-based VET programmes).

Initial VET programmes are delivered based on the general curriculum (common core for all learning programmes) and the training standards.

The training standards are documents describing the competence units of a qualification that is an aggregated result of competences specific to one or more occupations, as defined by occupational standards.

In order to ensure the acquisition of the eight key competences, each training standard includes them as support; the general aim is to ensure the personal and professional competence development of each learner.

Consequently, each training standard comprises:

- introduction: description of qualification, occupation(s) the standard leads to;
 - list of competences as in occupational standard(s) or considering recommendations of the sectoral committees, company representatives or other interested parties;
 - learning outcomes units (a learning unit consists of a coherent set of learning outcomes) for the qualification:
 - general (e.g. maths, language, sciences). They are common for all qualifications in the main three domains of initial VET (technical, services, natural resources and environment protection);
 - occupational / specialised learning outcomes. They are specific for each qualification supporting labour market immediate responsiveness;
 - they integrate the eight key competences
 - communication in Romanian;
 - communication in foreign language;
 - mathematic competences and basic competences in science and technology;
 - digital competence;
 - learning to learn;
 - social and civic competence;
 - sense of initiative and entrepreneurship. Based on the type of qualification, some of these competences are strongly emphasised, others are transversal throughout the learning/teaching process and based on the teaching methods (work in pairs, project-based tasks, scenarios for marketing, role play).
 - minimum equipment requirements for each learning outcome unit;
 - assessment standard for each learning outcome unit.
-

Application of learning outcomes approach

All learning programmes in the pre-university system, including initial VET, are learning-outcomes-oriented and rely on the general curriculum documents; the initial VET training standards that is structured accordingly.

Share of learners in this programme type compared with the total number of VET learners

47.63% of the total number of VET learners in 2020/21 (total number of VET learners includes all learners at initial VET upper secondary and post-secondary education levels),

[81] Lower cycle, part of compulsory education.

EQF 3

Short VET
programmes,
WBL 100%,
720 hours
ISCED 352

Short VET programmes leading to EQF level 3, ISCED 352 (stagii de practica)

EQF level	3	ISCED-P 2011 level	352
Usual entry grade	It takes place after grade 10. But it is not considered as part of grade 11.	Usual completion grade	After grade 10 (for 6 months)
Usual entry age	17	Usual completion age	17
Length of a programme (years)	6 months		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ Only in public schools, up to the age of 26	Is it available for adults?	✓
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none">• work-based learning		
Main providers	<ul style="list-style-type: none">• employers (82)• school-based VET schools (also known as 'professional schools')		

Share of work-based learning provided by schools and companies	100% (83)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	Programmes are available for young people and for young and early leavers from education and training.
Entry requirements for learners (qualification/education level, age)	<p>Students must have completed two years of a technological programme (completed grade 10).</p> <p>Young and adult early leavers from education and training can also access these programmes after completing a second chance programme.</p>
Assessment of learning outcomes	Certification of qualifications at EQF level 3 includes elaboration and presentation of a practical test (which may include also the practical elaboration of a product).
Diplomas/certificates provided	Graduates receive a professional qualification certificate at EQF level 3 (if they pass the qualification certification exam).
Examples of qualifications	Cook
Progression opportunities for learners after graduation	Graduates can access the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✗
Key competences	<p>✓</p> <p>Some key competences are more emphasised, highly dependent on the qualification to be achieved.</p>
Application of learning outcomes approach	<p>✓</p> <p>All initial VET programmes are learning-outcomes-oriented and practical training greatly relies on the acquisition of learning outcomes.</p>

Share of learners in this programme type compared with the total number of VET learners Information not available

[82] VET schools coordinate the programmes.

[83] I.e. 720 hours of work-based learning.

EQF 4
Vocational programmes, WBL up to 15%, 4 years ISCED 354

4-year vocational programmes leading to EQF level 4, ISCED 354 (liceu vocațional) (pedagogy, arts, music, sports, theology, military)

EQF level 4	ISCED-P 2011 level 354
Usual entry grade 9	Usual completion grade 12
Usual entry age 15	Usual completion age 18
Length of a programme (years) 4	
Is it part of compulsory education and training? ✓ Compulsory education is 11 years: <ul style="list-style-type: none"> • preparatory grade and primary education (grades 1-4), • lower secondary education (grades 5-8) and • the first 2 years of upper secondary education (grades 9-10). 	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓ Only in public schools, up to the age of 26	Is it available for adults? ✗

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

- daytime learning (most popular)
- practical learning in similar learning context / work-based learning

Main providers

- high school
- colleges

Share of work-based learning provided by schools and companies	<=15%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • practice in institutions related to vocational domains: <ul style="list-style-type: none"> • for those studying theology, for example, they go in a church and perform specific activities; • for those enrolled in military schools they go to military departments/units and perform specific, practical tasks.
Main target groups	Programmes are available for young people.
Entry requirements for learners (qualification/education level, age)	<p>Lower secondary education certificate</p> <p>Minimum mark obtained at the national evaluation exam (at the end of grade 8).</p>
Assessment of learning outcomes	Project-based assessment
Diplomas/certificates provided	Graduates receive a professional qualification certificate in military, theology, sports, arts and pedagogy (if they pass the qualification certification exam) as well as an upper secondary school-leaving diploma, the baccalaureate diploma, if they enrol and pass the exam (the baccalaureate exam is not compulsory, but only after passing this exam learners may enrol in higher education/university programmes).
Examples of qualifications	Pedagogue, librarian, sports instructor, etc.
Progression opportunities for learners after graduation	<p>Graduates can:</p> <ul style="list-style-type: none"> • access the labour market; • enrol in higher education after passing the baccalaureate examination.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✓
Key competences	<p>✓</p> <p>Some key competences are more emphasised, highly dependent on the qualification to be achieved.</p>

Application of learning outcomes approach ✓

All initial VET programmes are learning-outcomes-oriented and practical training greatly relies on the acquisition of learning outcomes.

Share of learners in this programme type compared with the total number of VET learners 7.48% (84)

[84] Combined and calculated data based on INS, internal data NCTVETD and Yearly Report on Progress on Education <https://edu.ro/rapoarte-publice-periodice> (please see table regarding Participation in Initial VET)

EQF 5

Post-secondary
VET programmes,
WBL varies,
1-3 years
ISCED 453

1- to 3-year higher VET programmes leading to a professional qualification at EQF level 5, ISCED 453

EQF level 5	ISCED-P 2011 level 453
Usual entry grade 12+	Usual completion grade 12+
Usual entry age 18+	Usual completion age 18+
Length of a programme (years) 1-3	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? <ul style="list-style-type: none"> • State budget financed/free of charge • some are based on fees 	Is it available for adults? ✓

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance)

- daytime learning
- evening classes
- work-based learning

Main providers

- technological schools;
- colleges/universities (85) (86).

Share of work-based learning provided by schools and companies Varies

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	Secondary school graduates
Entry requirements for learners (qualification/education level, age)	Secondary school graduation; the bacculaureate certificate is not required.
Assessment of learning outcomes	<p>To complete a post-secondary VET programme, learners need to pass:</p> <ul style="list-style-type: none"> • a written examination; • a practical examination; • project-based assessment. <p>All these steps form the examination for the professional qualification (EQF level 5).</p> <p>All forms of examinations are learning-outcomes-oriented.</p>
Diplomas/certificates provided	<p>Professional qualification certificate EQF level 5 (specialised technician) (if they pass the examination) and the descriptive supplement of the certificate based on Europass.</p> <p>(https://www.edu.ro/invatamant-postliceal)</p>
Examples of qualifications	Nursing and pharmacy, optician, analyst programmer, meteorologist.
Progression opportunities for learners after graduation	Graduates can access the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available

General education subjects ✘

However, some general subjects may be part of these programmes and are usually strongly related to the domain. For example, for the qualification as general medical assistant the training standard includes theoretical subjects such as:

- anatomy or elements of bio-chemistry that are taught in a more in-depth/specialised manner. Yet, anatomy, biology, chemistry are also taught in high school, as part of general education subjects;
- general psychology and also medical psychology, because they are necessary in their future work to know how to address patients;
- elements of sociology, because they are necessary in their future work to know how to address patients;
- communication in foreign language;
- statistics/informatics/digital competences.

Other features are:

- postsecondary education relies also on the training standards;
- the training standards are learning-outcomes-oriented;
- the eight key competences are integrated in the training standards throughout the learning outcomes units/modules.

Key competences ✔

Some key competences are more emphasised, highly dependent on the qualification to be achieved; some of them are transversal.

Application of learning outcomes approach ✔

All initial VET programmes are based on training standards and are learning-outcomes-oriented; practical training greatly relies on the acquisition of learning outcomes.

Share of learners in this programme type compared with the total number of VET learners

24.67% of the total VET population (including 3-year school and work-based programme, 4-year technological programme, postsecondary education programme) in 2020/21

[85] Colleges and universities provide the programmes under independent departments. These departments are called post-secondary high schools.

[86] Both provide the programmes at the request of companies or learners.

EQF 1 to 4

Training
for the employed

Training for the employed, leading to a qualification at EQF level 1 to 4

EQF level	1 to 4	ISCED-P 2011 level	Information not available
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	16+	Usual completion age	Not applicable
Length of a programme (years)	The duration depends on the EQF level: <ul style="list-style-type: none">• for EQF level 1: minimum 180 hours;• for EQF level 2: minimum 360 hours;• for EQF level 3: minimum 720 hours;• for EQF level 4: minimum 1 080 hours. <p>For participants that already have the necessary set of skills, the duration of the programme may be reduced by up to 50% following initial assessment.</p>		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✗
Is it initial VET?	✗	Is it continuing VET?	✓
Is it offered free of charge?	✗ (usually) Some of them are free of charge; depends on the employer if he takes over the costs and then if he requires the employee to perform activities for a minimum period of time.	Is it available for adults?	✓

ECVET or other credits Not applicable.

