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STIMULATION AND SUPPORT OF REGIONAL VET STAKEHOLDER NETWORKS

Action Guideline 1:

Presentation of regional cooperation models, roles and tasks of stakeholders in the field of VET

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1. Introduction

1.1 Theoretical and institutional background

Apprenticeship is the big cornerstone in the development of the dual vocational education and training (VET) model in Germany. Due to its history and long-standing existence, vocational education in schools and companies was developed and modified into a specialized qualification system. Firm traditions and values of apprenticeship were results throughout the different historical periods: institutional and economic patterns of apprenticeship in the system of medieval crafts guilds were followed and transformed according to the needs and requirements of human resources of the emerging industrial economy, by establishing the institutional frameworks of cooperation, instruments of funding, organization of training etc.

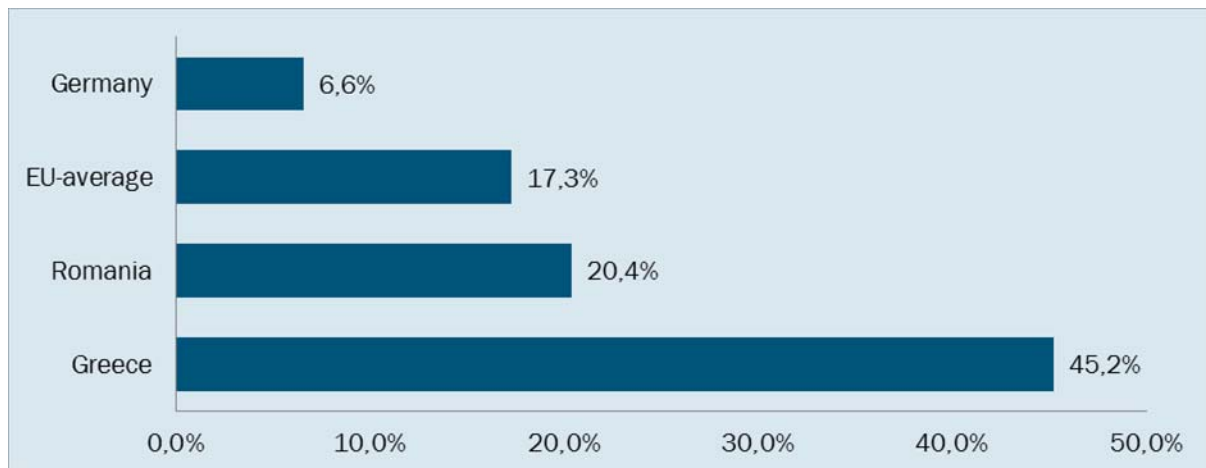
The apprenticeship is divided into two parallel running learning venues: school- and company-based learning as standardized offer of the VET system. Obtaining high youth employment and high level skills despite the economical and financial crisis in 2008, the discussion arises of transferring the German dual system of VET to other countries. Since the 90s, vocational and economic educators have expressed their doubts about the dual VET system being transferable at all (Euler 2013). However, “exports” are coming to be a growing market, and Germany attains annual receipts of approx. € 9.4 billion (cf. iMove 2010). Political support manifests itself in the form of praise for the dual VET system as an "export hit". Against the backdrop of primarily economic interests, the question arises to what extent the “occupationalisation” of national education systems can succeed. In the past, several projects have been realised with the objective of implementing such a system. Euler (2013) describes several initiatives and programmes. In the end, these projects had one thing in common: at some point sustainability appears to be rather inadequate. But this is no judgement for following projects. Considering the lessons learned, it is important, in a first step, to develop implementation models to establish the success core elements in the target countries and then support the specific implementation, taken national conditions as legal basis, VET systems and the important national stakeholders into account.

Focussing on one essential success factor, the involvement and cooperation of different stakeholders may take place in a variety of forms but when it leads to a principle of consensus, the benefit is clear: the relevant parties become active participants who are involved in implementing guidelines and agreements, which promotes social acceptance of vocational training in general (Euler 2013, p. 7).

1.2 Objective of the first Guideline within the project InnoVET

The German dual VET system is responsible for low youth unemployment and high level skills in its country. About 50 per cent of all school-leavers undergo vocational training offered by enterprises, considering the dual system the best way to form skilled staff (BMBF, 2015). The involved partners in the project InnoVET still have to suffer from the financial crisis. Not least their youth unemployment rates show their struggling issue: A mismatch between the supply of numerous university graduates and the demand of the market for a skilled labour force with vocational qualifications is becoming more apparent than ever before in countries like Greece and Romania.

Figure 1: Youth Unemployment Rates in 2016



Source: Eurostat 2017

Given this fact, considerable unemployment rates are witnessed especially among young people. In favour of presumed better career perspectives, the path of vocational education and training is quite often disregarded.

InnoVET intends to generally raise the esteem for VET as a career option for young people and supports recently begun relevant changes in countries like Greece and Romania. This goal is pursued by organizing different workshops and establishing networks with the relevant stakeholders of the VET field. Stakeholders as chambers, schools, enterprises, trade associations and trade unions etc. assume complementary responsibilities. A close cooperation of all parties is necessary to achieve the aim of high-quality in VET.

InnoVET takes care of the relevant core elements and therefore forms a research based starting point for discussions on transfer processes. The main focus here is on the German apprenticeship training system as good practice model. Therefore, this guideline provides an overview of the involved countries Greece and Romania and its VET systems and describes the different approaches to one essential success factor: vocational training as a task to be carried out in partnership between the government and the business community. Formats for cooperation in a regional context will be presented, roles and tasks of the individual stakeholders explained and proven examples of cooperation in the test piloting regions Kavala/Drama and Calarasi.

1.3 Research methodology

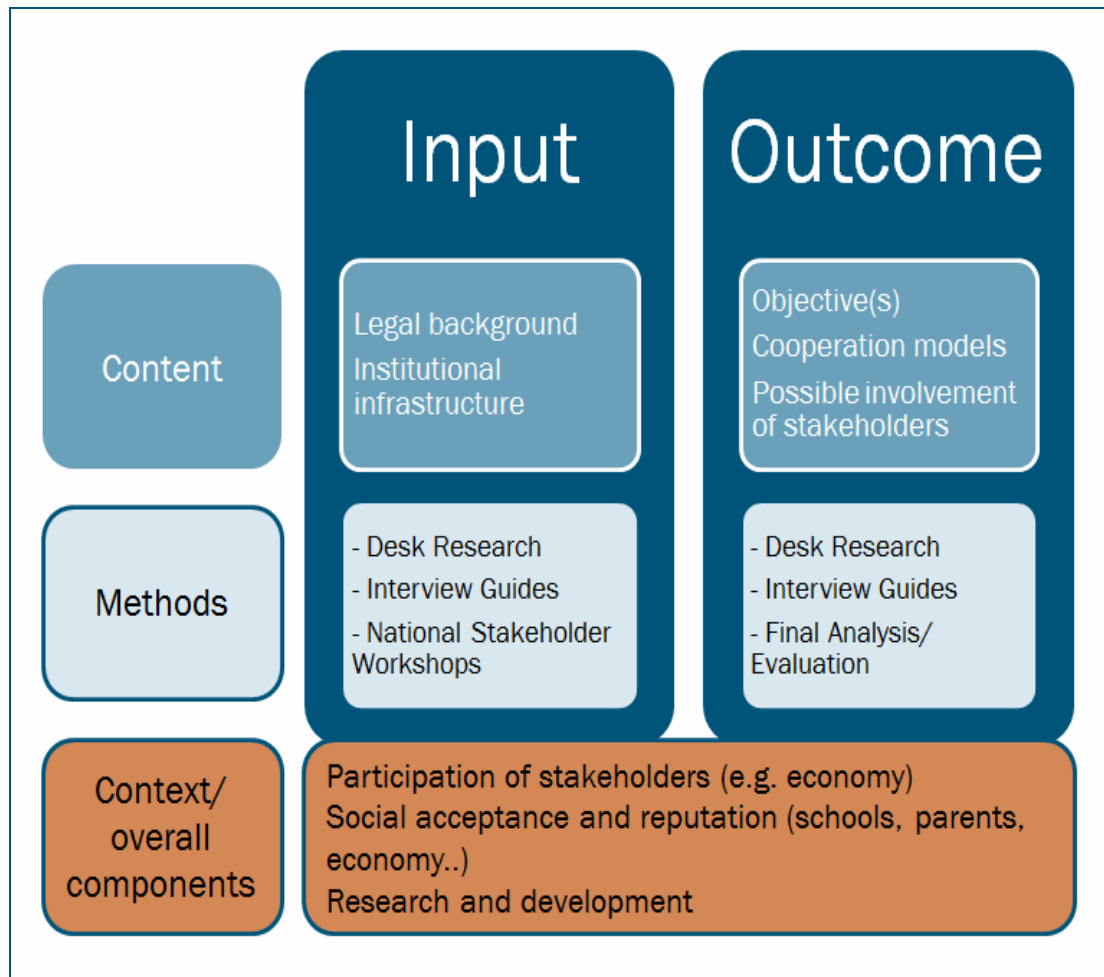
The research methodology for this guideline encompasses the following three steps for each partner:

1. Based on a desk research, presentation of an overview of the national VET system
2. Based on desk research and (qualitative and quantitative) results of a half-standardized interview with national stakeholders, presentation of the different roles and tasks of VET stakeholders
3. Based on results of a half-standardized interview guide and national workshops with national stakeholders, description of examples of Good-Practices.

The content of national guidelines was discussed during the 2nd transnational project meeting the 28th of February 2017 in Calarasi, Romania.

The following input – outcome (Keller-Ebert et.al 2005) graphic provides an overview for all necessary steps, from the analysis of national conditions in VET to the final result – guidelines.

Figure 2: Input-Output Methodology



Source: own scheme

The schemes shows that qualitative and quantitative instruments were combined in this project, the mixed-method approach (Mills et.al. 2010, p. 561). As indicated, field research – namely the interviews and workshops with stakeholder – will serve the purpose to validate results emerged from the desk research – namely the literature review. InnoVet is not about the elicitation of representative data. It is more about collecting good-practices for a theoretical saturation, in accordance with the methodology of the *Grounded Theory* (Glaser, Strauss 1998). The field research is aimed at understanding the role of national actors within a VET system, their interactions, and behaviours occurring within these systems through time and getting an insight view into different practices and patterns (Mills et.al 2010, p. 542).

2. Germany

2.1 Overview of the VET system

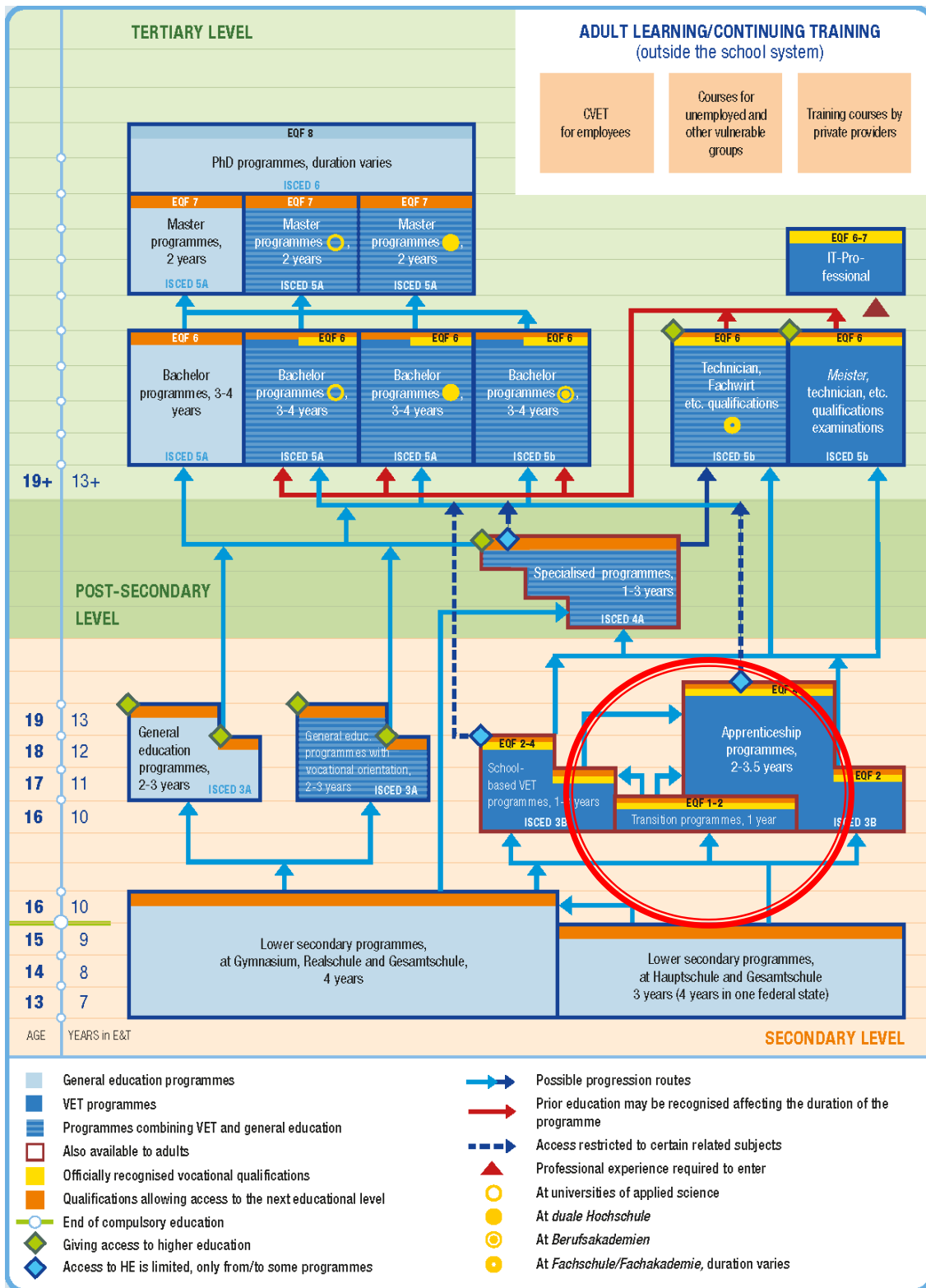
The main characteristic of the dual system in Germany is the cooperation between mainly small and medium sized companies and public vocational schools, regulated by law. Amended in 2005, the Vocational Training Act of 1969 introduced this strong cooperation between Federal Government, federal states (*Länder*) and companies with the aim of providing young people training in such occupations that are recognized nation-wide and documented accordingly through certificates.

