





Preface

Many countries are seeking to combat the consequences of high youth unemployment and a shortage of skilled workers. For this reason, vocational education and training systems have become a policy focus. The German dual training system is viewed as a successful model all over the world, and demand for cooperation within this area is growing con-

tinuously. Our aims are to establish dual VET as an important basis for employment and economic growth and to support German companies operating at an international level so as to enable them to train their skilled workers locally. Joint learning delivers impetuses for the further development of all systems involved, including German vocational education and training.

This means that work-based learning is gaining in significance internationally. There is a multitude of projects which are supporting activities aimed at strengthening learning aligned to the world of work with the objective of reducing the shortage of skilled workers and the high level of youth unemployment in Europe. In Europe, Erasmus+ is the most important instrument for networking on "best practices" and for encouraging European cooperation in vocational education and training. The programme also backs up the European bilateral cooperation agreements entered into by the BMBF.

Particular significance is accorded to learning from one another in Europe on the basis of the various VET systems which exist on the continent. The exemplary joint learning initiatives presented here, which have been undertaken by the project partners, are achieving improved educational processes in the participating organisations as well as exerting a broad effect on educational practice and systems.

Going forwards, the BMBF is seeking to continue to cooperate with the NA at BIBB to shape the opportunities that Erasmus+ offers for dual training and work-based learning and to exploit these possibilities in an even more effective way.

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At their 2015 meeting in Riga, European Ministers responsible for Vocational Education and Training (VET) policy, agreed on a set of 5 priorities to guide European cooperation in VET in the period 2015 to 2020. Work-based learning (WBL) in all its forms, with special attention to apprenticeships, was the first among the 5 priorities. The 2016 New

Skills Agenda for Europe further reinforced this policy drive by calling for the improvement of the quality and relevance of WBL and apprenticeships in all Member States.

Apprenticeships have proven to be an excellent springboard to help young people find a job. They provide the mix of skills – technical, transversal and social – that employers are looking for. The evidence speaks for itself. In a labour market where young people still struggle to get a job in their chosen field, 2 out of 3 apprentices find a job immediately when they finish their apprenticeship.

However, it is also true that apprenticeships are a key for success, only when they are of good quality. This is why on 5 October 2017 the Commission put forward a proposal for a Council Recommendation on a European Framework for Quality and Effective Apprenticeships. While respecting the diversity of apprenticeship systems in each member state, the Framework identifies 14 criteria to ensure that apprenticeships provide a quality learning experience, and at the same time are cost-effective for employers.

Once adopted and then implemented, the Council Recommendation will be a source of trust and understanding among European VET providers and companies. It can also provide valuable guidance for quality in EU funding programmes that support national apprenticeship reforms (e.g. Erasmus+, ESF, and the Youth Employment Initiative).

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Good Practice 01 Promoting talent – strengthening the entrepreneurial spirit amongst young people



The project "Enterprise+: Innovative Potential meets experience" devoted itself to the question of how young people's

entrepreneurial spirit can be bolstered. Academic researchers from the universities of Bochum and Duisburg-Essen joined forces with partners from Greece, Spain, Lithuania, Hungary and Bulgaria to look into this particular issue.

In methodological terms, the project made use of two tools. Firstly, an analysis of potential was conducted in order to measure entrepreneurial thought and action. The areas of potential identified were subsequently further pursued and defined more specifically in an entrepreneurial workshop. More than 100 talent scouts and mentors were trained to act as multipliers in order to support the processes and also assisted with piloting of the tools and their country-specific adaptation.

Networks for the future

The experiences gained from the work of the talent scouts and mentors served as a basis for the development of four self-directed learning modules which were used to prepare further talent scouts and mentors for their tasks. These modules covered topics such as management of start-up projects, network formation and business management. The academic researchers also drew up an ideal form of implementation for each country which accords a major role to quality assurance and to the future use of IT-based solutions. Regional networks secure the continuation of the project activities. A total of over 100 young people aged between 16 and 25 were involved in the project.

Project information

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Coordinator

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