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • adult training courses
Main providers	<ul style="list-style-type: none"> • authorised private and public training organisations / employers • individuals (trainers for adults (87)) acting as vocational training providers
Share of work-based learning provided by schools and companies	>=67%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	In-company practice/training
Main target groups	Employees
Entry requirements for learners (qualification/education level, age)	Age 16+
Assessment of learning outcomes	<ul style="list-style-type: none"> • practical tests or other types of assessment.
Diplomas/certificates provided	Qualification and graduation certificates (88)
Examples of qualifications	Information not available
Progression opportunities for learners after graduation	Graduates can access the labour market (it is more for upskilling/reskilling)
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✗ (89)
Key competences	Key competences may be integrated/transversal.
Application of learning outcomes approach	Adult learning programmes are learning-outcomes-oriented.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[87] *Formatori de adulti.*

[88] Graduation certificates are issued at the end of around 40-hour specialisation programmes

that do not provide learners with new qualification(s).

[89] There are some exceptions.

EQF 1 to 4

Training
for the unemployed
and other vulnerable
groups

Training for the unemployed and other vulnerable groups, leading to a qualification at EQF level 1 to 4

EQF level	1 to 4	ISCED-P 2011 level	Not applicable
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	16+	Usual completion age	Not applicable
Length of a programme (years)	The duration depends on the EQF level: <ul style="list-style-type: none">• for EQF level 1: minimum 180 hours;• for EQF level 2: minimum 360 hours;• for EQF level 3: minimum 720 hours;• for EQF level 4: minimum 1 080 hours. <p>For participants that already have the necessary set of skills, the duration of the programme may be reduced by up to 50% following initial assessment.</p>		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✗
Is it initial VET?	✗	Is it continuing VET?	✓

Is it offered ✓
free of charge? (provided through the National Agency for Employment and its territorial units, one in each of the 42 counties)

Is it available ✓
for adults?

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) Specialised theoretical knowledge (lectures) and practical training.

The duration depends on the EQF level:

- for EQF level 1: minimum 180 hours;
- for EQF level 2: minimum 360 hours;
- for EQF level 3: minimum 720 hours;
- for EQF level 4: minimum 1 080 hours.

Main providers

- authorised private and public training organisations;
- individuals (trainers for adults (90)) acting as vocational training providers.

Share of work-based learning provided by schools and companies >=67%

Work-based learning type (workshops at schools, in-company training / apprenticeships) Information not available

Main target groups Unemployed and other vulnerable groups

Entry requirements for learners (qualification/education level, age) There are no minimum entry requirements for education and training, but learners must be at least 16 years old to enrol.

Assessment of learning outcomes Written test and practical training (portfolios)

Diplomas/certificates provided Qualification and graduation certificates (91).

Examples of qualifications Qualified worker in various economic fields

Progression opportunities for learners after graduation Graduates can access the labour market.

Destination of graduates Information not available

Awards through validation of prior learning Information not available

General education subjects ✗ (92)

Key competences Key competences may be integrated.

Application of learning outcomes approach These programmes are learning-outcomes-oriented.

Share of learners in this programme type compared with the total number of VET learners Information not available

[90] *Formatori de adulti.*

[91] Graduation certificates are issued at the end of around 40-hour specialisation programmes that do not provide learners with new qualification(s).

[92] There are some exceptions.

EQF 1 to 4

Apprenticeship
at workplace
for adults (16+),
WBL >70%

Apprenticeship at workplace for adults, leading to a qualification at EQF level 1 to 4

EQF level	1 to 4	ISCED-P 2011 level	Information not available
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	16+	Usual completion age	Not applicable
Length of a programme (years)	The duration depends on the EQF level: <ul style="list-style-type: none">• for EQF level 1: minimum 180 hours;• for EQF level 2: minimum 360 hours;• for EQF level 3: minimum 720 hours;• for EQF level 4: minimum 1 080 hours. <p>For participants that already have the necessary set of skills, the duration of the programme may be reduced by up to 50% following initial assessment.</p>		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✗
Is it initial VET?	✗	Is it continuing VET?	✓

Is it offered free of charge? Apprenticeship is free of charge for the apprentice.
The apprentices conclude an apprenticeship contract with an employer and are remunerated while learning and working at the workplace.

The apprenticeship scheme is based on a special type of labour contract supporting work and vocational training at the workplace. Employers may apply for the public employment service subsidy of EUR~483 per month (RON 2250) for each apprentice for up to three years (the duration of the apprenticeship programme) from the unemployment insurance budget or ESF.

Training periods alternate with working time allocated for the tasks specified in the job description; the practical training of the apprentice is performed under the guidance and supervision of the training provider.

Is it available for adults? ✓

ECVET or other credits No credit system in adult learning

Learning forms (e.g. dual, part-time, distance) • apprenticeship at workplace

Main providers • authorised private and public training organisations / employers
• individuals (trainers for adults (93)) acting as vocational training providers

Share of work-based learning provided by schools and companies >=70

Work-based learning type (workshops at schools, in-company training / apprenticeships) • in-company practice

Main target groups Adults (16+), the unemployed and early leavers from education and training

Entry requirements for learners (qualification/education level, age) For each qualification level there are minimum entry requirements, but learners must be at least 16 years old.

Assessment of learning outcomes Learners need to undertake a final, written examination and practical test in order to pass the professional qualification examination.

Diplomas/certificates provided	Qualification and graduation certificates (94)
Examples of qualifications	Cook
Progression opportunities for learners after graduation	Graduates can access the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✗ (95)
Key competences	Key competences may be integrated.
Application of learning outcomes approach	These programmes are learning-outcomes-oriented.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[93] *Formatori de adulti.*

[94] Graduation certificates are issued at the end of around 40-hour specialisation programmes that do not provide learners with new qualification(s).

[95] There are some exceptions.

References

- [5] Statistik Austria (2022): Population 2002-2022 by citizenship and country of birth [Bevölkerung 2002-2022 nach Staatsangehörigkeit und Geburtsland] <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/bevoelkerung/bevoelkerungsstand/bevoelkerung-nach-staatsangehoerigkeit-geburtsland> [accessed 23.6.2022]
- [9] Oberwimmer, K. et al. (2019). Nationaler Bildungsbericht Österreich 2018, Band 1 [National education report, Volume 1]; Das Schulsystem im Spiegel von Daten und Indikatoren [Education in facts and figures], p. 25. https://www.iqs.gv.at/_Resources/Persistent/db972c5b2eb2dc267191b05ae55adb5a05b8b0 [accessed 27.8.2021]
- [11] BMDW (2021). KMU im Fokus 2020. Bericht über die Situation und Entwicklung kleiner und mittlerer Unternehmen der österreichischen Wirtschaft [SMEs in Focus 2020. Report on the situation and development of small and medium-sized enterprises in the Austrian economy]. Vienna. https://www.bmdw.gv.at/dam/jcr:8efe9893-101a-496c-a63f-8ff185a68587/NEU_KMU%20im%20Fokus_2020_barrierefrei.pdf [accessed 27.8.2021]
- [12] BMDW (2021). KMU im Fokus 2020: Bericht über die Situation und Entwicklung kleiner und mittlerer Unternehmen der österreichischen Wirtschaft [SMEs in Focus 2020: report on the situation and development of small and medium-sized enterprises in the Austrian

economy]. Vienna. https://www.bmdw.gv.at/dam/jcr:8efe9893-101a-496c-a63f-8ff185a68587/NEU_KMU%20im%20Fokus_2020_barrierefrei.pdf [accessed 29.11.2021]

- [13] Statistik Austria (2022). Österreich. Zahlen. Daten. Fakten 2021/22 [Austria. Numbers. Data. Facts 21/22]. Wien. <https://www.statistik.at/services/tools/services/publikationen/detail/1079?cHash=b5d1c51e8b19c2131e5f322397791ed2> [accessed 23.6.2022]
- [14] WKÖ- Austrian Economic Chamber (2021). Statistical Yearbook 2021. https://wko.at/statistik/jahrbuch/YEARBOOK_2021.pdf [accessed 27.8.2021]
- [15] WKÖ-Austrian Economic Chamber (2021). Österreichische Exportwirtschaft 2021 [Austrian foreign trade 2021], S. 12f. <https://www.wko.at/service/aussenwirtschaft/exportwirtschaft.pdf> [accessed 27.8.2021].
- [20] Cedefop (2018). Vocational education and training in Austria: short description [unpublished working paper].
- [22] Cedefop (2018). Vocational education and training in Austria: short description [unpublished working paper].
- [23] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Austria. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/austria_cedefop_changing_nature_of_vet_-_case_study.pdf
- [26] Dornmayr, H.; Nowak, S. (2020). Lehrlingsausbildung im Überblick 2020 – Strukturdaten, Trends und Perspektiven [Apprenticeship overview 2020: structural data, trends and perspectives]. Vienna: ibw research report; No 203. <https://ibw.at/bibliothek/id/521/>.
- [28] Eurostat (2021): Adult learning statistics. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics&oldid=535026#Participation_rate_of_adults_in_learning_in_t [accessed 29.11.2021]
- [29] Cedefop (2018). Vocational education and training in Austria: short description [unpublished working paper].
- [30] Dornmayr H.; Nowak, S. (2020). Lehrlingsausbildung im Überblick 2020 – Strukturdaten, Trends und Perspektiven [Apprenticeship overview 2020: structural data, trends and perspectives]. Vienna: ibw research report; No 203. <https://ibw.at/bibliothek/id/521/> .
- [32] Tritscher-Archan, S. (2016). Vocational education and training in Europe – Austria. Cedefop ReferNet VET in Europe reports. http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_AT.pdf
- [33] Cedefop (2018). Vocational education and training in Austria: short description [unpublished working paper].
- [34] Dornmayr, H.; Nowak, S. (2020). Lehrlingsausbildung im Überblick 2020 – Strukturdaten, Trends und Perspektiven [Apprenticeship overview 2020: structural data, trends and perspectives]. Vienna: ibw research report; No 203. <https://ibw.at/resource/download/2114/ibw-forschungsbericht-203.pdf>. [accessed 31.8.2021] For more information on the model calculation, see p. 112ff.
- [46] UEAPME (ed.) (2018). European guidelines on quality assurance in higher VET. <https://www.ibw.at/bibliothek/id/356/>[accessed 31.8.2021].
- [57] <http://www.ams.at/lehrstellen>
- [59] Tritscher-Archan, S. (2016). Vocational education and training in Europe – Austria. Cedefop ReferNet VET in Europe reports. http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_AT.pdf [accessed 31.8.2021].