These certifications are issued by a competent body, i.e. chamber of industry and commerce or chamber of crafts and trades respectively. On the one hand side there are in total around 1.4m apprentices in 327 officially recognized training occupations. On average 55.7 per cent of the population enter Dual VET; 44.2 per cent graduate from it. 43.8 per cent of Dual VET graduates continue working in same occupational field they started. On the other hand side, 438,000 of 2.1 m companies train (20.7 per cent), most of which are medium-size and large companies. These companies train about 500,000 new apprentices every year and hire 66 per cent of Dual VET apprentices as employees after the successfully completed apprenticeship. Employers invest on average 18,000 € per apprentice per year (62 per cent of which is training allowance) and 76 per cent of investment is refinanced by productive contributions of trainees during training period.

Drivers for updating and creating new training regulations and occupational profiles or modernizing further training regulations are employer organizations and trade unions. In the end, training, testing and certificates are standardized in all industries throughout the whole country. This assures that all apprentices receive the same training regardless of region or company. Employers trust in these certificates as they express what an individual knows and is able to do. Furthermore, Dual VET is based on the principle of strong involvement of the business community because companies know best which competencies they demand and need. One example for this is the large share of in-company training itself (70 per cent). Through strong company involvement in Dual VET in Germany, companies find the VET graduates with the competencies which closely meet their needs (BMBF, 2015).

The following scheme (Cedefop 2014, p. 3) provides an overview of VET in Germany's education and training systems. As introduced, the dual system (apprenticeship, ISCED 3B) plays an important role in the German VET. Condition for getting access to the dual system is the completion of full-time compulsory schooling. This training venue has an average duration of three years. Those apprentices having successfully completed their apprenticeship trainings are recognised economically and socially as fully skilled employees. "Progression is possible through various school-based VET programmes and by acquiring master craftsperson and similar qualifications. There are also programmes based on the dual principle at higher education level." (Cedefop 2014, p. 2)

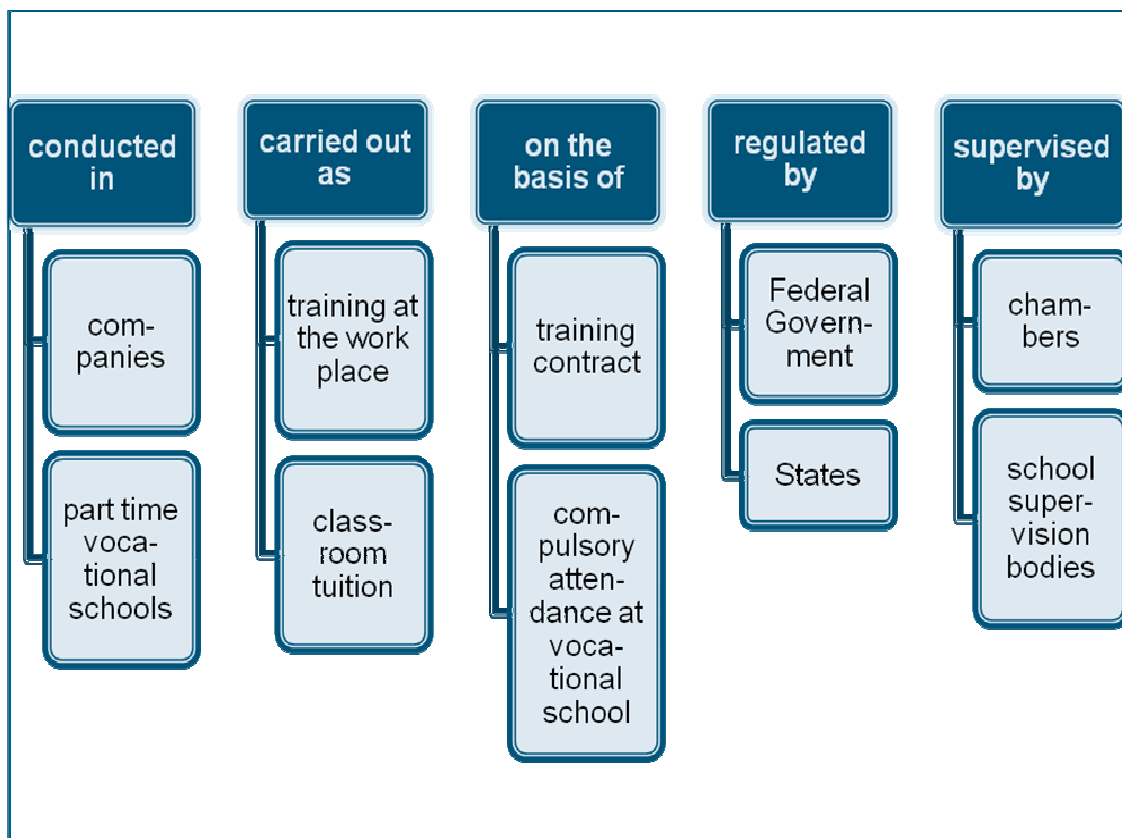
Figure 3: Germany's education and VET system



Source: Cedefop 2014

As indicated previously, the dual VET-system in Germany is composed of on-the-job training or in-company training with part-time vocational school training. It is organised by a strong partnership between private and public sector. The following scheme gives an overview of its main characteristics:

Figure 3: Main characteristics of the dual VET system



Source: own scheme

There are advantages for both sides: companies and apprentices.

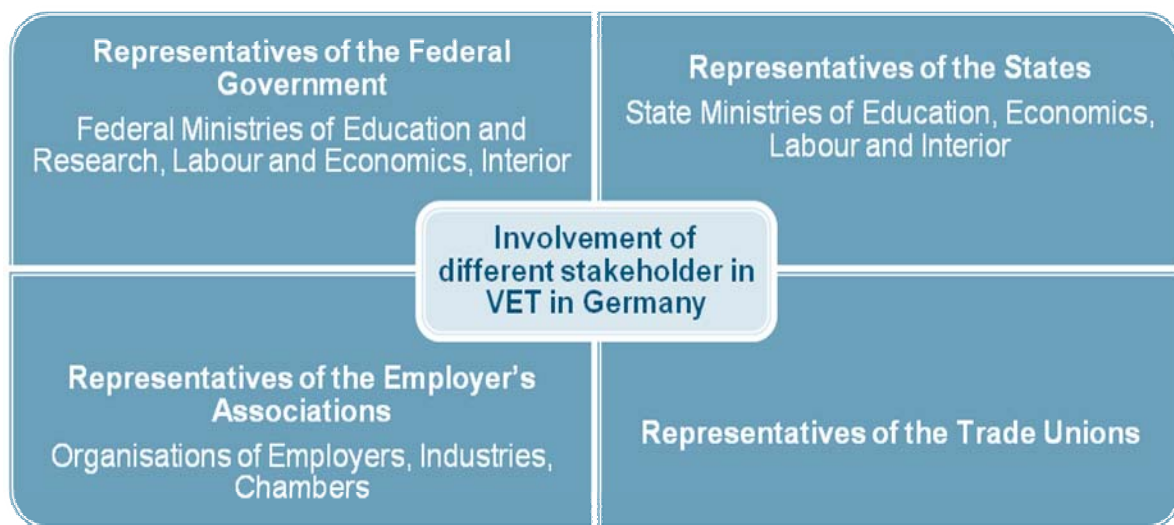
Companies can assure their own skilled work force because they are hired possessing the adequate qualification. Costs are low due to targeted training during the apprenticeship. Former apprentices already have a high identification with the company.

Apprentices get to know a company very well and start working practice-oriented. They know that they contribute to the productivity of the company and therefore, they have a high self-esteem and motivation. Their future workplace is ensured. They earn money and get a recognized and standardised examination and certificate. Furthermore, they achieved a high level of basic knowledge in the profession field and all doors are open to them.

2.2 Different roles and tasks for VET stakeholders

Stakeholders (and especially the chambers) are responsible for the control and assurance of high quality standards in apprenticeship. These stakeholders come together to negotiate the (re-)regulation of apprenticeship occupations in a consensual manner. This quality assurance is provided by a joint responsibility of representatives of employer associations, the chambers, trade unions, the federal government, state governments, and vocational training experts (Euler 2013).

Figure 4: Involvement of stakeholders in VET



Source: own scheme

The states are responsible for the school-based portion of dual training as well as for most training courses that take place entirely in the school setting. The social partners, among other things, are involved in developing and updating training guidelines. Since businesses cannot be compelled to offer training positions, the social partners are responsible for ensuring that an adequate number of training opportunities are available. The federal government coordinates complex negotiating processes, with responsibility for vocational training distributed among various ministries. The Federal Institute for Vocational Education and Training (BIBB) plays an essential role in coordinating guidelines and in research relating to vocational training. The role of the Federal Employment Agency (BA) in vocational training has become more important as the so-called “transitional sector” has expanded, meaning the transition from school to work.

The competent authorities are the chambers (i.e. chambers of industry and commerce, craft chambers, agricultural chambers, chambers of the liberal professions, e.g. the medical chambers), the competent authorities of the public service and the competent authorities of the churches and other religious communities of public law. The task of the competent authorities is to:

- control the vocational training preparation, vocational training and retraining,
- maintain a list of training conditions in which the essential content of the vocational training courses needs to be entered,
- advise the companies on all training questions by means of training advisors,
- monitor the suitability of the training staff and the training centre,
- take the interim and final examinations,
- support and support the implementation of foreign stays
- registering trainees
- certifying trainers' specialist aptitude
- accepting examinations and conducting social dialogue at regional level.

The examination boards at the end of the apprenticeship are composed of representatives of employers, employees and vocational schools. The chamber sets up a vocational training board, which must be consulted in important matters of vocational training. It is composed of equal numbers of representatives of companies, unions and – in an advisory capacity – part-time vocational schools.

The partnership between employers and unions manifests itself at federal level through cooperation in the main committee of the Federal Institute for Vocational Education and Training (BIBB), at Land level in the competent ministry's VET committee, and at regional level in the Chambers' VET committees and examination committees.

The social partners have responsibilities at four levels (BMBF 2011):

1. National level: participation in developing training programmes / standards, recommendations in all areas and aspects of VET.
2. Regional level: » "Land" level – recommendations in all areas of VET in respect of coordination between school and enterprise; » Level of the competent bodies – advice, supervision of training provision in enterprises, implementation of examinations, award of qualifications.
3. Sectorial level: negotiations on provision of training places; collective agreements on remuneration of training.
4. Company level: planning and implementation of in-company training.

2.3 Examples of Good-Practice

2.3.1 The VET Committee (Berufsbildungsausschuss)

The Vocational Education Training committee is the central advisory and decision-making body of a competent authority. Despite its importance, the VET committee is rarely the focus of attention. This is why the following paragraph will give a brief overview of the position and tasks of this important body and provides information on the role of the VET committee in the field of auditing.

Each competent authority is obliged to set up a VET committee. It is the central advisory and decision-making body and is independently organised in the execution of its tasks.

As in the Examination Committees, the work in the VET committee is honorary and lives on the commitment of each individual member.

In contrast to the audit committees, the number of members is set to 18 members and is composed of

- Six employers' representatives,
- Six employee representatives and
- Six professional school teachers.

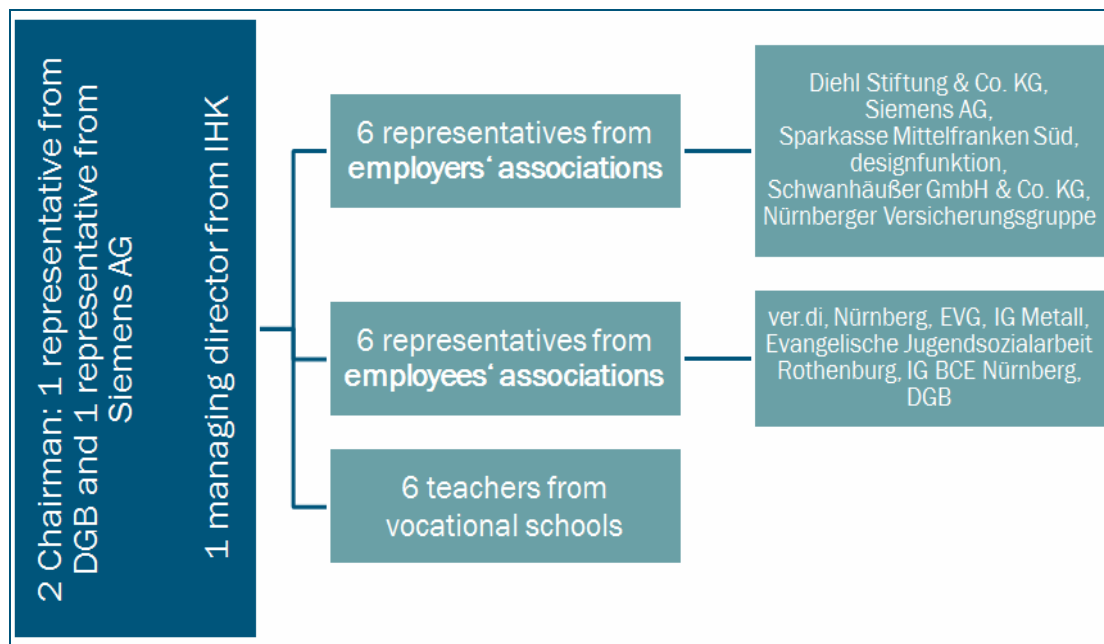
Only the 12 representatives of the employers' and employees' side are entitled to vote. Teachers have only an advisory function.¹

Supervision is provided by one member of German Trade Union Confederation (DGB). It has the responsibility for the coordination and quality assurance of the work (organisation and content) of the VET committee.

The following scheme shows an regional example for the composition of relevant representatives of the VET committee in Nuremberg:

¹ Compare with <https://www.prueferportal.org/html/1760.php>, 7th April 2017

Figure 5: VET committee of Nuremberg



Source: <https://www.ihk-nuernberg.de/de/wir-ueber-uns/Aufbau-Struktur/Ehrenamt/Fachausschuesse/Berufsbildungsausschuss/>; own scheme

The VET committee shall be involved in all important matters of vocational training. These include all aspects of vocational training preparation, vocational training and retraining. The legal regulations concerning the VET committee and details are listed partially in the rule examples of § 79 paragraphs 2 and 3 BBiG² and § 44 paragraphs 2 and 3 HwO³. can be found in §§ 77 BBiG - 80 BBiG and §§ 43 HwO - 44b HwO.

Examples which may be mentioned are:

- The adoption of administrative principles on the suitability of training and retraining facilities, the management of written training certificates and the reduction of the duration of training.
- The construction of own over-the-job vocational training centres.
- Resolutions in certain budgetary questions.
- The adoption of legislation for the implementation of vocational training.

The committee can influence the field of auditing, in particular, by its participation in the adoption of the auditing regulations.

Another important task of the VET committee is to work towards a steady development of quality in VET. This means that the concept of quality assurance and development is the benchmark for the work of the VET committee and should always be involved in fulfilling the tasks entrusted to it.

For this purpose, the VET committee may:

- instruct the competent authority to carry out training for examiners,
- get regularly an insight-view into the reporting on the examination results,
- participate to examinations,
- establish subcommittees for quality assurance in examinations.

² http://www.gesetze-im-internet.de/bbig_2005/_79.html

³ http://www.gesetze-im-internet.de/hwo/_44.html

In order to ensure a smooth process in the execution of the tasks entrusted to it, the VET committee shall establish its own rules of procedure. Among other things, the responsibilities and tasks of the VET committee, the electoral mode and the round table for the presidency, as well as the invitations and questions on the agenda, are regulated.

2.3.2 Regional board of companies (in-company trainers)

In the framework of the dual VET system, not only the young generation is the basis for the economic success, but also companies secure their competitiveness in the long term through the acquisition of skilled employees.

Through the organisation of business associations, regional boards of in-company trainers are set up. Some of them meet e.g. three times a year with changing host companies and exchanges on current topics concerning education, dual VET system and recruiting processes.

The main focus is on young people's marketing, the balance between general and vocational education and training, new occupational profiles, collaborative training as well as social media in vocational training.

Speakers from companies, business or education institutes introduce themselves to the topic at every event. The communication and exchange among each other are also in the focus.

BayME (Bavarian Metal and Electrical Association e.V.) and VBM (the Association of the Bavarian Metal and Electrical Industry) are two strong communities working together for quality assurance in the dual VET system in their region. They represent the metal and electrical industry in Bavaria as well as the companies from related industries, in particular from the IT industry. An essential task of VBM and BayME is to provide the necessary educational policy framework for continuous adaptation and modernization of the training system to the business' needs. Therefore, the BayME VBM VET committee is made up of respective speakers of the regionally organized board of in-company trainers. This regional board of companies/in-company trainers has five functions:

1. Discussion and information platform for deepening and expanding the expertise of the members (e.g. discussion with experts);
2. Transmission belt for the companies through the regional board of companies/in-company trainers to the VET committee up to the policy and back to the companies;
3. Influence on decision-makers (e.g. talks with ministries);
4. Opinion-making and trendsetter;
5. Input for the education department (e.g. discussion of the project work in the field of vocational education and training).

The regional board of companies/in-company trainers pursues therefore the following objectives:

- further development of proven, established and new structures,
- linkage between policy and economy,
- involvement of all participants in the sense of "power stations".

3. Greece

3.1 Overview of the VET system

3.1.1 Some general observations about the Greek VET system

During the last decade in Greece, one of the most important priorities of the Ministry of Education has been the promotion of vocational educational and training in terms of reinforcing its dual role in a professional level as well as a social one. The importance of vocational educational and training on a professional level relies on the preparation of the VET graduates in order to enter the business world adequately equipped and qualified. In this way enhancement will be pursued on a personal level and simultaneously of the general business and working environment. On the other hand, the social role of VET is concerned with the promotion of social cohesion and the mitigation of social inequalities.

Nevertheless, the social role of VET in Greece is intimidated by a number of factors such as:

- Low esteem of VET,
- Low efficiency rates of VET,
- Existence of numerous and sometimes contradicting legislation Acts concerning VET,
- Lack of VET harmonisation in multiple levels (initial and Life Long Learning Programmes),
- High rates of early school leaves and
- Mismatch between VET output and the requirements of the labour market (CEDEFOP, 2014).

Despite the preceding inadequacies of the VET system in Greece, it is important to clarify the orientation of the last two educational reforms (2013 and 2016) vis-à-vis vocational education and training is focused, among others, on the diffusion of the institution of „mathitia” which is a form of dual VET initially applied by OAEΔ (Organization for Work Force Employment) almost fifty years ago, in other structures of VET providers beyond OAEΔ. This diffusion is primarily based on the consistent orientation of the Greek governments towards VET, the significant amount of investments made on VET infrastructures the previous years and the commitment of the highly sensitized VET educators.

However, the linkage of VET schools with employment has not been an easy task. During the last decade at least four educational reforms have been realised concerning VET (Law No 3191/2003), the establishment of Life Long Learning Programmes (Laws No3369/2005 and No3879/2010) and the restructuring of secondary and post secondary education (Laws No4186/2013 and No4386/2016). These reforms have endured many problems in the implementation stage due to resistance to change of the various stakeholders.

Despite the low rates of social acceptance and attractiveness of VET in Greece, there is a substantial amount of student force engaged in VET which can be inferred from the following table. For the last decade, the number of students attending VET schools has been consistently over 100.000 although there is a decline in that number due to several factors but mainly due to the increase in the number of early leaves in VET schools that is over 17% for years 2011-2013. These rates are much less, around 2% for the general secondary schools which is associated with the low esteem of VET and the educational level of students' parents (Paidousi, 2016).

Table 1: Student Force in the Secondary VET Schools in Greece

	MinEduc	EPAS (outside MinEduc)							
Year	EPAL	OAED	Agri.	Tourism	Health	Total	Total Public	non-EPAL	Private
2008-09	88.126	15.017	157	1.149	2.071	18.394	106.520	17%	673
2009-10	92.812	13.481	168	1.205	2.217	17.071	109.883	16%	639
2010-11	98.447	12.396	170	1.218	2.386	16.170	114.617	14%	634
2011-12	105.457	12.333	192	1.315	2.509	16.349	121.806	13%	390
2012-13	107.993	11.788	216	1.206	2.678	15.888	123.881	13%	309
2013-14	96.808	12.323	299	1.078	2.361	16.061	112.869	14%	298
2014-15	87.135	10.713	320	433	1.030	12.496	99.631	13%	219

Source: ELSTAT (adapted from the Ministry of Education)

In addition, the vast majority of student force attends public VET schools and more than 80% attends EPAL schools. Unfortunately, work based learning programmes in the fields of Agriculture, Tourism and Health services do not attract the interest of the VET students. Nevertheless, this situation has changed in 2016 with the introduction of a fourth year of work based learning called „mathitia” in the EPAL curricula which is a form of dual VET.

3.1.2 A brief description of the VET system in Greece

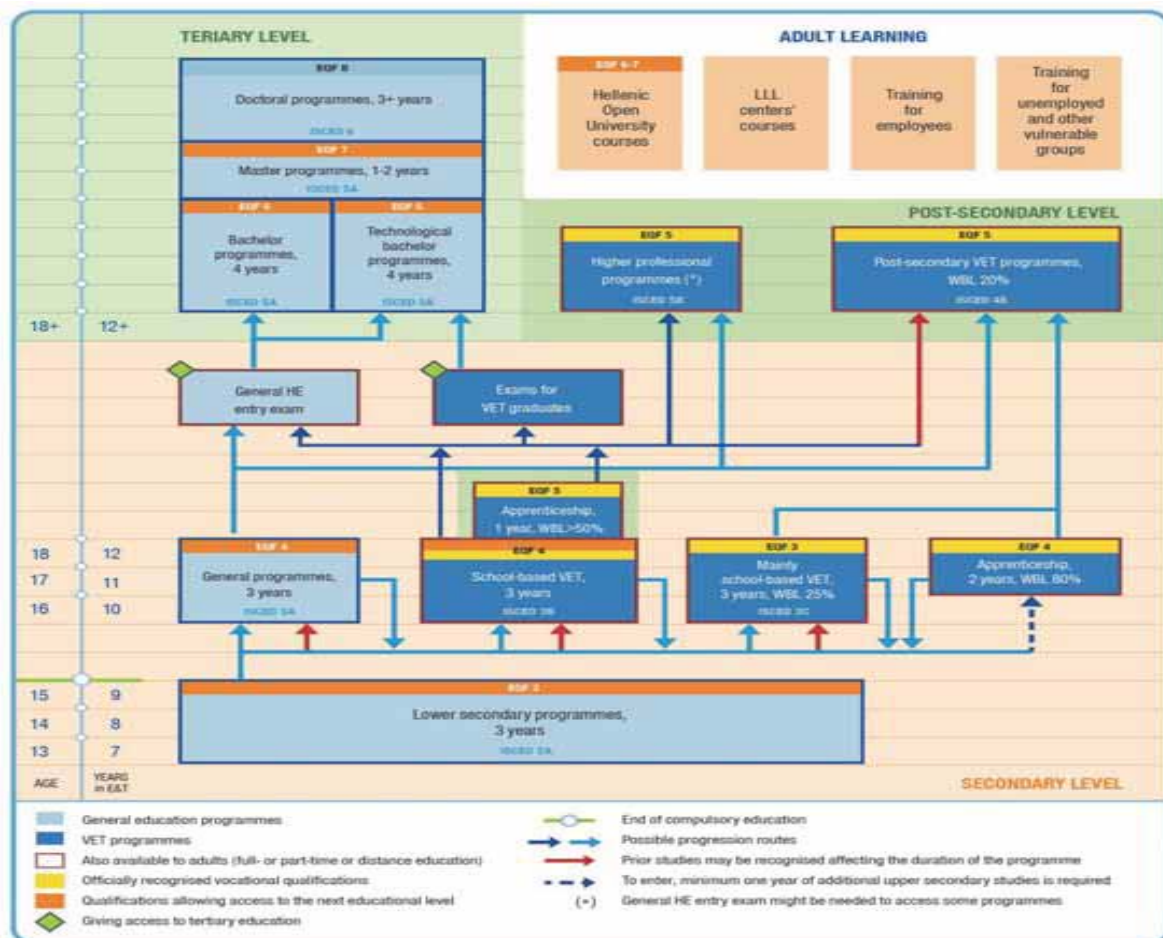
According to the current regulatory framework, after the completion of a 10-year compulsory education students have to make a significant choice about their career paths at the age of 15. These different career paths illustrated in the following scheme, besides the general secondary education that leads to Tertiary Education (Universities & T.E.I.s) include:

a) Initial Vocational Education (IVET) incorporated in the second cycle of the secondary education of the formal education system. In particular, this career path refers to formal vocational schools (EPAL-daily/evening) and the graduate of these schools gain a certificate as well as a discipline of EQF4 level.

b) Initial Vocational Training incorporated in the context of non formal education and in particular, Vocational Training Schools (SEK) established by Law No 4186/2013. The graduate of these schools gain a certificate as well as a discipline of EQF3 level. However, the objective of Law No 4186/2013 concerning SEK education has never been completed in practice because the initial plan for the operation of 100 public SEK schools was actually abandoned by Law No 4386/2016 before its implementation (we referred earlier in the matter of contradicting legislation Acts). In fact, only four public SEK schools actually operated in large scale.

c) IVET provided by structures/schools under the supervision of other ministries beyond the Ministry of Education such as Vocational Schools (EPAS) of OAED supervised by the Ministry of Labor, Social Security and Welfare and other EPAS supervised by the Ministry of Agriculture and the Ministry of Finance, Development and Tourism. With the successful completion of the studies, the graduates of EPAS gain a certificate as well as a discipline of EQF4 level and valuable working experience.