- [17] Dual learning [Duaal leren] <https://onderwijs.vlaanderen.be/nl/directies-en-administraties/secundair-onderwijs/duaal-leren>
- [19] Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [39] Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [43]] Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [45] Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [16] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf
- [34] Krasteva L. (2018). Guidance and outreach for inactive and unemployed – Bulgaria. Cedefop ReferNet thematic perspectives series: <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-bulgaria>
- [6] CYSTAT. SECONDARY EDUCATION, 2017/2018 / SECONDARY EDUCATION, 2018/2019. <https://www.cystat.gov.cy/en/KeyFiguresList?s=33>.
- [7] CYSTAT.BIRTHS, DEATHS, MIGRATION, 1974-2019. <https://www.cystat.gov.cy/en/KeyFiguresList?s=46>
- [8] Ministry of Labour, Welfare and Social Insurance (2018). General statistics 2018. http://www.mlsi.gov.cy/mlsi/sid/sidv2.nsf/page21_en/page21_en?OpenDocument
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [24] CYSTAT. STATISTICAL ABSTRACT - TIMESERIES, CHAPTERS A-I (EN). <https://www.cystat.gov.cy/en/PublicationList?&p=3>
- [25] CYSTAT. FINANCIAL STATISTICS OF EDUCATION, 2018. <https://www.cystat.gov.cy/en/KeyFiguresList?s=33>
- [27] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [29] Human Resource Development Authority (2017a). Προβλέψεις Απασχόλησης στην Κυπριακή Οικονομία 2017-27 [Forecasts of employment needs in the Cyprus economy 2017-27]. <https://www.anad.org.cy/wps/portal/hrda/hrdaExternal/researchAndStudies/employmentFore>
- [30] Human Resource Development Authority (2017b). Annual report 2016. https://www.anad.org.cy/wps/wcm/connect/hrda/6618b244-b306-4517-8b3c-07c9813fedce/ANNUAL+REPORT+2016+%2815-05-18%29+HI.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_HHHAH9O0NGE980A76618b244-b306-4517-8b3c-07c9813fedce-memtmDf
- [31] Human Resource Development Authority (2016). Εντοπισμός Αναγκών σε Γαλάζιες Δεξιότητες στην Κυπριακή Οικονομία 2016-2026 [Identification of blue skill needs in the Cyprus economy 2016-26]. <https://www.anad.org.cy/wps/wcm/connect/hrda/9359405e-8412-4fb0-9f2c->

8929bc43315b/%CE%95%CE%BD%CF%84%CE%BF%CF%80%CE%B9%CF%83%CE%BC%CF
MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_HHHAH9O0NGE980A7
9359405e-8412-4fb0-9f2c-8929bc43315b-ngFD23N

- [32] Human Resource Development Authority (2018). Εντοπισμός Αναγκών σε Πράσινες Δεξιότητες στην Κυπριακή Οικονομία 2017-2027 [Identification of green skill needs in the Cyprus economy 2017-27]. https://www.anad.org.cy/wps/wcm/connect/hrda/f07f831e-7d5c-4bf6-81bd-7074dd520541/C452~1.PDF?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_HHHAH9O0NGE980A7f07f831e-7d5c-4bf6-81bd-7074dd520541-ngBxi1U
- [35] Council of the European Union (2012). Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. Official Journal of the European Union, C 398, 22.12.2012, pp. 1-5.
- [47] Korelli, Y.; Mourouzides, Y. (2018). Guidance and outreach for inactive and unemployed – Cyprus. Cedefop ReferNet thematic perspectives series. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-cyprus>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [6] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [9] Ministry of Education, Youth and Sports (2020). Strategie vzdělávací politiky ČR do roku 2030+ [Strategy for the Education Policy of the Czech Republic]. Prague: Ministry of Education, Youth and Sports. https://www.msmt.cz/uploads/brozura_S2030_en_fin_online.pdf
- [10] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [15] Government of the Czech Republic (no date). Zpráva o stavu romské menšiny v ČR za rok 2019 [Report on the situation of the Roma Minority in the Czech Republic in 2019]. <https://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/aktuality/Zprava-o-stavu-romske-mensiny-2019.pdf>
- [16] Czech Statistical Office (ČSÚ) (2014). Národnostní struktura obyvatel [Ethnic structure of population]. <https://www.czso.cz/documents/10180/20551765/170223-14.pdf>
- [29] Ministry of Education, Youth and Sports (2020). Strategie vzdělávací politiky ČR do roku 2030+ [Strategy for the Education Policy of the Czech Republic]. Prague: Ministry of Education, Youth and Sports. https://www.msmt.cz/uploads/brozura_S2030_en_fin_online.pdf
- [49] Ministry of Education, Youth and Sports (2020). Strategie vzdělávací politiky ČR do roku 2030+ [Strategy for the Education Policy of the Czech Republic]. Prague: Ministry of Education, Youth and Sports. https://www.msmt.cz/uploads/brozura_S2030_en_fin_online.pdf
- [69] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [8] BIBB. Das Projekt QuBe - Qualifikation und Beruf in der Zukunft [The QuBe project - Qualification and profession in the future] <https://www.bibb.de/de/11727.php>
- [9] Maier, T.; Kalinowski, M. et al. (2021). Should I stay or should I go? Bonn. BIBB. Report 1/2021. <https://www.bibb.de/dienst/veroeffentlichungen/de/publication/show/17275>

- [10] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021.] Bonn: BIBB. See also: https://www.destatis.de/DE/Themen/Branchen-Unternehmen/Unternehmen/_inhalt.html
- [12] <https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/ArbeitsmarktstruCovid19.html>
- [13] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021.] Bonn: BIBB. p.15.
- [16] https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html
- [18] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing on England. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/england_cedefop_changing_nature_of_vet_-_case_study.pdf
- [19] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Germany. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/germany_cedefop_changing_nature_of_vet_-_case_study.pdf
- [20] BIBB (2020). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021.] Bonn: BIBB. p. 37 See also: <https://www-genesis.destatis.de/genesis/online?operation=abruftabelleBearbeiten&levelindex=1&levelid=1632933787211&auswahloperati0001&auswahltext=&werteabruf=Werteabruf#abreadcrumb>
- [21] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021.] Bonn: BIBB. p.250.
- [23] Huismann, A. (2018). Guidance and outreach for inactive and unemployed – Germany. Cedefop ReferNet thematic perspectives series, pp. 22-26. http://libserver.cedefop.europa.eu/vetelib/2018/guidance_outreach_Germany_Cedefop_ReferNet.pdf
- [24] BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 90. https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf
- [25] BMBF(2018). Weiterbildungsverhalten in Deutschland: https://www.bmbf.de/upload_filestore/pub/Weiterbildungsverhalten_in_Deutschland_2018.pdf
More recent data about Germany in 2020 will be published by the end of 2021.
- [26] BIBB (2018). Datenreport zum Berufsbildungsbericht 2018 [VET data report 2018]. Bonn: BIBB, p. 85, 88 and 167. https://www.bibb.de/dokumente/pdf/bibb_datenreport_2018.pdf
BIBB (2017). VET data report Germany 2016-17: facts and analyses to accompany the Federal Government report on VET: selected findings. Bonn: BIBB, p 39-41. <https://www.bibb.de/datenreport/en/60595.php>
- [27] BIBB (2021): Verzeichnis der anerkannten Ausbildungsberufe 2021 [List of recognised training occupations 2021]. Bonn: BIBB. <https://www.bibb.de/de/65925.php>
- [28] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 78. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [29] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/10.2801/667443>
- [30] BBiG: http://www.gesetze-im-internet.de/bbig_2005/_53b.html

- [31] Hauptausschuss; <https://www.bibb.de/de/463.php>
- [32] Fachhochschulen
- [33] Deutscher Bundestag (2021): Zwischenbericht zur Wissenschaftlichen Studie „Duales Studium: Umsetzungsmodelle und Entwicklungsbedarfe [Interim report on the scientific study ‚Duales Studium: Implementation models and development needs‘]. Berlin: Deutscher Bundestag, p.4. <https://dserver.bundestag.de/btd/19/312/1931267.pdf>
- [34] BIBB (2021): Verzeichnis der anerkannten Ausbildungsberufe 2021 [List of recognised training occupations 2021]. Bonn: BIBB. <https://www.bibb.de/de/65925.php>
- [35] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 90. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [37] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p.164. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [38] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 131. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [39] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 92. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [40] Standardberufsbildpositionen: <https://www.bibb.de/en/134898.php>
- [42] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 35. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [43] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 23. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [44] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 119. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [45] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 286. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [49] BIBB (2018). Datenreport zum Berufsbildungsbericht 2018 [VET data report 2018]. Bonn: BIBB. <https://www.bibb.de/datenreport/de/index.php>
- [51] Bundesministerium für Bildung und Forschung (Federal ministry of education and research)
- [52] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB. https://www.bibb.de/datenreport/de/datenreport_2021.php
- [60] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 225. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [62] Pfeifer, H., Wenzelmann, F. et al. (2020). Kosten und Nutzen der betrieblichen Ausbildung 2017/18 [Costs and benefits of in-company training 2017/18]. Bonn. BIBB. p. 19. https://www.bibb.de/tools/dapro/data/documents/pdf/eb_21316.pdf
- [63] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 232. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [66] Bundesministerium für Bildung und Forschung (BMBF)
- [67] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 239. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [68] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 239. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [70] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 238. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [71] Bundesagentur für Arbeit (BA)

- [72] assistierte Ausbildung (AsA)
- [73] BMAS (2021). Bericht der Bundesregierung über die Förderung der beruflichen Weiterbildung im Rahmen der aktiven Arbeitsförderung und die entsprechenden Ausgaben [Report of the Federal Government on the promotion of continuing vocational training within the framework of active labour promotion and the corresponding expenditure]. BMAS. Berlin. https://www.bmas.de/SharedDocs/Downloads/DE/Aus-Weiterbildung/bericht-foerderung-berufliche-weiterbildung.pdf;jsessionid=90572B9411AFADB80713BB3DA44555E5.delivery1-master?__blob=publicationFile&v=2
- [75] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB. p. 352. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [76] Bundesagentur für Arbeit (BA)
- [77] Gesetz zur Stärkung der Chancen für Qualifizierung und für mehr Schutz in der Arbeitslosenversicherung (Qualifizierungschancengesetz) 2019: https://beck-online.beck.de/Dokument?vpath=bibdata%5Cges%5Cbrd_001_2018_2651%5Ccont%5Cbrd_001_2018_2651.htm
- [78] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB. p. 352. <https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [79] Seyda, S., Placke, B. (2020). IW-Weiterbildungserhebung 2020: Weiterbildung auf Wachstumskurs [IW Continuing Education Survey 2020: Continuing Education on a Growth Path]. IW. Köln. p. 105. <https://www.iwkoeln.de/studien/susanne-seyda-beate-placke-weiterbildung-auf-wachstumskurs-493427.html>
- [80] Müller, N., Wenzelmann, F. (2018). Berufliche Weiterbildung: Aufwand und Nutzen für Individuen [Continuing vocational development: Cost and benefit for individuals]. BIBB. Bonn. p. 4. <https://www.bibb.de/dienst/veroeffentlichungen/de/publication/show/8931>
- [91] BMBF (2013). Qualifizierungsmöglichkeiten für Ausbilderinnen und Ausbilder: Geprüfte/-r Aus- und Weiterbildungspädagoge/-in. Geprüfte/-r Berufspädagoge/-in [Qualification possibilities for trainers: certified education and training educator and certified vocational trainer]. Bonn: BMBF. <https://lit.bibb.de/vufind/Record/61379>
- [95] Bundesinstitut für Berufsbildung (BIBB)
- [98] Gesellschaft für wirtschaftliche Strukturforchung (GWS)
- [99] <https://www.bibb.de/de/11727.php> [accessed 22.9.2021]
- [103] Bundesministerium für Bildung und Forschung (BMBF)
- [104] <https://www.bibb.de/en/12138.php>
- [105] Deutsches Institut für Erwachsenenbildung (DIE)
- [106] <https://www.bibb.de/en/2160.php>
- [114] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. https://www.refernet.de/dokumente/pdf/2018_CR_DE.pdf
- [118] Berufsbildungsgesetz (BBiG)
- [119] BIBB (2017a). Training regulations and how they come about. Bonn: BIBB. <https://www.bibb.de/veroeffentlichungen/en/publication/show/8277>
- [122] BIBB (2017). Training regulations and how they come about. Bonn: BIBB. <https://www.bibb.de/veroeffentlichungen/en/publication/show/8277>
- [123] BIBB (2017). Training regulations and how they come about. Bonn: BIBB. <https://www.bibb.de/veroeffentlichungen/en/publication/show/8277>
- [126] BIBB (2017). Training regulations and how they come about. Bonn: BIBB.

<https://www.bibb.de/veroeffentlichungen/en/publication/show/8277>

- [128] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [Data report of the vocational education and training report 2021]. Bonn: BIBB. p. 64.
<https://www.bibb.de/dokumente/pdf/bibb-datenreport-2021.pdf>
- [129] Standardberufsbildpositionen: <https://www.bibb.de/en/134898.php>
- [131] BIBB (2017). Quality assurance of company-based training in the dual system in Germany: an overview for practitioners and VET experts.
<https://www.bibb.de/veroeffentlichungen/en/publication/show/8548>, p. 7.
- [135] BIBB (2017). Quality assurance of company-based training in the dual system in Germany. Bonn: BIBB. <https://www.bibb.de/dienst/veroeffentlichungen/en/publication/show/8548>
- [144] Cedefop (2020). Vocational education and training in Germany: short description. Luxembourg: Publications Office of the European Union.
<http://data.europa.eu/doi/10.2801/121008>
- [160] BMBF (2021). Berufsbildungsbericht 2021 [Report on vocational education and training 2021]. Bonn: p. 107 https://www.bmbf.de/bmbf/shareddocs/downloads/files/21-04-28-bbb-2021.pdf?__blob=publicationFile&v=1
- [168] BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [179] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 346.. <https://www.bibb.de/datenreport/>
- [181] BIBB (2021). Datenreport zum Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BIBB, p. 348. <https://www.bibb.de/datenreport/>
- [184] Huismann, A. (2018). Guidance and outreach for inactive and unemployed – Germany. Cedefop ReferNet thematic perspectives series.
http://libserver.cedefop.europa.eu/vetelib/2018/guidance_outreach_Germany_Cedefop_Refe
- [198] BMBF (2021). Berufsbildungsbericht 2021. Bonn: BMBF, p. 106.
https://www.bmbf.de/bmbf/shareddocs/downloads/files/21-04-28-bbb-2021.pdf?__blob=publicationFile&v=1
- [202] BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 120.
- [208] Huismann, A. (2018). Guidance and outreach for inactive and unemployed – Germany. Cedefop ReferNet thematic perspectives series.
http://libserver.cedefop.europa.eu/vetelib/2018/guidance_outreach_Germany_Cedefop_Refe
- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. For ISCED 354 programmes.
<http://data.europa.eu/10.2801/10.2801/667443>
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Estonia. Cedefop research paper; No 67.
https://www.cedefop.europa.eu/files/estonia_cedefop_changing_nature_of_vet_-_case_study.pdf
- [17] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25. <https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [18] Parliament (2015). Adult Education Act (Täiskasvanute koolituse seadus). Riigi Teataja [State Gazette], RT I, 23.3.2015, 5.
<https://www.riigiteataja.ee/en/eli/529062015007/consolide>
- [19] Government (2013). Standard of vocational education. (Kutseharidusstandard). Riigi Teataja [State Gazette], RT I 2013, 13, 130.
<https://www.riigiteataja.ee/en/eli/515012020003/consolide>

- [20] Cedefop (2017). Estonia: European inventory on NQF 2016.
<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/estonia-european-inventory-nqf-2016>
- [25] https://www.hm.ee/sites/default/files/haridusvaldkonna_arengukava_2035_kinnitaud_vv_en
- [26] Government (2013). Standard of vocational education. (Kutseharidusstandard). Riigi Teataja [State Gazette], RT I 2013, 13, 130.
<https://www.riigiteataja.ee/en/eli/515012020003/consolide>
- [31] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [32] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [34] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [39] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [43] MoEC (2020). Tööjõuvajaduse ja -pakkumise prognoos aastani 2029 [Forecast of labour force 2019-27]. <https://oska.kutsekoda.ee/en/estonian-labour-market/estonian-labour-market-today-tomorrow/>.
- [48] Government (2013). Standard of vocational education. (Kutseharidusstandard). Riigi Teataja [State Gazette], RT I 2013, 13, 130.
<https://www.riigiteataja.ee/en/eli/515012020003/consolide>
- [49] Cedefop ReferNet Estonia (2014). Estonia: VET in Europe: country report. Cedefop ReferNet VET in Europe reports.
http://libserver.cedefop.europa.eu/vetelib/2014/2014_CR_EE.pdf
- [50] Cedefop ReferNet Estonia (2014). Estonia: VET in Europe: country report. Cedefop ReferNet VET in Europe reports.
http://libserver.cedefop.europa.eu/vetelib/2014/2014_CR_EE.pdf
- [53] MoER; SICI (2016). The inspectorate of education of Estonia. Tartu: SICI, Standing International Conference of Inspectorates.
<http://www.siciinspectorates.eu/getattachment/21147d5b-bc8d-49c8-8fc0-864d2d31cc01>
- [55] MoER (2015b). Pädevad ja motiveeritud õpetajad ning haridusasutuste juhid [Lifelong learning strategy competent and motivated teachers and school leadership programme].
<https://www.hm.ee/et/tegevused/arengukavad>
- [56] Cedefop (2016). 2016 update to the European inventory on validation of non-formal and informal learning: country report Estonia.
https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_EE.pdf
- [57] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/ee/514012019002/consolide/current>
- [58] Government (2013). Standard of vocational education. (Kutseharidusstandard). Riigi Teataja [State Gazette], RT I 2013, 13, 130.
<https://www.riigiteataja.ee/en/eli/515012020003/consolide>
- [59] Cedefop (2016). 2016 update to the European inventory on validation of non-formal and informal learning: country report Estonia.