Figure 6: Greece's education and VET system



Source: CEDEFOP

Moreover, the graduates of the Secondary Schools (General and Vocational) have another potential career path by enrolling to Vocational Education Institutes (IEK). These schools are part of the post secondary education, their duration is 5 semesters which includes one semester of practical training. Public or private IEKs provide initial vocational training in the context of non formal education. The graduates of IEKs gain a certificate as well as a discipline of EQF5 level

In addition, everybody throughout his/her working life can attend Life Long Learning (LLL) courses provided by LLL Centers. The objective of these courses is to update the knowledge, competences and skills of currently employed or unemployed people. The graduates of these courses get a certificate of attendance which is not rated in the EQF level.

3.2 Different roles and tasks for VET stakeholders

3.2.1 Formal Vocational Education

According to Law No 4386/2016 in the Greek educational system, the formal vocational education is provided by EPALs. The daily EPAL has a duration of three years while in the evening EPAL the tuition lasts four years. The curriculum structure of the daily EPAL is embedded in the following Table. As we can see, the first year of EPAL is designed to offer mainly general education courses and thus, allowing the internal horizontal mobility between General and Vocational Schools (General Lyceum and EPAL). The graduates of the first year of General Lyceum can enroll to the second year of EPAL.

In the first year of EPAL, students attend courses of general education for 22 hours per week,

orientation courses for 7 hours per week and 3 optional courses for 6 hours per week. In particular, the general education courses include Greek literature, Maths, Physics, Chemistry, Biology, Political education, History, Religious Affairs, Informatics, Foreign Language and Gymnastics. The orientation courses include Research Coursework in Technology, Vocational Orientation and Creativity Zone while the optional courses include Health Topics, Introduction to Design, Introduction to Electronics, Introduction to Mechanics, Introduction to Economics, Agricultural Development and Naval Art.

Table 2: Formal Vocational Secondary School – EPAL

Year		Hours/Week General Education courses	Hours/Week Orientation & Discipline courses
1 st Year	General Education	22 hours/week	13 hours/week (orientation & optional courses)
2 nd Year	9 Divisions	12 hours/week	23 hours/week (division courses)
3 rd Year	36 Disciplines	12 hours/week	23 hours/week (discipline courses)

Source: Own Scheme

In the second year of EPAL, students attend courses of general education for 12 hours per week and courses for 23 hours per week of the division they selected. 50% of the weekly workload of these division courses is theoretical while the other 50% is in laboratory. In particular, the general education courses include Greek literature, Maths, Physics, Chemistry, Introduction to Computer Science, Religious Affairs, Foreign Language and Gymnastics. The division courses vary among the 9 selective divisions which are the following:

1. Informatics,
2. Mechanics,
3. Electrical, Electronics and Automation Systems,
4. Structural Projects and Architecture,
5. Management and Economics,
6. Agriculture, Food and Environment,
7. Naval Professions,
8. Health, Providence, Well-being and
9. Applied Arts.

In the third year of EPAL, students attend courses of general education for 12 hours per week and courses for 23 hours per week of the discipline they selected. 50% of the weekly workload of these discipline courses is theoretical while the other 50% is in laboratory. In particular, the general education courses include Greek literature, Maths, Physics, Chemistry, Introduction to Computer Science, Foreign Language and Gymnastics. The discipline courses vary among the 36 selective disciplines. In particular, the preceding divisions have various disciplines like:

1. Informatics offer 2 disciplines,
2. Mechanics offer 5 disciplines,
3. Electrical, Electronics and Automation Systems offer 3 disciplines,
4. Structural Projects and Architecture offer 1 discipline,

5. Management and Economics offer 4 disciplines,
6. Agriculture, Food and Environment offer 4 disciplines,
7. Naval Professions offer 2 disciplines,
8. Health, Providence, Well-being offer 9 disciplines and
9. Applied Arts offer 6 disciplines.

After the successful completion of the three year curriculum of EPAL, the graduates have the following options. The first option is to give examination in order to enter in Tertiary Education (University and TEI). The second option is to enroll in EPAS or IEK while the third option which is the innovation of the last educational reform (Law No 4386/2016) to attend a fourth year of apprenticeship called “mathitia”, as in the successful example of OAED.

During this apprenticeship, students attend discipline courses (in laboratory) at EPAL for 7 hours per week and work based training (mathitia) for 28 hours per week distributed at least in four days per week. The period of this apprenticeship extends to nine months and it is based on a contract signed by two counterparties, the employee/student and the employer/business. During this apprenticeship, the role of VET school (EPAL) is mainly to monitor the whole procedure as well as the commitment of both counterparties. At the end of the apprenticeship, students sit in national examinations organized by EOPPEP which is responsible for the certification of qualifications and vocational education. The graduates of this fourth year of apprenticeship gain a certificate as well as a discipline of EQF5 level.

3.2.2 Other (non formal) Secondary VET stakeholders

3.2.2.1 Initial vocational training

The main providers of initial vocational training in Greece are post secondary VET institutes (IEK). Although the objective of the Law No 4186/2013 was to promote the newly established Vocational Training Schools (SEK) as the primary providers of initial vocational training, this effort was abandoned because the enforcement of Law No 4386/2016 abolished SEK (as we mentioned earlier only four public SEK schools actually operated in large scale) and their disciplines are going to be incorporated in the curricula of IEK. Potential students of public and private IEKs are graduates of the secondary education (general and vocational), graduates of EPAS and attendants of a SEK programme. In particular, EPAL graduates can enter in the third semester of a related discipline to their EPAL certification.

The tuition to IEK schools lasts five semesters while four of them include theoretical as well as laboratory training up to 1.200 teaching hours in the discipline and one semester of on-job training or apprenticeship up to 1.050 hours, which may be continuous or segmented after the completion of the first two semesters. Upon the successful completion of these five semesters, students are allowed to participate in the certification examinations conducted under the jurisdiction of EOPPEP. IEK graduates gain a diploma of EQF5 level. Each IEK focuses on a particular sector or offer training in several sectors, such as applied arts, tourism/transportation, food/beverage, industrial chemistry, informatics/ telecommunications/ networks, clothing/footwear (CEDEFOP, 2014).

According to data provided by the General Secretariat for Lifelong Learning of the Greek Ministry of Education, there are 129 public IEKs situated in 74 cities throughout Greece which provided training to 30.699 trainees in the winter semester of 2015. During the same period, 62 private IEKs were licensed to operate and thus allowing 31.161 trainees to benefit. Moreover, public and private IEKs offer a plethora of various disciplines to potential trainees which are over 110 different disciplines mainly established by Law No 4186/2016, Law No 4203/2013 and many Ministerial Decisions (Ministry of Education, 2016).

3.2.2.2 Continuous vocational training

In Greece the institutional framework of continuous Lifelong Learning (CLL) and adult learning (AL) is thoroughly outlined by Law No 3879/2010. CLL and AL are an integral part of the so called “non-formal” education provided outside the formal education system. Providers of continuous vocational training and adult learning which can be public as well as private, are administered by the General Secretariat for Lifelong Learning of the Greek Ministry of Education.

Moreover, providers of continuous vocational training and adult learning are evaluated and certified as Lifelong Learning Centers of level 1 or 2, dependent to their infrastructures. Lifelong Learning Centers provide continuous vocational training, adult learning, professional orientation and lifelong counseling in accordance with the framework described by Law No 4186/2013. Although the authority responsible for the certification of a Lifelong Learning Center is EOPPEP, the monitoring authority of these centers is the General Secretariat for Lifelong Learning of the Greek Ministry of Education. In fact this bureaucracy, multi-legislation and the vague boundaries of jurisdiction is the source for any inefficiency observed in the monitoring procedure of these centers.

As far as the definition of disciplines is concerned, the Greek Ministry of Education is responsible for public Lifelong Learning Centers having in mind mainly the needs of the local economy and the propositions of the regional stakeholders. Curricula for vocational training are developed and overseen by the General Secretariat for Lifelong Learning and certified by the EOPPEP. They can be defined in terms of learning outcomes and linked to credits, following ECVET (CEDEFOP, 2014).

3.3 Examples of Good-Practice

3.3.1 O.A.E.D.

OAED is one of the main providers of IVET in Greece for more than sixty years. It operates outside the formal education system and it is supervised by the Ministry of Labour, Social Security and Welfare. Today, OAED has 51 vocational schools (EPAS), 25 schools of vocational training (SEK), 29 vocational training institutes (IEK) of post secondary education and 30 career offices responsible for the interconnection of vocational students with the world of business and vice versa (OAED, 2016).

OAED is a public structure that first embraced a form of dual education and training. This dual system called “mathitia” has been successfully implemented since 1952 and combines theoretical as well as laboratory training and employs two learning venues, school and business. As we saw in the table of 3.1.1 section, OAED is one of the main providers of IVET in Greece since it trains more than 10000 students every year only in EPAS with the mathitia system. According to OAED (2016), this dual system has proved itself as efficient due to high retention rates of trainees by companies after the official period of training.

As all EPAS programmes, the mathitia system lasts four semesters (2 years) and during these semesters students attend theoretical and laboratory courses in EPAS (in the morning once a week and in the afternoon four times a week and not less than 21 hours per week) and simultaneously they realise their practical training (4 or 5 days a week with maximum 6 hours per day or 36 hours per week) in jobs related to their discipline. Potential students can enroll to the EPAS mathitia programmes after the completion of the first year of EPAL or General Lyceum, so students must be at least 16 years old and no more than 23 years old since EPAS is part of the „initial” vocational education and training (OAED, 2015).

For the successful completion of the on job training, a „Mathitia Agreement” is signed by the three counterparties, the trainee, the school and the employer. Amongst others, students are reimbursed 75% of minimum wage which corresponds to 17,12 €/day while the financial burden of the employer is mitigated to 9,27 €/day since there is a grant of 11€/day from national and EU

funds. Moreover, trainees are entitled to fully medical care and pension rights as all the other employees. Thourough calculations of these amounts are embedded in the following table.

Table 3: Calculation for OAED students

Description	Amounts in Euros
Daily wage	$22,83\text{€} \times 75\% = 17,12\text{€}$
insured amount	$17,12/2 = 8,56\text{€}$
Employer's contribution	$8,56\text{€} \times 36,78\% = 3,15\text{€}$
Employee's contribution	$8,56\text{€} \times 3,28\% = 0,28\text{€}$
Total sosial security contribution	$3,15\text{€} + 0,28\text{€} = 3,43\text{€}$
Amount payable to student	$17,12\text{€} - 0,28\text{€} = 16,84\text{€}$
Employer's total burden	$17,12\text{€} - 11\text{€} = 6,12\text{€} + 3,15\text{€} = 9,27\text{€}$

Source: Adapted fro OAED

The pioneering role of OAED in VET is also verified with the establishment of 30 career offices all over Greece which are responsible for the interconnection of vocational students with the world of business and thus attaining the following:

1. Mitigate the adjustment problems of trainees that arise in the transition from school to business,
2. Interconnection with businesses,
3. Monitoring and mentoring the trainees,
4. Cooperation with the various stakeholders and social partners,
5. Match labor competences with the needs of the labor market.

3.3.2 ELGO-Dimitra

The objective of the Hellenic Organisation of Agriculture Dimitra (ELGO-Dimitra) is to take actions towards the modernisation of the agricultural sector of Greece. One of the most important duties of ELGO-Dimitra is the provision of vocational education and training in disciplines related to agriculture. ELGO-Dimitra as a public entity, is administered and supervised by the Greek Ministry of Agriculture. As all EPAS programmes, the tuition in ELGO EPAS schools lasts four semesters (2 years) and during these semesters students attend theoretical and laboratory courses. Today, there are six EPAS schools under the administration of ELGO-Dimitra situated in six different cities throughout Greece, offering to potential students 7 different disciplines related to Agriculture (see table below).