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_EE.pdf

- [63] Parliament (2013). Vocational Educational Institutions Act (Kutseõppeasutuse seadus). Riigi Teataja [State Gazette], RT I, 30.12.2015, 25.
<https://www.riigiteataja.ee/en/eli/515012016003/consolide>
- [65] Parliament (1999). Income Tax Act (Tulumaksuseadus). Riigi Teataja [State Gazette], RT I 1999, 101, 903. <https://www.riigiteataja.ee/en/eli/ee/505042019004/consolide/current>
- [66] Parliament (2015). Adult Education Act (Täiskasvanute koolituse seadus). Riigi Teataja [State Gazette], RT I, 23.3.2015, 5.
<https://www.riigiteataja.ee/en/eli/529062015007/consolide>
- [68] Parliament (2005). Labour Market Services and Benefits Act (Tööturuteenuste ja -toetuste seadus). Riigi Teataja [State Gazette], RT I 2005, 54, 430.
<https://www.riigiteataja.ee/en/eli/ee/511012017005/consolide/current>
- [69] Parliament (2009). Employment Contracts Act (Töölepingu seadus). Riigi Teataja [State Gazette], RT I 2009, 5, 35.
<https://www.riigiteataja.ee/en/eli/ee/520032019008/consolide/current>
- [70] Parliament (2003b). Value Added Tax Act (Käibemaksuseadus). Riigi Teataja [State Gazette], RT I 2003, 82, 554.
<https://www.riigiteataja.ee/en/eli/ee/504012017001/consolide/current>
- [71] Parliament (1999). Income Tax Act (Tulumaksuseadus). Riigi Teataja [State Gazette], RT I 1999, 101, 903. <https://www.riigiteataja.ee/en/eli/ee/516012017002/consolide/current>
- [8] Eurostat, sbs_sc_sca_r2, [extracted 2.9.2021]
- [9] European Commission (2018). Annual report on European SMEs 2017/2018: SMEs growing beyond borders. Contract EASME/COSME/2017/031.
<https://publications.europa.eu/en/publication-detail/-/publication/a435b6ed-e888-11e8-b690-01aa75ed71a1/language-en>
- [10] WTTTC (2021). Croatia 2021 annual research: key highlights [database].
<https://www.wtttc.org/economic-impact/country-analysis/country-data/>
- [11] European Commission (2019). Country report Croatia 2019. COM(2019) 150 final.
https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-report-croatia_en.pdf
- [12] <https://mrosp.gov.hr/UserDocsImages/dokumenti/Uprava%20za%20tr%C5%BEi%C5%A1te9>
- [3] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [18] Icelandic Government (2021). Regulation on workplace learning no 189. <https://www.reglugerd.is/reglugerdir/eftir-raduneytum/mennta--og-meningarmalaraduneyti/nr/0189-2021>
- [22] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [36] Icelandic Government (2020). The Icelandic student loan fund Act no 60.
<https://www.althingi.is/lagas/151c/2020060.html>
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office

Office. <http://data.europa.eu/doi/10.2801/667443>

- [6] Istat (2018). Italian Statistical Yearbook, Rome (Reference year: 2016, most recent data available). Annuario Statistico Italiano, Roma (Anno di riferimento: 2016, dato più recente disponibile). Istat (2018).
- [11] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing on Italy. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/italy_cedefop_changing_nature_of_vet_-_case_study.pdf
- [12] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Italy. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/italy_cedefop_changing_nature_of_vet_-_case_study_0.pdf
- [13] INAPP (Unpublished). OFP Survey 2020 reference year.
- [14] INAPP (Unpublished). OFP Survey 2020 reference year.
- [21] INAPP (Unpublished). OFP Survey reference year 2020.
- [24] Ministry of Labour, Directorial decree No 2 of 23 April 2021 for the distribution between regions and autonomous provinces of the resources relating to the year 2020 for the financing of training courses in the dual system (Ministero del Lavoro, Decreto direttoriale No 2 del 23 aprile 2021 di ripartizione tra regioni e province autonome delle risorse relative all'annualità 2020 per il finanziamento dei percorsi formativi nel Sistema duale). <https://www.lavoro.gov.it/documenti-e-norme/normative/Documents/2021/DD-2-del-23042021-duale-2020.pdf>
- [25] Law 205/2017 State budget for the financial year 2018 and multi-year budget for the three-year period 2018-2020, art. 1 paragraph 110 (Legge 205/2017 Bilancio di previsione dello Stato per l'anno finanziario 2018 e bilancio pluriennale per il triennio 2018-2020 art. 1 comma 110). <https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2017-12-27;205>
- [29] Legislative Decree No 34 dated 19 May 2020
- [30] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished]
- [36] Inter-ministerial Decree of 8 January 2018, Establishment of the national framework of qualifications issued as part of the National Skills Certification System referred to in Legislative Decree 16 January 2013, No 13 (Ministero del lavoro, Decreto 8 gennaio 2018, Istituzione del Quadro nazionale delle qualificazioni rilasciate nell'ambito del Sistema nazionale di certificazione delle competenze di cui al decreto legislativo 16 gennaio 2013, No 13). <https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg>
- [49] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [50] Legislative Decree 16 January 2013, No 13, Definition of the general rules and essential levels of performance for the identification and validation of non-formal and informal learning and of the minimum service standards of the national skills certification system, pursuant to article 4, paragraphs 58 and 68 , of the law 28 June 2012, No 92 (Decreto Legislativo 16 gennaio 2013, No 13, Definizione delle norme generali e dei livelli essenziali delle prestazioni per l'individuazione e validazione degli apprendimenti non formali e informali e degli standard minimi di servizio del sistema nazionale di certificazione delle competenze, a norma dell'articolo 4, commi 58 e 68, della legge 28 giugno 2012, No 92). <https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg>

- [51] Inter-ministerial Decree of 30 June 2015, Definition of an operational framework for the national recognition of regional qualifications and related competences, within the National directory of education and training qualifications and professional qualifications referred to in Article 8 of the decree legislative 16 January 2013, No 13 (Decreto Interministeriale 30 giugno 2015, Definizione di un quadro operativo per il riconoscimento a livello nazionale delle qualificazioni regionali e delle relative competenze, nell'ambito del Repertorio nazionale dei titoli di istruzione e formazione e delle qualificazioni professionali di cui all'articolo 8 del decreto legislativo 16 gennaio 2013, No 13).
<https://www.gazzettaufficiale.it/eli/id/2015/07/20/15A05469/sg>
- [61] Ministry of Education, University and Research (2018). Pathways for transversal skills and guidance. Guidelines (Ministero dell'Istruzione, dell'Università e della Ricerca, Percorsi per le competenze trasversali e per l'orientamento. Linee guida).
www.miur.gov.it/documents/20182/1306025/Linee+guida+PCTO+con+allegati.pdf/3e6b551c5e4-71de-8103-30250f17134a?version=1.0&t=1570548388496
- [62] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [63] Bonacci, M. (2018). Guidance and outreach for inactive and unemployed – Italy. Cedefop ReferNet thematic perspectives series.
https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Italy_Cedefop_Refe
- [15] <https://men.public.lu/fr/publications/rapports-activite-ministere/rapports-ministere/rapport-activites-2020.html>
- [16] MENJE (2021). Jeunes décorcheurs et jeunes inactifs au Luxembourg [School dropper and young outside the labour force in Luxembourg]. Luxembourg: MENJE.
<http://www.men.public.lu/fr/actualites/publications/secondaire/statistiques-analyses/daccrochage-scolaire/daccrochage-14-15/index.html>
- [17] Registrations beginning of the school year (excluding adult apprentices) in public secondary schools and private secondary schools applying the national programmes
- [20] www.bts.lu
- [22] Conditions defined according to the Grand-Ducal Regulation of 3 August 2010
<http://data.legilux.public.lu/eli/etat/leg/rgd/2010/08/03/n5/jo>
- [23] Law of 12 July 2019 amending 1- Labour code, 2- amended law of 31 July 2006 introducing labour code, 3- amended law of 19 December 2008 reforming vocational education and training <http://data.legilux.public.lu/eli/etat/leg/loi/2019/07/12/a497/jo>
- [27] SCL (2008). Loi du 19 décembre 2008 portant réforme de la formation professionnelle. Mémorial A, 220, 3273–3288.
<http://www.legilux.public.lu/leg/a/archives/2008/0220/a220.pdf#page=2>
- [33] SCL (1924). Loi du 4 avril 1924 portant création de chambres professionnelles à base élective. Mémorial A, A(2).
http://www.legilux.public.lu/leg/textescoordonnes/compilation/code_administratif/VOL_1/CH
- [34] SCL (1964). Loi du 12 février 1964 ayant pour objet de compléter la loi du 4 avril 1924, portant création de chambres professionnelles à base élective par la création d'une chambre des fonctionnaires et employés publics. Mémorial A, 13, 230.
<http://www.legilux.public.lu/rgl/1964/A/0230/1.pdf>
- [35] SCL (2008a). Loi du 19 décembre 2008 portant réforme de la formation professionnelle. Mémorial A, 220, 3273–3288.
<http://www.legilux.public.lu/leg/a/archives/2008/0220/a220.pdf#page=2> and SCL (2008b). Loi du 19 décembre 2008 portant révision du régime applicable à certains. Mémorial A, 207, 3135–3138.
- [36] Law of 12 July 2019 amending 1- Labour code, 2- amended law of 31 July 2006 introducing

labour code, 3- amended law of 19 December 2008 reforming vocational education and training <http://data.legilux.public.lu/eli/etat/leg/loi/2019/07/12/a497/jo>

- [41] OECD (2015). OECD - Table C1.5: Total expenditure on educational institutions per full-time equivalent student, by type of institutions [accessed 05.10.2021].
- [42] MENJE (2021). Rapport d'activités 2020 [Activity report 2020]. Luxembourg: MENJE. <https://men.public.lu/fr/publications/rapports-activite-ministere/rapports-ministere/rapport-activites-2020.html>
- [44] SCL (2010). Loi du 26 juillet 2010 concernant l'aide financière de l'état pour études supérieures. Mémorial A 118, 2039 - 2043. <http://www.legilux.public.lu/leg/a/archives/2010/0118/a118.pdf#page=2>
- [45] SCL (2015). Collection of laws concerning the Training Institute of National Education. Mémorial A, 166. <http://www.legilux.public.lu/leg/a/archives/2015/0166/a166>
- [46] SCL (2010) Règlement grand-ducal du 3 août 2010 fixant les modalités pour accorder et retirer le droit de former un apprenti. <http://data.legilux.public.lu/eli/etat/leg/rgd/2010/08/03/n5/jo>
- [49] <https://www.fedil.lu/fr/publications/les-qualifications-de-demain-dans-lindustrie-2019/>
- [53] SCL (2011). Règlement grand-ducal du 30 juillet 2011 portant institution et organisation des équipes curriculaires, des commissions nationales de formation et des commissions nationales de l'enseignement général pour la formation professionnelle de l'enseignement secondaire technique. Mémorial A 173. <http://legilux.public.lu/eli/etat/leg/rgd/2011/07/30/n3/jo>
- [54] Enterprises or public administration offering an apprenticeship or a training.
- [55] The framework programmes are made of:
- the occupational profile that determines the tasks and activities that professionals perform in the trade or profession.
 - the training profile that determines the set of competences for each taught domain.
 - the master programme that determines, for each programme, the timetable, the credit units and the descriptions of the modules (Education code chap. VIII art.31)
- [56] SCL (2017). Loi du 14 mars 2017 portant modification de la loi modifiée du 7 octobre 1993 ayant pour objet: (1) la création d'un Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques; (2) la création d'un Centre de Gestion Informatique de l'Éducation; (3) l'institution d'un Conseil scientifique. Mémorial A 439. <http://memorial.lu/eli/etat/leg/loi/2017/03/14/a439/jo>
- [60] SCL (2016). A-N° 263 du 21 décembre 2016. <http://legilux.public.lu/eli/etat/leg/loi/2016/12/15/n1/jo>
- [61] SCL (2016). A-N° 263 21 décembre. <http://legilux.public.lu/eli/etat/leg/loi/2016/12/15/n1/jo>
- [64] SCL (2017). Loi du 14 mars 2017 portant modification de la loi modifiée du 7 octobre 1993 ayant pour objet: (1) la création d'un Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques; (2) la création d'un Centre de Gestion Informatique de l'Éducation; (3) l'institution d'un Conseil scientifique. Mémorial A 439. <http://memorial.lu/eli/etat/leg/loi/2017/03/14/a439/jo>
- [66] The secondary school conference brings together teaching staff and non-teaching staff from a secondary school.
- [68] Observatoire national de la qualité scolaire (2021). Rapport d'activités 2020 (Activity report 2020)
- [70] SCL (2010). Règlement ministériel du 15 mars 2010 portant sur l'accréditation des programmes de formation menant au brevet de technicien supérieur. Mémorial A 65. <http://legilux.public.lu/eli/etat/leg/rmin/2010/03/15/n1/jo>

- [73] Anefore (2012). Livre blanc - Stratégie nationale du lifelong learning [White book on the national lifelong learning strategy]. <http://www.men.public.lu/catalogue-publications/adultes/informations-generales-offre-cours/livre-blanc-lifelong-learning/131025-s3l-livreblanc.pdf> See also www.S3l.lu
- [74] SCL (2000). Règlement grand-ducal du 31 mars 2000 ayant pour objet: (1) de fixer les modalités des contrats conventionnant des cours pour adultes et les conditions d'obtention d'un label de qualité et d'une subvention; (2) de créer une Commission Consultative à l'Education. Mémorial A 34, 846-848. <http://data.legilux.public.lu/eli/etat/leg/rgd/2000/03/31/n2/jo>
- [77] SCL (2008). Loi du 19 décembre 2008 portant réforme de la formation professionnelle. Mémorial A 220, 3273-3288. <http://www.legilux.public.lu/leg/a/archives/2008/0220/a220.pdf#page=2>
- [78] SCL (2010). Règlement grand-ducal du 11 janvier 2010 portant organisation de la validation des acquis de l'expérience pour la délivrance des brevets, diplômes et certificats prévue au chapitre V de la loi du 19 décembre 2008 portant réforme de la formation professionnelle. Mémorial A 6. <http://legilux.public.lu/eli/etat/leg/rgd/2010/01/11/n1/jo>
- [79] SCL (2016). Loi du 24 août 2016 modifiant la loi modifiée du 19 décembre 2008 portant réforme de la formation professionnelle. Mémorial A 175. <http://legilux.public.lu/eli/etat/leg/loi/2016/08/24/n1/jo>
- [80] Law of 19 June 2009 on the organisation of higher education.
- [81] https://www.wen.uni.lu/students/application_for_admission/recognition_of_prior_experience
- [83] SCL (2006). Règlement grand-ducal du 30 mars 2006 portant déclaration d'obligation générale d'un accord en matière de dialogue social interprofessionnel relatif à l'accès individuel à la formation professionnelle continue conclu entre les syndicats OGB-L et LCGB d'une part et l'Union des Entreprises Luxembourgeoises, d'une autre. Mémorial A 85. <http://legilux.public.lu/eli/etat/leg/rgd/2006/03/30/n2/jo>
- [84] SCL (2018a). Loi du 13 mars 2018 portant création d'un Observatoire national de la qualité scolaire. Mémorial A 183. <http://legilux.public.lu/eli/etat/leg/loi/2018/03/13/a183/jo>
- [87] SCL (2012). Règlement grand-ducal du 31 octobre 2012 fixant les conditions et modalités des aides et primes de promotion de l'apprentissage. Mémorial A 239, 3153-3154. <http://www.legilux.public.lu/leg/a/archives/2012/0239/a239.pdf#page=5>
- [89] MENJE (2017a). Cadre de référence pour l'orientation scolaire et professionnelle [Reference framework for school and professional guidance]. Luxembourg: MENJE. http://www.men.public.lu/fr/actualites/publications/secondaire/psychologieorientation/17012_cadre-reference/index.html
- [90] Service de la scolarisation des enfants étrangers
- [91] Agence pour la transition vers une vie autonome
- [92] Service de la Formation des adultes
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Arts, culture and sports programmes (referred to as 'vocationally oriented education programmes' nationally) are implemented concurrently with basic and secondary general education, but do not lead to a vocational qualification.
- [11] Saeima (1999). Profesionālās izglītības likums [Vocational education law]. Last amended 22.6.2017. <http://likumi.lv/doc.php?id=20244>
- [12] Saeima (1999). Profesionālās izglītības likums [Vocational education Law]. Last amended

22.6.2017. <http://likumi.lv/doc.php?id=20244>

- [13] Cabinet of Ministers (2011). Profesionālās kvalifikācijas eksāmenu norises kārtība akreditētās profesionālās izglītības programmās [Procedure of professional qualification examinations in accredited vocational education programmes]. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>
- [14] Cabinet of Ministers (2005b). Kārtība, kādā izsniedzami profesionālās pilnveides un profesionālās ievirzes izglītību apliecinājoši dokumenti [Procedures by which documents certifying professional development and professionally oriented education are issued]. Regulation No 902. Last amended 13.12.2016, No 777. <https://likumi.lv/doc.php?mode=DOC&id=122686>
- [22] Saeima (1999). Profesionālās izglītības likums [Vocational education law]. Last amended 22.06.2017. <http://likumi.lv/doc.php?id=20244>
- [23] Saeima (2020). Par valsts budžetu 2021.gadam [Law on State budget for 2021]. <https://likumi.lv/ta/id/319405-par-valsts-budzetu-2021-nbsp-gadam>
- [24] Saeima (1998). Izglītības likums [Education law]. Last amended 20. 4.2021. <http://likumi.lv/doc.php?id=50759>; Saeima (1999). Profesionālās izglītības likums [Vocational Education Law]. Last amended 22.06.2017. <http://likumi.lv/doc.php?id=20244>
- [25] Cabinet of Ministers (2007). Noteikumi par profesionālās izglītības programmu īstenošanas izmaksu minimumu uz vienu izglītojamo [Regulations on expenditures minimum per one student for implementing vocational education programmes]. Regulation No 655 (last amended 30.10.2018,). <http://likumi.lv/doc.php?id=164266>
- [30] Ministry of Economics (2020). Darba tirgus ziņojums [Report labour market]. <https://www.em.gov.lv/lv/darba-tirgus-zinojums>
- [35] Cedefop (2018). Latvia: sectoral qualifications frameworks support vocational education development. <http://www.cedefop.europa.eu/en/news-and-press/news/latvia-sectoral-qualifications-frameworks-support-vocational-education-development> [accessed 11.10.2021].
- [36] Cabinet of Ministers (2020). Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu [Regulations on the State vocational secondary education standard and the State vocational education standard]. Regulation No 332 2.6.2020. <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>
- [37] Cabinet of Ministers (2016). Profesijas standarta, profesionālās kvalifikācijas prasību (ja profesijai neapstiprina profesijas standartu) un nozares kvalifikāciju struktūras izstrādes kārtība [Procedure for the development of occupational standard, professional qualification requirements (if occupational standard is not approved for an occupation) and sectoral qualifications framework]. Regulation No 633. <http://likumi.lv/doc.php?id=285032>
- [38] Cedefop (2013). Latvia – modularisation of VET and work-based learning. <http://www.cedefop.europa.eu/en/news-and-press/news/latvia-modularisation-vet-and-work-based-learning>
- [39] Saeima (1999). Profesionālās izglītības likums [Vocational education law]. Last amended 22.6.2017. <http://likumi.lv/doc.php?id=20244>
- [40] Cabinet of Ministers (2020). Noteikumi par valsts profesionālās vidējās izglītības standartu un valsts arodizglītības standartu [Regulations on the State vocational secondary education standard and the State vocational education standard]. Regulation No 332 2.6.2020. <https://likumi.lv/ta/id/315146-noteikumi-par-valsts-profesionalas-videjas-izglitibas-standartu-un-valsts-arodizglitibas-standartu>
- [41] Cabinet of Ministers (2011c). Profesionālās kvalifikācijas eksāmenu norises kārtība

akreditētās profesionālās izglītības programmās [Procedure of professional qualification examinations in accredited vocational education programmes]. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>