Table 4: ELGO-Dimitra disciplines related to Agriculture

<i>EPAS</i>	<i>Disciplines</i>
1. EPAS in Larisa	1. Agricultural Machinery 2. Cattle Breeding
2. EPAS in Ioannina	1. Dairy - Cheese Making
3. EPAS in Crete	1. Greenhouse Construction and Cultivation
4. EPAS in Kalabaka	1. Woodwork and Decorative Furniture
5. EPAS in Nemea	1. Wine Making – Oenology
6. EPAS in Sygrou	1. Planting Business – Landscape Architecture

Source: Adapted from ELGO-Dimitra

The Averovian EPAS in Larisa was established in 1911 and is one of the oldest VET structures in Greece. Today, the EPAS in Larisa provides IVET in agriculture and its graduates can work as technicians of agricultural machinery or technicians of cattle breeding. The EPAS school in Larisa operates as a boarding school. The Dairy EPAS in Ioannina was established in 1934 and is one of the oldest VET structures in Greece and the only one with disciplines related to dairy industry.

Today, the EPAS in Ioannina provides IVET in dairy industry and its graduates can work as technicians of dairy and cheese making. The EPAS school in Ioannina operates as a boarding school. The Agricultural EPAS in Messara of Crete provides IVET in Greenhouse and Cultivation and its graduates can work as technicians in this field. The EPAS in Kalabaka was established in 1964 and it is the only one with disciplines related to woodworking. Today, the EPAS in Kalabaka provides IVET in woodworking and its graduates can work as technicians of woodworking and decorative furniture. The Agricultural EPAS in Nemea is situated in a region which is the biggest protected designation of origin for red wines in Greece. Thus, the EPAS in Nemea rationally provides IVET in oenology and its graduates can work as technicians of wine making and oenology. The EPAS school in Nemea also operates as a boarding school. One of the oldest EPAS in Greece is situated in Marousi. It is the EPAS Sygrou and it operates since 1926. The EPAS in Marousi provides IVET in planting business and its graduates can work as technicians of planting business or landscape architects.

3.4 Results of field testing in the region of E.M.T.

It is important in this part of our research to clarify certain elements of the research methodology adopted for the field testing in the region of Eastern Macedonia and Thrace (EMT). The guidelines and questionnaires provided by F-BB have been tested in the two main categories of stakeholders (schools and businesses) in certain pilot interviews. The results of these pilot interviews highlighted some inefficiencies when applied in a Greek context. As the Contingency Theory of Management implies, there is not a universal system (in this case interview guide) that can be applied successfully in any case/organization without taking into consideration the particular contingent variables such as culture, economic conditions, social status, involved stakeholders etc.

So, the original interview guides provided by F-BB were modified in order to serve their purpose in the EMT context. In this way, we can witness minor differences with the Romanian field testing (i.e. numbering of interview guide) and few more important.

3.4.1 Empirical results of VET schools

The results of the field testing associated with VET schools are embedded in the following tables (table numbering corresponds to the question numbers of the questionnaires cited in the Annex).

Table 2.2.a Does your school cooperate with employers?

Response variant	Number of answers	Percentage value
Yes	11	61%
No	7	39%

As we can see from table 2.2.a, we have 18 answers from VET school principles. In contrast to the Romanian results, only 61% of the VET schools cooperate with employers. This result must be very disappointing for the Greek VET system but if we see thoroughly we realize that the VET schools that actually replied “No” to this question are EPAL principals where the institution of mathitia has been introduced recently (Law 4386/2016) and it has not been implemented yet in the region of EMT.

Table 2.4.a Do you address to companies to provide a training place?

Response variant	Number of answers	Percentage value
Yes	8	44%
No	10	56%

In table 2.4.a, we have 18 answers from VET school principles concerning their initiatives to get offers of training placements for their students. Unfortunately, this is much higher than the 39% we expected of the VET schools like EPAL. This result is discouraging because 17% (56%-39%) of the sample principles cooperate with employers for other matters (i.e. workshop, events, visits etc.) except training placements.

Table 2.5.a Does your school organises or attends regional workshops or round tables to promote vocational education and training?

Response variant	Number of answers	Percentage value
Yes	15	83%
No	3	17%

In table 2.5.a, we have 18 answers from VET school principles concerning their interest to promote VET. In contrast to the Romanian results and our perceptions, there is a significant amount of respondents (17%) that do not show any interest to promote VET although they serve as VET principles. However, the vast majority (83%) of VET school principles organises and attends workshops/roundtables for the promotion of VET.

Table 2.6.a Do you provide VET counselling to student and parents?

Response variant	Number of answers	Percentage value
Yes	18	100%
No	0	0%

In table 2.6.a, we have 18 answers from VET school principles concerning their interest in providing VET counseling to students and parents. The results are encouraging since all of them are engaged in VET counseling to parents and students.

Table 4.2 Rate the importance of the following tools (5 Very Important–1 Less Important)

Tools	Mean Value	Standard Deviation
a. Development of work-related curricula for the content of the practical year in the company	4,556	0,856
b. Development of quality standards for the practical training phase in the company	2,667	1,085
c. Regulation of the qualifications of in-company-trainers,	2,333	0,840
d. Definition of the roles for the various stakeholders in the vocational education and training system	2,389	1,461
e. Training needs of vocational school teachers	3,056	1,514

In table 4.2 are embedded 18 answers from VET school principles about their rating in terms of mean value and standard deviation, to the following tools: a. Development of work-related curricula for the content of the practical year in the company, b. Development of quality standards for the practical training phase in the company, c. Regulation of the qualifications of in-company-

trainers, d. Definition of the roles for the various stakeholders in the vocational education and training system and e. Training needs of vocational school teachers.

As we can see, educators believe that the most important tool by far is the development of dual programmes such as Mathitia which is encouraging because it shows that this group of stakeholders (VET educators) embrace the recent VET reform (Law 4386/2016) towards Mathitia. Moreover, it seems that the “train the trainer” concept is considered as a quite popular tool among VET school teachers since it has the second highest mean value of 3,056. That result shows not only the interest but also the need of educators for up to date knowledge and skills. On the other hand, the other three tools (b, c, d) are considered as less important. Perhaps, there is an implication that the current status of these tools is acceptable while there is a need for improvement in the most important tools like “Mathitia” and “train the trainer” concept. The results of table 4.2 vis-à-vis the match between VET and the requirements of the labour market will be revisited in Intellectual Output 2.

3.4.2 Empirical results of enterprises

The results of the field testing associated with enterprises are embedded in the following tables.

Table 2.1 Is there an interest in participating in the vocational training of young school leavers?

Response variant	Number of answers	Percentage value
Yes	12	80%
No	3	20%

As we can see from table 2.1, we have 15 answers from enterprises. In contrast to the Romanian results, 20% of enterprises are not willing to offer training places to VET school graduates. This result shows that a lot of work needs to be done to enhance the social responsibility of businesses or at least to improve the current status of VET in the business world of EMT in order to encourage enterprises to engage in this process.

Table 2.2 Have you already trained trainees in the company?

Response variant	Number of answers	Percentage value
Yes	9	60%
No	6	40%

In table 2.2, we have 15 answers from enterprises related to their past engagement in the process of VET. The results show that only 60% of the sample enterprises have trained trainees in the past. That means that 40% of enterprises have not trained trainees in the past. If we see these results combined with table 2.1 we realise that there are enterprises (20% of the sample) that are willing to offer training places to VET school graduates although they have not trained trainees in the past. This is quite encouraging however, further analysis is needed to identify the causes of that 40% (we revisit this question at later section).

Table 3.2 Please rate the following roles and tasks of companies: Are these feasible from your point of view? (5 Very Important–1 Less Important)

Roles/Tasks	Mean Value	Standard Deviation
a. Adaptation of school curricula	3,4	1,242
b. Establishment of a company training plan (training/regulations/curriculum)	3,333	0,976
c. Participation in the curriculum of the training program	3,6	0,737
d. Participate in the selection of the vocational schools provided by the vocational schools	3,133	0,915
e. Orientation and/or attendance at regional workshops	3,067	0,961
f. Qualification of the training staff	3,933	0,961
g. Involvement in the direct communication and co-operation with vocational schools	4,067	0,458
h. Accept/employ students and invest in their training	3,5	0,855

In table 3.2 are embedded 15 answers from enterprises about their rating in terms of mean value and standard deviation, to the following roles and tasks: a. Adaptation of school curricula, b. Establishment of a company training plan (training/regulations/curriculum), c. Participation in the curriculum of the training program, d. Participate in the selection of the vocational schools provided by the vocational schools, e. Orientation and/or attendance at regional workshops, f. Qualification of the training staff, g. Involvement in the direct communication and co-operation with vocational schools and h. Accept/employ students and invest in their training.

As we can see, all entrepreneurs believe that the preceding roles and tasks are feasible. In fact, all roles exhibit mean values well above average which means that they are not only feasible but also very important. The most important role is the Involvement in the direct communication and co-operation with vocational schools and other stakeholders such as chambers. These results reveal the need for closer cooperation among the various stakeholders. Moreover, it seems that the “train the trainer” concept which is considered as a quite popular tool among VET school teachers is also important among the entrepreneurs since the qualification of the training staff has the second highest mean value of 3,933 (this result will be revisited in the next table). On the contrary, entrepreneurs rate the orientation and/or attendance at regional workshops is less important than other roles and tasks since it exhibits the lowest mean value of 3,067.

Table 5.2 Rate how relevant are the following aspects to you (5 Very Important–1 Less Important)

Aspects/Tools	Mean Value	Standard Deviation
a. Development of work-related curricula for the content of the practical year in the company	4,000	1,000
b. Development of quality standards for the practical training phase in the company	3,400	1,549
c. Regulation of the qualifications of in-company-trainers,	3,467	1,246
d. Definition of the roles for the various stakeholders in the vocational education and training system	2,133	1,060
e. Training needs of vocational school teachers	2,000	1,134

In table 5.2 are embedded 15 answers from entrepreneurs about their rating in terms of mean value and standard deviation, to the following aspects: a. Development of work-related curricula for the content of the practical year in the company, b. Development of quality standards for the practical training phase in the company, c. Regulation of the qualifications of in-company-trainers, d. Definition of the roles for the various stakeholders in the vocational education and training system and e. Training needs of vocational school teachers.

As we can see, entrepreneurs just like educators believe that the most important aspect is the development of work-related curricula for the content of the practical year in the company such as Mathitia which is encouraging because it shows that both groups of stakeholders (VET educators & entrepreneurs) value Mathitia and embrace the recent VET reform (Law 4386/2016) towards it. Moreover, it seems that the “train the trainer” concept is considered as important among entrepreneurs only when it refers to in company trainers (mean value 3,467) since the training needs of VET school teachers are considered as the least important aspect with mean value of 2. The results of table 5.2 vis-à-vis the match between VET and the requirements of the labour market will be revisited in Intellectual Output 2.

3.4.3 Qualitative interpretation of field testing and implications

After the completion of all interviews and the success of the first workshop that took place at the Chamber of Kavala with the participation of all relevant stakeholders (VET educators & entrepreneurs), some new aspects were highlighted that need to be recorded. Moreover, the results of the field testing require further analysis. In fact, we witnessed few patterns in the perceptions of various stakeholders towards VET. That fact will guide the qualitative analysis of field testing and form the structure of this section.

EPAL Stakeholders

As we saw earlier in table 2.2.a, we witnessed 7 VET schools that do not cooperate with employers. Although that result was very disappointing for the Greek VET system, the VET schools that actually replied “No” to this question are all EPAL principals where the institution of mathitia has been introduced recently (Law 4386/2016) and it has not been implemented yet in the region of EMT. So, that reveals that there are no formal or regulated networks, bodies or roundtables at least at regional level. However, it is encouraging that steps are taken towards networking among VET schools and the public services and organizations for the provision of training places. For instance, public hospitals, the Greek Army, Social Security Services and other

governmental units report to the Ministry of Education their annual needs in training places and these reports are provided to VET schools. Despite the inefficiencies of this initiative (i.e. same lists provided to every stakeholder, many times are not updated-training places appear as vacant although they are covered), it is a step forward to networking VET stakeholders.

In addition, we found evidence that there are informal networks in place at local level and sometimes, at school unit level. Although, 70% of the EPAL principals do not formally cooperate with employers, that number is reduced to 30% when we refer to informal cooperation and networking. For EPAL principals, the most popular tool for the coordination of a network is personal contact with the entrepreneur (70%), educational visits at enterprises (30%), cooperation with the local chambers (20%), organization of annual workshops (20%) and pursuit of sponsorships of laboratory equipment (10%).