- [42] Cabinet of Ministers (2020). Noteikumi Nr. 618 'Izglītības iestāžu, eksaminācijas centru, citu [Izglītības likumā](#) noteiktu institūciju un izglītības programmu akreditācijas un izglītības iestāžu vadītāju profesionālās darbības novērtēšanas kārtība t [Procedure for accrediting education institutions and examination centres, accrediting general and vocational education programmes, and evaluating professional work of heads of public education institutions]. Regulation No 618 06.10.2020. <https://likumi.lv/ta/id/317820-izglitibas-iestazu-eksaminacijas-centru-citu-izglitibas-likuma-noteiktu-instituciju-un-izglitibas-programmu-akreditacijas>
- [51] Saeima (1999). Profesionālās izglītības likums [Vocational education law]. Last amended 22.6.2017. <http://likumi.lv/doc.php?id=20244>
- [53] Cabinet of Ministers (2011). Kārtība, kādā novērtē ārpus formālās izglītības sistēmas apgūto profesionālo kompetenci [Procedure how professional competences obtained outside formal education system are assessed]. Regulation No 146 (last amended 30.08.2011, No 663)]. <http://likumi.lv/doc.php?id=226788>
- [54] Cabinet of Ministers (2011). Profesionālās kvalifikācijas eksāmenu norises kārtība akreditētās profesionālās izglītības programmās [Procedure of professional qualification examinations in accredited vocational education programmes]. Regulation No 662 (last amended 18.12.2012, No 918). <http://likumi.lv/doc.php?id=235206>
- [55] Saeima (1995). Augstskolu likums [Law on higher education institutions]. Last amended 13.11.2021. <http://likumi.lv/doc.php?id=37967>
- [56] Cabinet of Ministers (2018a). Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas noteikumi [Regulations for validation of competences acquired outside formal education or during professional experience and for recognising learning outcomes acquired in previous education]. Regulations No 505. <https://likumi.lv/ta/id/301013-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-ieguto-kompetencu-un-iepriekseja-izglitiba-sasniegtu>
- [57] Saeima (2014). Saeimas paziņojums 2014.gada 22.maijā: par Izglītības attīstības pamatnostādņu 2014.-20.gadam apstiprināšanu [Education development guidelines for 2014-20]. <http://likumi.lv/doc.php?id=266406>
- [58] Cabinet of Ministers (2004). Noteikumi par stipendijām [Regulations on scholarships]. Regulation No 740 (last amended 05.12.2017, No706). <http://likumi.lv/doc.php?id=93004>
- [59] Saeima (1993). Par iedzīvotāju ienākuma nodokli [Law on personal income tax]. Last amended 9.2.2021. <http://likumi.lv/doc.php?id=56880>
- [61] Saeima (1993). Par iedzīvotāju ienākuma nodokli [Law on personal income tax]. Last amended 9.2.2021. <http://likumi.lv/doc.php?id=56880>
- [62] Saeima (1995). Augstskolu likums [Law on higher education institutions]. Last amended 13.11.2021 <https://likumi.lv/ta/id/37967-augstskolu-likums>
- [63] Saeima (1998). Izglītības likums [Education law]. Last amended 15.4.2021.<https://likumi.lv/ta/id/50759-izglitibas-likums>
- [64] Saeima (1999a). Profesionālās izglītības likums [Vocational education law]. Last amended 22.06.2017. <http://likumi.lv/doc.php?id=20244>
- [65] Cabinet of Ministers (2006a). Par Konceptiju Karjeras attīstības atbalsta sistēmas pilnveidošana [White paper on improvement of the career guidance system]. Cabinet Order No 214. <http://likumi.lv/doc.php?id=132990>
- [66] Cabinet of Ministers (2020). Noteikumi Nr. 618 'Izglītības iestāžu, eksaminācijas centru, citu [Izglītības likumā](#) noteiktu institūciju un izglītības programmu akreditācijas un izglītības

iestāžu vadītāju profesionālās darbības novērtēšanas kārtība t [Procedure for accrediting education institutions and examination centres, accrediting general and vocational education programmes, and evaluating professional work of heads of public education institutions]. Regulation No 618 6.10.2020. <https://likumi.lv/ta/id/317820-izglitibas-iestazu-eksaminacijas-centru-citu-izglitibas-likuma-noteiktu-instituciju-un-izglitibas-programmu-akreditacijas>

- [67] Cabinet of Ministers (2013a). Profesionālās izglītības kompetences centra statusa piešķiršanas un anulēšanas kārtība [Procedure for allocation and nullification of vocational education competence centre status]. Regulation No 144. Last amended 25.8.2015. <http://likumi.lv/doc.php?id=255589>
- [71] Saeima (1995). Augstskolu likums [Law on institutions of higher education]. Last amended 13.11.2021..6.2018. <http://likumi.lv/doc.php?id=37967>
- [75] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [5] Ministry for Education and Employment (2014). Framework for the Education Strategy for Malta 2014 -24. <https://education.gov.mt/en/strategy/Documents/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf>
- [6] Government of Malta (2021). Further and Higher Education Act, Chp. 607 of the Laws of Malta. <https://legislation.mt/eli/cap/607/eng>
- [9] Ministry for Education (2021). Early leaving from education and training policy – the way forward 2020-30. https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/ELET%20POLICY%20Docum
- [10] Ministry for Education (2021). National strategy for lifelong learning 2021-30. https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/LLL%20POLICY%20Documer
- [15] Grech, A.G. (2018). SMEs' contribution to the Maltese economy and future prospects. Central Bank of Malta policy note, October 2018. <https://www.centralbankmalta.org/file.aspx?f=72222>
- [20] National Statistics Office (2021). Labour Force Survey revisions in education: 2010-20. NSO news release, No 168, pp 1-8. https://nso.gov.mt/en/News_Releases/Documents/2021/09/News2021_168.pdf
- [22] European Commission (2020). Education and Training Monitor – Malta . <https://op.europa.eu/en/publication-detail/-/publication/3fe77671-2496-11eb-9d7e-01aa75ed71a1>
- [23] National Statistics Office (2021). Labour force survey revisions in education: 2010-20. NSO News release, no 168, pp 1-8. https://nso.gov.mt/en/News_Releases/Documents/2021/09/News2021_168.pdf
- [33] National Commission for Further and Higher Education (2014). Comm No.: 23/2014 Communication to licensed further and higher education institutions. https://mfhea.mt/wp-content/uploads/2021/07/Comm_23_2014-Qualification-Level-for-Tutors.pdf
- [34] National Commission for Further and Higher Education (2015). Internal and external quality assurance framework in further and higher education. <https://mfhea.mt/wp-content/uploads/2021/03/Internal-and-External-Quality-Assurance-in-Further-and-Higher-Education-1.pdf>
- [37] MCAST (2021). MCAST Research Framework. https://www.mcast.edu.mt/wp-content/uploads/Reg_Oper_Frame_-A_R_Sanctioned_BoG_2021_V6.pdf
- [48] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [49] Malta Further and Higher Education Authority (2021). Malta Qualifications Database

(MQD). <http://qualifications.ncfhe.gov.mt/#/dashboard>

- [51] Malta Further and Higher Education Authority (2021). Malta Qualifications Framework (MQF) Impact Review Final Report. https://mfhea.mt/wp-content/uploads/2021/05/FinalReport_Feb2021.pdf
- [52] National Commission for Further and Higher Education (2015). The national quality assurance framework for further and higher education. <https://mfhea.mt/wp-content/uploads/2021/03/National-Quality-Assurance-Framework-for-Further-and-Higher-Education-General-Public-1.pdf>
- [53] Malta Further and Higher Education Authority & Scottish Credit and Qualifications Framework Partnership (2021). Recognition of Prior Learning (RPL) – Definitions, Principles and Guidelines. <https://mfhea.mt/wp-content/uploads/2021/07/Recognition-of-Prior-Learning-Guidelines-4.pdf>
- [56] Malta Further and Higher Education Authority (2021). Annual Report 2020. <https://mfhea.mt/wp-content/uploads/2021/06/The-Annual-Report-2020-MFHEA-V1-T10-Single-Pages-Screen-Version-Hyper-Links-Active.pdf>
- [61] Parliament of Malta (2018). The Work-Based Learning and Apprenticeship Act: <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=12801&l=1>
- [69] Debono, M. et al. (2007). Career guidance policy and strategy for compulsory schooling in Malta. Floriana, Malta: Ministry of Education, Youth and Employment. <http://education.gov.mt/en/resources/documents/policy%20documents/career%20guidance>.
- [71] Directorate for Research, Lifelong Learning and Employability (2021). National Strategy for Lifelong Learning 2021-30. https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/LLL%20POLICY%20Documer
- [20] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing on Norway. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/norway_cedefop_changing_nature_of_vet_-_case_study.pdf
- [21] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Norway. Cedefop research paper; No 70. https://www.cedefop.europa.eu/files/norway_cedefop_changing_nature_of_vet_-_case_study_0.pdf
- [27] Haukås, M.; Skjervheim, K. (2018). Vocational education and training in Europe – Norway. Cedefop ReferNet VET in Europe reports. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Norv
- [29] Cedefop (2019). Spotlight on VET – 2018 compilation: vocational education and training systems in Europe, p. 54. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>
- [41] Cedefop. <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [42] Cedefop. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and

training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [8] Statistics Poland (2015). Struktura narodowo-etniczna, językowa i wyznaniowa ludności Polski [The national-ethnic, linguistic and religious structure of the Polish population]. Warsaw: Statistics Poland. https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5670/22/1/1/struktura_n_eticzna.pdf .
- [13] PARP (2018). Małe i średnie przedsiębiorstwa w Polsce 2018 [Small and medium enterprises in Poland]. Warsaw: PARP. <https://www.parp.gov.pl/storage/publications/pdf/male%20i%20srednie%20przedsiębiorstw> .
- [15] Statistics Poland, Yearbook Trade of Foreign Statistics of Poland 2018; Table 7 and 24.
- [16] Statistics Poland, <https://bdl.stat.gov.pl/BDL/start>
- [21] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Poland. Cedefop research paper; No 67. https://www.cedefop.europa.eu/files/poland_cedefop_changing_nature_of_vet_-_case_study.pdf
- [24] Ministry of Family and Social Policy, Wszelchstronna pomoc dla bezrobotnych, [Comprehensive support for the unemployed], 24.09.2019, <https://www.gov.pl/web/rodzina/wszelchstronna-pomoc-dla-bezrobotnych> (accessed on 29.11.2021)
- [25] Cedefop. European database on apprenticeship schemes: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [27] Statistics Poland (2020). Education in the 2019/2020 school year. Warsaw: Statistics Poland.
- [29] Regulation of the Minister of National Education of 15 December 2017 on the distribution of the school education part of the general subsidy for local government units in 2018. Journal of Laws 2017, item 2395.
- [34] Statistics Poland (2020). Oświata i wychowanie w roku szkolnym 2019/2020 [Education in the 2019/20 school year]. Warsaw: Statistics Poland.
- [35] Statistics Poland (2020). Oświata i wychowanie w roku szkolnym 2019/2020 [Education in the 2019/2020 school year]. <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20192020,1,15.html> (accessed on June 23, 2021).
- [36] Act of 26 January 1982 – Teacher's Charter. Journal of Laws 1982, No 3, item 19 with further amendments.
- [37] Regulation of the Minister of National Education of 22 February 2019 on practical vocational training. Journal of Laws 2019, item 391.
- [38] Statistics Poland (2020). Oświata i wychowanie w roku szkolnym 2019/2020 [Education in the 2019/2020 school year]. <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/oswiata-i-wychowanie-w-roku-szkolnym-20192020,1,15.html> (accessed 23.6.2021)
- [39] Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juveniles (Journal of Laws 1996, No 60, item 278 with further amendments)

- <http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20190000391> (accessed 23.6.2021)
- [40] <https://www.parp.gov.pl/component/site/site/sektorowe-rady-ds-kompetencji> (accessed 29.6.2021).
- [41] Ministry of National Education (2019). Zintegrowana Strategia Umiejętności – część ogólna [Integrated skills strategy: general part]. http://ibe.edu.pl/images/download/Zintegrowana_Strategia_Umiej%C4%99tno%C5%9Bci_20 (accessed 23.6.2021)
- [42] Ministry of National Education (2020). Zintegrowana Strategia Umiejętności – część szczegółowa [Integrated skills strategy: detailed part]. <https://www.gov.pl/web/edukacja-i-nauka/zintegrowana-strategia-umiejtnosci-2030-czesc-szczegolowa--dokument-przyjety-przez-rade-ministrow> (accessed 23.6.2021).
- [43] European Commission. European Skills Agenda. <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en&moreDocuments=yes> [accessed 23.6. 2021].
- [44] The Occupational Barometer: <https://barometrzwodow.pl/en#> (accessed 26.11.2021).
- [45] Announcement of the Minister for National Education of 27 January 2021 on the forecast of the demand for employees in vocational education occupations on the country and regional labour market, Official Journal of the Republic of Poland “Monitor Polski” 2021, item 121, <https://isap.sejm.gov.pl/isap.nsf/download.xsp/WMP20210000122/O/M20210122.pdf> (accessed 14.07.2021).
- [46] Announcement of the Minister for National Education of 15 February 2019 on the list of occupations of special meaning for culture and national heritage, Official Journal of the Republic of Poland “Monitor Polski” 2019, item 857, <http://isap.sejm.gov.pl/isap.nsf/download.xsp/WMP20190000857/O/M20190857.pdf> (accessed 14.7.2021).
- [48] Regulation of the Minister for National Education of 15 February 2019 on the goals and tasks of education in vocational education occupations and classification of occupations for vocational education. Journal of Laws 2019, item 316, with further amendments.
- [49] Regulation of the Minister for National Education on the core curricula for training in VET occupations and additional vocational skills in chosen VET occupations – regulation signed on 16 May 2019. Journal of Laws 2019, item 991, with further amendments.
- [50] Regulation of the Minister for National Education of 14 February 2017 on the core curriculum for pre-school education and the core curriculum for general education in primary schools, including pupils with moderate and severe intellectual disabilities, and for general education in first stage sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools. Journal of Laws 2017, item 356, with further amendments.
- [52] The project Weryfikacja i odbiór produktów projektów konkursowych z Działania 2.14 [Verification and approval of contest products for Action 2.14] is conducted by ORE from December 2019 to December 2021. <https://www.ore.edu.pl/2020/01/weryfikacja-i-odbior-produktow-projektow-konkursow-z-dzialania-2-14-o-projekcie/> (accessed 2.7.2021).
- [55] The standards were created in an EFS jointly funded project: VET school a school of positive choice [Szkoła zawodowa szkołą pozytywnego wyboru]; <http://www.koweziu.edu.pl/projekty/projekt-5> (accessed 1.7.2021)
- [57] Integrated qualification register: <https://kwalifikacje.gov.pl/en/k> (accessed 29.6.2021)
- [58] The Central Examination Board: <https://cke.gov.pl/en/> (accessed 29.6.2021)
- [62] Ministry of Family and Social Policy: <https://www.gov.pl/web/family/good-start> (accessed 29.6.2021).

- [63] Ministry of Family and Social Policy: <https://www.gov.pl/web/family/as-of-1-july-2019-the-family-500-programme-without-the-income-criterion> (accessed 29.6.2021).
- [64] Regulation of the Council of Ministers of 13 August 2019 amending the regulation on the vocational preparation of juveniles (Journal of Laws 2019, item 1636). <http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20190001636/O/D20191636.pdf> (accessed 30.6. 2021).
- [68] Ministry of Economic Development, Labour and Technology. Employment services support to the human resources development with the Labour Fund resources. [Wspieranie przez urzędy pracy rozwoju zasobów ludzkich środkami funduszu pracy]. Warsaw 2020. <https://psz.praca.gov.pl/documents/10828/14585645/broszura%20statystyczna%202015-2019.pdf/ef919f57-ff51-4846-945f-4b30188c870f?t=1614341376704> (accessed 1.7.2021)
- [8] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop RVCC. See also general theme 15.
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
- [16] Ministry of National Education (2015). Strategy to reduce early school leaving 2015-20, approved by Government Decision No 417/2015. <https://edu.ro/strategia-privind-reducerea-p%C4%83r%C4%83sirii-timpurii-%C8%99colii-%C3%AEn-rom%C3%A2nia>
- [18] Ministry of National Education (2015). Strategy to reduce early school leaving 2015-20. Approved by Government Decision No 417/2015. <https://edu.ro/strategia-privind-reducerea-p%C4%83r%C4%83sirii-timpurii-%C8%99colii-%C3%AEn-rom%C3%A2nia>
- [39] Eurostat source: General government expenditure by function (COFOG) [gov_10a_exp] [extracted on 26.11.2021]: <https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>
- [45] Ministry of National Education (2017). Order No 3850/2017 regarding the mandatory certification of teaching competences, updated in 2018, <https://www.edu.ro/sites/default/files/fisiere%20articole/ordin%203850-2017%20%28reactualizat%202018%29.pdf>
- [49] Ministry of Education and Research (2020), Press release, October 23, 2020, launch of the pilot programme „Start in Career ythrough the master for the teaching career”, <https://edu.ro/ministerul-educa%C8%99i-cercet%C4%83rii-lansat-proiectul-%E2%80%9Estart-%C3%AEn-carier%C4%83-prin-master-didactic%E2%80%9D>
- [50] Ministry of National Education (2017). Order No 3850/2017 regarding the mandatory certification of teaching competences.
- [51] Education Law No 1/2011, Title IV, Chapter 1, Section 2: Initial and continuous teacher training; the teaching career.
- [66] Order of the Minister of Education No 4660/01.07.2020 on the number of beneficiaries of EURO 200 support https://www.edu.ro/sites/default/files/fisiere%20articole/OMEC%204660_2020.pdf
- [67] Government Decision No 435/2020 on the approval of the procedure for the settlement of students' expenses as well as for the modification and completion of the Methodological Norms on the granting of internal railway and metro transport facilities for pupils and

students, approved by Government Decision no 42/2017