It is important to underline that all school principals (100%) are eager to undertake initiatives for the success of “Mathitia” but they all expressed their lack of information and guidelines for the implementation of “Mathitia”. They pointed that the promotion of this newly established institution is not a matter of one group of stakeholders and proposed the cooperation of the various groups including General Lyceum principals.

As we saw earlier in table 2.6.a, all VET school principles (100%) provide VET counseling to students and parents. The most popular tool of VET counseling is briefings and lectures at secondary schools (100%), by phone (30%) and other electronic means. However, the majority of the briefings and lectures at secondary schools is performed at lower secondary schools (80%) and only 20% is performed in the first year of upper secondary schools (General Lyceum). That is not what we expected since the provision of general education is common until the age of 16 and the choice of VET or General education is made at this age. In fact, the majority of VET school principles are reluctant to provide VET counseling at General Lyceum because they experience an unfriendly atmosphere by their colleagues there as if they are going to “steal” their students.

Nevertheless, the forms of cooperation that seem realistic and feasible to EPAL principals can be summarized to the following:

1. Agility of the VET procedures (the current status is too bureaucratic)
2. Cooperation with the local chambers in terms of a formal and regulated roundtable
3. Reestablishment of Career Offices (GRASY) at school or regional level following the good example of OAED
4. Briefings and presentations of enterprises and their disciplines at school premises (the current status is not friendly to this matter)

OAED Stakeholders – EPAS and IEK Structures

As we saw in the previous section concerning the results embedded in table 2.2.a, all OAED stakeholders (100%) cooperate with employers. The interviews revealed the existence of formal local networks due to the experience of “Mathitia” of more than sixty years. There is a formal and regulated system inside OAED that enhances and coordinates that cooperation with employers. That system is called career offices that have certified procedures, monthly schedule of control and monitoring of apprenticeship (Mathitia), student records, employer records and many other standards.

As we saw in the previous section vis-à-vis the results embedded in table 2.4.a, all OAED stakeholders (100%) address to companies to provide a training place. However, there is variety of forms/tools adopted to motivate companies to provide a training place including the organisation of workshops and roundtables, the establishment of personal contact and trust with the entrepreneurs, visits to company plants, organization of promotional events and investment in the necessity of businesses for apprenticeship due to the low cost of employment for the employer. The preceding tools are usually combined and employed depending on circumstances.

Concerning the results embedded in table 2.5.a, all OAED stakeholders (100%) organize or attend regional workshops and roundtables to promote vocational education and training. This is performed in a formal manner by career offices. The most popular formal event organized by OAED is “Mathitia Day” during which the current students exhibit their projects to the public.

As it is mentioned earlier in table 2.6.a, all OAED stakeholders (100%) provide VET counselling to student and parents. The most popular tool of VET counseling is briefings and lectures at secondary schools (100%), by phone (60%) and other electronic means. However, all briefings and lectures are performed at lower secondary schools (100%) due to the “not so friendly” atmosphere they encounter at General Lyceums. It is worth mentioning that the same issue has been raised by EPAL school principals as well.

In conclusion, the forms of cooperation which seem realistic and feasible to OAED stakeholders are those that are already in use for many decades such as formal networks, career offices, certified and regulated procedures. However, there are inefficiencies concerned with the communication with the headquarters of the Organisation. The most common problem mentioned by all OAED stakeholders is the delay in the announcement of the disciplines that will be offered in the next year. This announcement usually takes place between the end of August and the beginning of September when the majority of students have already made their choices about their career paths. The proposed date in order to attract more VET students is the beginning of May. Further steps need to be taken in order to enhance the cooperation with the local chambers which seem to be the missing link in this formal business network.

Public IEKs

As it is mentioned earlier, all Public IEK stakeholders (100%) cooperate with employers. The interviews revealed the partial existence of formal local networks due to the experience of apprenticeship. There is a person in each IEK responsible for the implementation and monitoring of the vocational training. Moreover, all IEK stakeholders (100%) address to companies to provide a training place. However, there is variety of forms/tools adopted to motivate companies to provide a training place including students’ initiative, the establishment of personal contact and trust with the entrepreneurs and the investment in the necessity of businesses for apprenticeship due to zero cost of employment for the employer. The preceding tools are usually combined and employed depending on circumstances exactly as in the case of OAED.

In addition, the majority of public IEKs (67%) organises or attends regional workshops and roundtables to promote vocational education and training. The most popular form is the organisation of workshops in cooperation with the local prefectures and the Europe Direct centers (67%) while the rest 33% is confined in press releases and interviews at local television channels. Although all public IEK stakeholders (100%) provide VET counselling to student and parents, only 33% of this sub-sample employs briefings and lectures at secondary schools while the majority is confined in the provision of counselling by phone or in person (67%).

In conclusion, the forms of cooperation which seem realistic and feasible to public IEK stakeholders are formal networks, career offices and the establishment of a personal contact and trust with the entrepreneur. However, there are inefficiencies concerned with the coordination of the cooperation with enterprises, since the finding of a training place is not a responsibility of the VET school but a responsibility of the trainee. As in the case of OAED, the most common problem mentioned by all public IEK stakeholders is the delay in the announcement of the disciplines that will be offered in the next year. Further steps also, need to be taken in order to enhance the cooperation with the local chambers which seem to be invisible in this process.

Enterprises

As it is mentioned earlier in table 2.1, 20% of enterprises are not willing to offer training places to VET school graduates. However, this is not only due to the lack of social responsibility of businesses but also due to the lack of related disciplines offered by VET educators in the region of EMT. In table 2.2, we witnessed that only 60% of the sample enterprises have trained trainees in the past. Moreover, we found evidence to support that enterprises show selective eager to engage in VET depending on their industrial sectors, offered disciplines and size. Personal contact with VET schools and trust is considered as a fundamental issue among entrepreneurs. Nevertheless, there is a lack of coordination of the cooperation with VET schools and it seems that the local chambers have been proposed by the majority of enterprises as suitable bodies to play that coordinating role.

The current status of VET and especially the apprenticeship programmes lacks agility and common institutional framework. The majority of the sample considers the apprenticeships programmes as bureaucratic and it is difficult for them to adapt to the contingent variables that businesses encounter. For instance, tourism is one of the biggest industries in Greece but all related stakeholders face the contingent variable called “seasonality”. The tourist period in Greece extends from March to November with a peak interval during July and August. However, during these specific two months when trainees are needed most, they are not available since the apprenticeship period usually coincides with the academic year.

We found from the literature review as well as from field testing that there is a variety of apprenticeship (Mathitia) programmes where trainees face different challenges since the framework of “Mathitia” is different between VET educators. For instance, Mathitia in the EPAS schools of OAED implies a financial burden of 9,27€ per day for the employer. However, Mathitia in the IEK schools is considered as an integral part of the curricula and it is not reimbursed by the employer. Apparently, employers prefer to offer training places to IEK graduates than to EPAS graduates. These differences in the regulatory framework of Mathitia creates an informal and unfair competition among VET educators.

Nevertheless, a lot of work needs to be done towards the development of an apprenticeship friendly culture among entrepreneurs. Sometimes, they are absorbed in the daily routine of their businesses and view Mathitia in a short-sighted manner instead of investing in the education and training of their prospective employees.

4. Romania

4.1 Overview of the VET system

4.1.1 State of facts about professional education in Romania

In Romania, vocational education has a sinuous path: abolished in 2003 (when it was replaced by arts and craft schools - SAM) was re-established in 2011, when the two-year professional schools resumed for the graduates of the class IX. Its revival is supported both by the business environment, as well as by the Ministry of Education and the Presidency of the country.

According to the National Institute of Statistics (INS) data, in Romania in 2015 there were only 134 schools that could be associated with specialized vocational education and high school, given that in the 1990s there were 1,306 such school units. INS data shows that only 7 vocational schools are officially registered, compared to 717 from 1992, only 127 post-secondary units, compared to the 379 of the same reference year, and there is no longer any technical school of foremen, 1992 were not less than 210.

Vocational education in formal learning contexts is conceived as an initial training course for qualifications established by MENCS in accordance with the National Qualifications Register in line with the labor market needs identified through strategic planning documents for regional training offers, County and local authorities.

Through initial vocational training, students acquire:

- Key competences in qualification
- A qualification that allows you to get a first job

Later on, through continuing vocational training, they are acting to:

- Updating knowledge and improving vocational training in the core occupation, as well as in related occupations;
- Changing qualifications, driven by economic restructuring, social mobility or changes in work capacity;
- The acquisition of advanced knowledge, modern methods and procedures necessary for the fulfillment of the tasks;
- Facilitating the social integration of individuals in line with their professional aspirations and the needs of the labor market.

Vocational education has two forms of organization:

- 720 hours of practical training organized after the completion of the 10th grade (ie 11th and 12th grade in the technological high schools)
- Starting with the school year 2014-2015, the 3-year vocational education was introduced after the completion of the 8th grade, regulated by the Order of the Minister of National Education 3136/2013. The main formative component of this type of program is the practical training

Practical training can be done:

- in the workshops at schools
- At the economic agent.

The share of practical training in the whole curriculum represents:

- In the first year: about 20% of the total time allocated to the program;
- In the second year approximately 60% of the time is allocated to practical training;
- In the third year, about 72% of the time is allocated to practical training.

The combined 24-week practice during the three years of study is distributed as follows:

- 5 weeks in the first year
- 9 weeks in the second year
- 10 weeks in the third year

An essential component of vocational education is the provision of career guidance and counseling services alongside training courses. The aim of these concerted actions is to facilitate the integration of vocational education graduates into the labor market.

Employers claim the small number of graduates of vocational schools and their poor training, disagreeing with the demands of the labor market. Thus, in a study by OMV Petrom in 2016, it appears that:

- 85% of employers consider that the number of graduates of vocational education is insufficient;
- Over 65% of Romanian employers consider that the level of practical training of the graduates in the vocational school is weak and extremely weak;
- 70% of human resources managers in companies consider that vocational education is inadequate to market requirements;
- The main difficulties encountered in recruiting craftsmen are: lack of qualification (in 65% of cases), lack of experience (64%) and lack of seriousness of potential employees (65%);
- 6 out of 10 companies surveyed have to resort to unqualified workforce to cover staff shortages.

The stringent needs of qualified personnel for the Romanian labor market have led to the adoption by the Ministry of Education of Order no. 5033/2016 on the Methodology of the Organization and Functioning of the State Professional Education which updates the regulations of Law 1/2011 on vocational education.

Thus, starting in the school year 2017-2018, dual vocational education will combine education received in an education unit with workplace learning within a company.

The term "dual education" refers to the fact that teaching and learning in VET is characterized by "duality" for two reasons:

- the duality of learning spaces (VET schools / providers and training companies), which share responsibility for providing theoretical and practical training, and
- the duality of actors involved (public and private actors), who share responsibility for VET policies and practices.

The Ordinance redefines dual education as a form of organization of vocational and technical education, carried out at the initiative of interested economic operators as potential employers and practice partners on the basis of a partnership contract and individual training contracts in the context of the insurance from the economic operators of additional scholarships for pupils. At the same time, firms are encouraged to engage in better professional training for young people. In particular, tax incentives will be granted to economic operators interested in professional qualification programs.

Jointly, Vocational Education and Dual Vocational Education have the obligation to sign

professional practice partnerships with economic operators in the field of qualification. Unlike the professional one, dual education classes are formed only at the request of economic agents who are involved in the process of selection of children, their future employees. Students admitted to these restricted classes sign with the employer a formal training contract, practice in the company, take leave, not vacation, and receive an additional amount from the employer at the 200 lei monthly exchange, which the state provide it to all students in vocational education

The first dual education schools in Romania have a maximum of 4 years (Kronstadt School in Brasov), but its success and several other similar schools is given by the real chance to take up a job in the company involved in training, so that competition has increased in admission to these schools (even 4-6 children on the spot), compared to one student on the spot in the case of professional classes.

In vocational education the subjects for compulsory education and specialized training modules for obtaining professional qualification are studied. The 3-year vocational education takes place during the 9th, 10th and 11th grades. In the 9th grade the theoretical training is 60% in the whole training, while the theoretical training and practical training will be 40%. In the 10th and 11th grades, theoretical training will mean 25% of the total, practical training – 75%.

Practical training can be organized both in the educational unit and the economic operator/partner public institution. Traineeships total 30 hours/week (in the local development curriculum (CDL). The internship takes place at the partner economic operator. The hourly planning of pupils' training is done by the school unit, observing the total number of hours / week and the total number of hours / year for each discipline / module. So:

- Practical training can be organized weekly, according to the frame plan allocation, or combined over several weeks;
- Specialist culture training classes can be planned weekly according to the frame plan allocation or can be combined to be correlated with practical training;
- The training hours allocated to each discipline can be planned weekly according to the allocation in the framework plan or can be combined according to the hourly planning for the practical training.

Therefore, the practice of pupils in vocational education takes place during the technological laboratory hours, the practical training hours and the practical training stages established by the curricula. Thus, technological laboratory hours and practical training hours can be carried out both in the laboratories and workshops of the educational establishment as well as in the economic operator/partner public institution for practical training. Practical training sessions are usually carried out at the partner / partner public institution.

The studies are completed with a certification exam. Graduates who pass the professional qualification certification exam acquire a Level 3 qualification certificate of the Qualified National Qualifications Framework (Qualified Worker) recognized at European level and the Europass Certificate Comprehensive Supplement.

Dual vocational education can be organized in state education units, based on a partnership contract concluded between one or more economic operators or an association / consortium of economic operators, the educational unit and the administrative-territorial unit within which it is located School unit but also in private and confessional education units based on a partnership contract concluded between one or more economic operators or an association of economic operators and the educational unit.

The financial benefits for students in vocational education consist of:

- Professional Scholarship ", approved by the Government Decision no. 1.062 / 2012 worth 200 lei / month;
- Financial support, incentives and other forms of support provided by the practice partner under the law and in accordance with the provisions of the practice contract;

- Settlement of transport costs;
- Accommodation facilities;
- Free of charge for students who attend dual education in a different locality than their home, regardless of the offer of education and training available in their home town.

It is also foreseen the possibility of continuation of studies in secondary education by the graduates of the vocational education / dual education. The number of students estimated to enter dual education for the first year, 2017-2018, is 3,000.

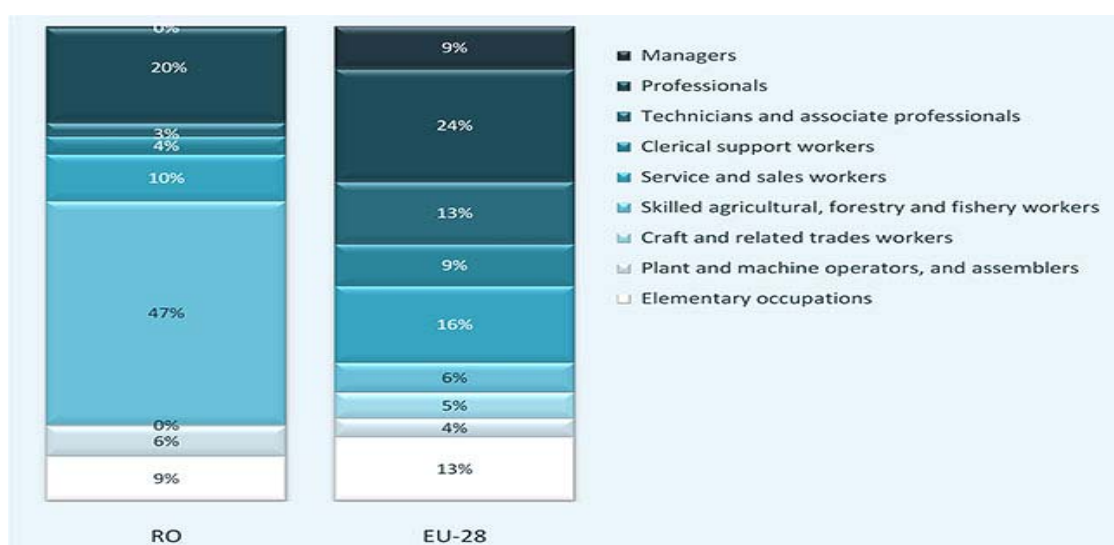
4.1.2 A brief description of the VET system in Romania

The CEDEFOP's 2015 prospective survey vis-à-vis the forecasts of supply and demand for labour in the 2025 horizon outlines the following trends:

- employment is expected to increase slightly, but will remain below the 2008 level prior to the crisis.
- the highest increases in jobs will be in the distribution and transport sector.
- most employment opportunities, around 47%, will be for workers in agriculture, forestry and fishing.
- the highly qualified workforce will reach 39%, compared with 26.6% in 2013.
- the increase of the number of jobs in Romania by 2025 is expected to be in the same sectors that have grown over the period 2008-2013 - services, distribution and transport and non-commercial services - the majority state sector, but in a slower pace than in the immediate aftermath of the economic crisis. Primary employment is estimated to be generally stable.

In Romania, due to the high replacement demand, the most employment opportunities, around 47%, will be for agricultural, forestry and fishing qualifications, almost eight times higher than the 6% forecast for these occupations for the European Union as a whole. In contrast, employment opportunities for skilled and assimilated workers in Romania around 0% are significantly below the 5% forecast for the European Union as a whole.

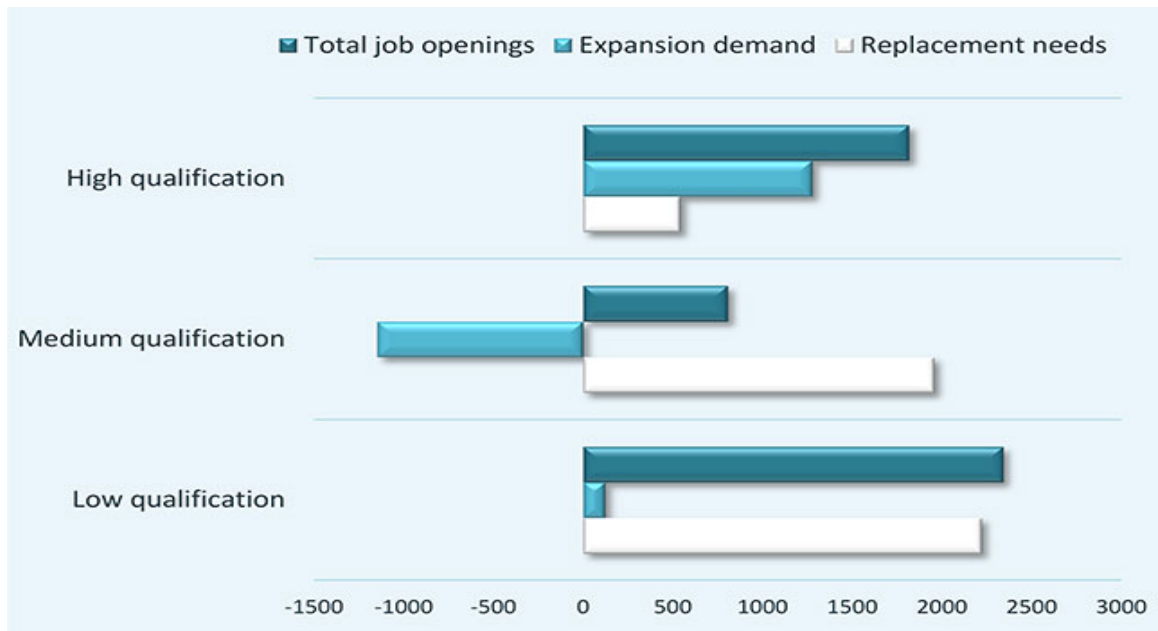
Figure 7: Distribution of total job opportunities by occupation in the period 2013-2025, Romania and the EU (%)



Source: CEDEFOP - Romania Country forecasts - Skill supply and demand up to 2025

Most employment opportunities in Romania will require lower level qualifications, ie ISCED 97 levels 1 and 2. However, there will also be a significant number of employment opportunities requiring high level qualifications, ie ISCED 97 levels 5 and 6.

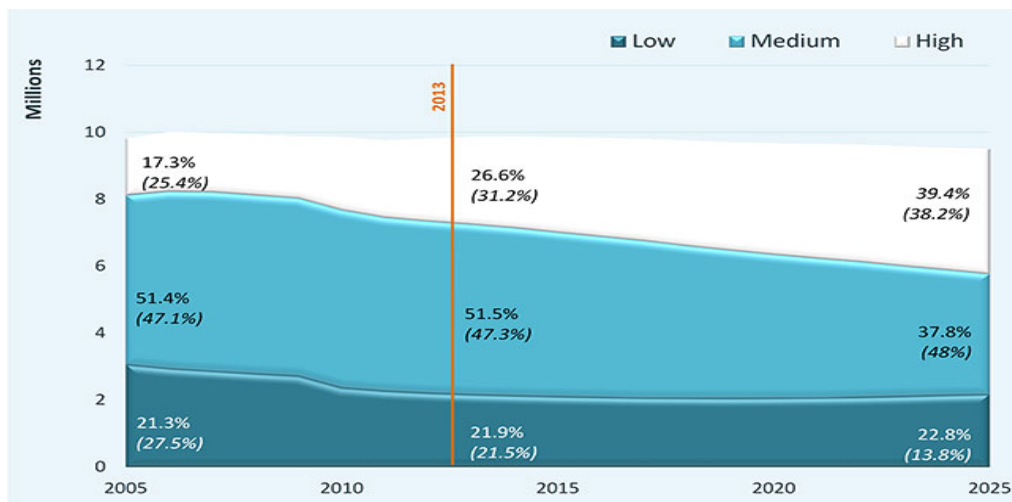
Figure 8: Total job forecast by qualification for the period 2013-2025 (in thousand)



Source: CEDEFOP - Romania Country forecasts - Skill supply and demand up to 2025

Romania's labor force is increasingly highly qualified. This is explained by the fact that more elderly, less qualified people leave the labor market and more young people with higher education enter the labor market. By 2025, Romania's high skilled labor force should increase to 39.4%, compared with 26.6% in 2013 and 17.3% in 2005. Those with an average level of qualification in 2025 will represent 37.8% of the labor force compared to 51.5% in 2013. The share of those with low or unskilled qualifications is forecast to remain at around 22% in 2025. According to CEDEFOP forecast, by 2020 in Romania, around 50% of the workforce aged between 30 and 34 will have high qualifications, higher than the EU target of 40%. Based on current trends around 60% of the 30-34 year-old workforce in Romania will have high-level qualifications by 2025.

Figure 9: Labor Market Trends on Qualifications, 2005-2025, Romania and the European Union,%



Source: CEDEFOP - Romania Country forecasts - Skill supply and demand up to 2025

The education and training strategy in Romania will have to ensure the continuation of the processes of modernization of the vocational training, connecting it to the needs of a European labor market and responding to the national economic and social development priorities by efficient and constructive use of the allocations budgeting and accessing European funds available.

4.2 Different roles and tasks for VET stakeholders

The regulation of the three-year dual vocational education was carried out by consulting the Ministry of National Education and Research with the representatives of the local and central administration institutions (Presidency, Ministries and the Chancellery of the Prime Minister), companies interested in the development of dual education, Embassies of Austria, Spain, the Netherlands, Switzerland, the Romanian Chamber of Commerce, the Romanian -German Chamber of Commerce and the Romanian - French Chamber of Commerce and the Coalition for the Development of Romania.

For employers, fiscal measures were designed for economic operators interested in professional qualification programs. By amending the Fiscal Code, provisions were made for the deduction of expenses incurred by economic agents with theoretical and / or practical training of pupils and students, as well as other categories of persons who undertake any form of education or training in an institutionalized setting.

Although regulated by the Government to be applied from the 2017-2018 school year, in practice, dual vocational education has already been implemented in several schools in Romania, Kronstadt Vocational School and Technical College "Transilvania", both in Brasov. The companies involved in their organization are, as a rule, multinational companies that run businesses in Romania and claim the lack of qualified staff. Among them: The Schaeffler Group operates through its three strong brands, LuK, INA and FAG, in the auto, industrial and aerospace sectors, with a view to achieve rapid and flexible manufacturing processes, partly developing their own technologies, machines and orders. Schaeffler Romania, one of the greatest investments in the Group's production capacities, produces in Braşov components for the automotive and building machine industry and the wind one. In 2016, it had over 4,000 employees and a turnover of over 800 million lei (about 179 million euro).

Premium AEROTEC is a company that belongs to the Airbus group and has as core activity the development and production of composite structures of metal and carbon fiber for the aerospace industry.

Continental AG is an international concern based in Germany, manufacturer of automotive components: tires, brake systems, stability control systems; 7,000 people work in the research and development centers in Timisoara, Sibiu and Iasi and in the production units in Sibiu, Timisoara and Brasov.

Airbus Helicopters is a division of the Airbus Group

OMV Petrom is the largest integrated oil group in Southeast Europe, with an annual oil and gas production of about 66 million boe in 2014. OMV, the largest listed industrial company in Austria, holds 51.01% of OMV Petrom shares.

Every year, OMV Petrom's direct, indirect and induced impact on Romania's GDP is about 4.5%. On the occasion of the implementation of the Dual Vocational Education Ordinance, the economic operators may require intensive training for pupils for a specific field, following the steps:

- Sending the application to the school inspectorate of that county.
- Businesses that already have collaborative partnerships with schools can submit their applications to partner schools, with applications being submitted to the School Inspectorate (ISJ), even by the VET schools
- The specialized school inspectors validate the applications, but only if the requests of economic agents are found in the Nomenclature of professional qualifications;

When in the places from where the demands already exist, there are already the classes with the specifics demanded by the employers, but the number of graduates is insufficient on the labor market, the number of places can be supplemented or an extra class can be established.

The role of the companies entail:

Dual education classes are formed only at the request of economic agents, by involving the future employees in the selection process.

The company provides students with practical training, scholarships and other expenses for student quality education

As employer, the company benefits from taxes, contributions and contributions due to the state budget, social security budget, special fund budgets or local budgets.

4.3 Examples of Good-Practice

4.3.1 Kronstadt/Brasov Professional Schools

The first professional school in dual system in Romania is Kronstadt German Vocational School (SPGK) (in general, there were established professional classes in technological high schools, but SPGK is the first school exclusively with professional and legal status.) This school is in the fourth year of existence, becoming a benchmark for what the revival of technical and professional education means (TVET). The number of students who attend this school reached in 2016/2017 school year to 704 students, an increase of 34% over the previous year. The foundation of the German Professional School Kronstadt after the German model was the result of collaboration between local authorities, world-renowned companies with business in Brasov region and the school inspectorate for training skilled workers.

The objectives of the project are mainly to train skilled workers who are then employed by companies involved. For example, all the 77 graduates of the 2012-2016 promotion have received job offers from companies with which the school collaborates and from a total of 298 graduates in four years of activity, 284 were employed. The procedure of involving economic agents in organizing the dual professional classes includes the elements:

The National Centre for the Development of Vocational and Technical Education has developed a procedure in which economic operators may require intensive training of students for a particular area demanded by them. The new procedure comes both to support employers to have people prepared for their field, but also to help students who, at the end of the three years of study, can find easily a job. The operators who want to benefit from this procedure must submit their request by post or courier, with a submission address, to the County School Inspectorate. Economic operators, who have already partnerships with schools, can submit their applications to partner schools, their requests being submitted to the School Inspectorate by them. After receiving the applications, the school inspectors will validate them, but only if the traders demands will be found in the Nomenclature of the professional qualifications. If there are already classes with the profiles required by employers in the cities where they come from, but with insufficient number of graduates in the labor market, the number of places may be supplemented or a class can be established in addition.

The companies member of the German Economic Club, together with Brasov City Hall, The Ministry of Education and the School Inspectorate of Brasov have used legal basis (The Order of the Minister of National Education no. 3168 of 03.02.2012 regarding the organization and operation of vocational education)and in 2012, in spring they started discussion to create a school which function following the German dual system. The partners of Kronstadt Professional School is: Schaeffler Romania, Premium Aerotec, Continental, Preh, REGE, Caditec, Stabilus, Draexlmaier, HIB, Kronospan, Schulte & Schmidt, Euro Est Turbo Center, DWK, The School Inspectorate, Brasov City Hall and "Choose your Way" - The Ministry of Education Programme.

The costs are supported equally by the City Hall of Brasov and the companies involved. For example, in 2015, development of practical workshops for school was supported in equal proportion, 500,000 euros, by town hall and companies. All students admitted to vocational education receive a monthly scholarship of 200 lei from the state, and at Brasov, companies also offer a monthly grant in the same amount, so that the students here receive 400 lei. The transport and meals are provided by the school and companies during the practice period and the students from outside the county have also accommodation.

The distribution of practical and theoretical training hours each year of study:

1. In the first year of study, theoretical lessons represent 80% of all training offered, while practical training will be 20%
2. In the second year, theoretical represents 40%, while practical training will be 60%.
3. In the third year of vocational education, the importance of theoretical training will decrease to a quarter of total hours, while the focus will be more on training and practice, with a share of 75%.
4. For class X class the training is based on the curriculum for class X-3 years of vocational education, basic preparedness: textile and leather industry.

The success lies within the following:

1. An Alternative success in secondary education, adapted to current labor market
2. School facilities at European modern standards being the most modern practice of Romania. Workshops are common between the City Hall and the investment partner companies. They have been equipped to the highest standards unique in a vocational school in Romania.
3. Crafts sought by leading companies
4. They emphasize the practical training, conducted wholly within companies
5. Diploma recognized at European level
6. Priority employment after graduation
7. The possibility of continuing the studies to obtain the baccalaureate diploma

The advantages for the trainees can be summarised to:

1. A monthly scholarship for all students: 400 RON; 200 RON from the state and 200 RON from the stakeholders
2. Priority employment after graduation
3. Access to practical training
4. Transportation and meals provided during the practice training
5. The possibility of certification by the Chamber of Commerce and Industry AHK German – Romanian School Kronstadt
6. The professional success determined the authorities to announce the establishment of five other similar schools

4.3.2 Technical College “Transilvania” of Brasov Aeronautical Formation Center⁴

Not only the Professional School Kronstadt success but also the need for training the qualified personnel for the aviation industry with tradition in the Brasov area where there are two Airbus factories, one Aerotec and one IAR Brasov and the involvement of local authorities have determined first the training of a class of students since the school year 2016-2017, then two classes in 2017-2018, specialized in aircraft construction - aerial technician.

The objective of the project is the diversification of the training according to the labor market demand in the region. The center was formed after the partnership signed in June 2016 between Brasov City Hall, Airbus Helicopters, other companies with French capital, the French Institute, Technical College Transylvania and County School Inspectorate. Brasov City Hall realized the

⁴ <http://newsbv.ro/2016/11/28/elevii-colegiul-transilvania-invata-construiasca-elicoptere/>

rehabilitation of the building which would operate the new workshops, with 194,000 lei. Airbus Helicopters Company has provided some facilities, especially those related to practical training in aeronautics, a Puma helicopter body, engine components and other equipment.

Having a class of students with special aircraft specialization, they realised to form specialists regarding the assembly, testing, general assembly, simulations on repairing aircraft, maintenance for them and application of the specific technologies in aviation industry, testing and controlling on the aircraft and coordinating the work teams. The studies last for 4 years. In the first two years of study, students will receive general technical skills, and the next two years they are taught the specific aeronautical ones.

Students will have access to leading technologies, will benefit from practical training in multinational companies, will have the opportunity to grow professionally and take part in European projects. They may become air technicians, electromechanical technicians, aviation security technicians or technicians for projection the air navigation (communications, navigation, surveillance).

After high school, they may choose either for post-secondary qualifications in Mechanical Technician cell and Propulsion Systems for aircraft or study at technical faculties such as Aerospace Engineering, Mechanical Engineering, Electro mechanics. The partner company will be the one to provide training courses with specialized instructors. In addition, young people who will be specialized in the center of the Technical College "Transylvania" will be given priority in employment in Airbus.

The students receive a scholarship of 400 lei per month, hot meal when they practice in the factories of Braşov, free transportation to factory and the most important, a job after their graduation. The Aviation Training Center of Brasov is in the early stages, but there are premises that it will be a success!

4.3.3 OMV Petrom – Oilmen School

School oilmen - vocational education program to support the campaign "Craftsman Romania" initiated by OMV Petrom of Romania in three schools: "Astra" Pitesti School of Technology, "Grigore Cobălcescu" Technical College from Moineşti and "Voievodul Mircea" School from Targoviste. The three schools were selected from the eleven ones in this profile which exist in the Romanian country.

The project started from the OMV Petrom need to train skilled workers for jobs in their field, the needs being identified in the study "Craftsman Romania". In the 3 years time, from 2016 to 2017 school year, 84 students from the three schools will be trained for the following qualifications: operator for wells and extraction, transport, treatment and distribution of gas.

The Partner institutions in the project are: OMV Petrom-the only producer of oil and gas in Romania, Astra Technological High School Pitesti, Arges County "Grigore Cobălcescu" Technical College Moineşti from Bacau County, and Technological High School "Mircea Voivod" Technological High School, Targoviste, Dambovita County, The School Inspectorates, Ministry of Education. OMV Petrom has allocated 77,000 euros for laboratory equipment, mechanical equipment necessary for the practice of the students in the three high schools. The company, together with the Ministry of Education and Scientific Research has developed updated course materials, supporting both the teachers and the students.

As far as financing is concerned, the Romanian state offers scholarship of 200 lei / month for each student enrolled in vocational schools. OMV offers a 'private' scholarship of 500 lei net per month provided that at the admission in a professional class organized in partnership with OMV Petrom, the candidates to obtain at least five. After the first semester of school, those who have good marks, especially more than 6, receive an additional scholarship of 200 lei net per month. Those students who have a 95% from the attendance at lectures and practical programs and those who face disciplinary sanctions, will have their scholarship suspended.

"Oilmen School" is in the second year of activity. It lasts 3 years, the first year is focused on

theoretical (60% of courses) and the next two years on practice (which represents 74% of what they are learning). The practical training takes place at the premises of OMV Petrom. At the end of vocational education, students will receive a professional qualification recognized at European level, and certification of graduating the compulsory education, which then allows them to continue, if they want, the high school studies. The success factor of the project is the training initiative that belongs to the company that has great financial strength. It is, therefore, both the interest of the company and the learners to successfully complete the training programs.⁵

4.4 Results of field testing in the region of Calarasi

4.4.1 Empirical results of field testing

Table 5a: Does your school cooperate with employers?

Response variant	Number of answers	Percentage value
Yes	32	100%
No	0	0

Table 6b :If so, how is this cooperation coordinated?

Response variant	Number of answers	Percentage value
Organize partnerships, protocols and contracts for the conduct of student internships; Establishing CDLs in partnership with economic agents	27	84,37%
Coordination at the level of the school is done by the school manager, head of the "Technology" chair, the practice teachers (each with the pupils with whom they perform the didactic activities). In the professional qualification at the certification exams, they are co-opted in the examination commissions and representatives of the economic agents.	5	15,62%

⁵ <http://www.taraluiandrei.ro/campania-romania-meseriasa/scoala-petrolistilor>

Table 7c: In your opinion, what kind of roles and tasks should your vocational school should take to enhance this cooperation?

Response variant	Number of answers	Percentage value
Identifying economic agents who can become partners of the school; To identify the specific needs of economic agents; To identify ways of informing, raising awareness and attracting economic agents	8	25%
Establishing a student's practice program parallel to the production activity	2	6,25%
Invest in laboratories	2	6,25%
Meet the need for professional education of the school population. They will be possible when businesses / companies will be interested in participating in youth training	5	15.62%
Continuous identification of the potential educational partners in the practical training and negotiation in the mutual interest of the optimal conditions for realization of the students' practice at the economic agent	7	21,87%
Making firm contracts of practical training with the economic agent, as long as possible, over several school	2	6,25%
Present at media examples of good practice in the educational partnership	2	6,25%

Table 8: Do the current subjects satisfy company requirements

Response variant	Number of answers	Percentage value
a. Fully Disagree	0	0
b. Disagree	14	43,75%
c. Medium	16	50%
d. Agree	2	6,25%
e. Fully agree	0	0

Table 9: a Do you address to companies to provide a training place?

Response variant	Number of answers	Percentage value
Yes	32	100%
No	0	0

Table 10b How do you motivate companies to provide a training place?

Response variant	Number of answers	Percentage value
This is a big problem, because more and more economic agents are not interested in this collaboration	23	71,87%
Very hard and only through the results of previous collaborations,	5	15,62%
Effective participation in activities that can be done by students for the benefit of companies and to learn some skills	1	3,12%
Student participation without disturbing the business	1	3,12%
Every company / business agent is informed about our educational offer and the availability of the school unit for the conclusion of partnerships in vocational training. We emphasize the interest of the school so that, after graduation, students can be hired. We also point out that, in the future, employers will need new workforce needed in the context of the future development of their economic activities.	3	9,37%

Table 11: c In your opinion, what kind of roles and tasks should your vocational school should take to enhance this situation?

Response variant	Number of answers	Percentage value
At the moment, the school does not have the means to stimulate companies	11	34,37 %
To involve local / county / national decision makers to provide incentives to economic agents	16	50 %
Continuous knowledge improvement of teachers	5	15,62 %

Table 12a Does your school organises or attends regional workshops or round tables to promote vocational education and training?

Response variant	Number of answers	Percentage value
Yes	32	100%
No	0	0

Table 13b If yes, what format?Table 4.4.4

Response variant	Number of answers	Percentage value
school offer	16	50%
Opened Gates Day	3	9,37%
Visits to popularize educational offer in other schools	9	28,12%
Organizing meetings with 8th-grade rural students at the end of the 8th grade or the "Other School" week	2	6,25%
Presentation of the educational offer in the media, social networks, blog.	2	6,25%

Table 14c. In your opinion, what kind of roles and tasks should your vocational school should take to enhance this situation?

Response variant	Number of answers	Percentage value
To identify such promotional opportunities	2	6,25%
The presentation of the offer should be made together with the economic agents	25	78,12%
Organization of roundtables/workshops for good practice presentation	5	15,62%

Formats for cooperation in regional context together with all stakeholders

Table 15a What kind of cooperation models between stakeholders (e.g. vocational school and company) are known to you in the region?

Explanation Status quo: referring only to cooperation models within the VET system

Response variant	Number of answers	Percentage value
IN THE COUNTRY: WORKING PRACTICE MODEL: The German Kronstadt Professional School in Braşov	6	18,75%
MODEL MIXT (practice at work and school): Eurobusiness Professional School, Oradea	2	6,25%
PRACTICE MODEL IN THE SCHOOL: "Dan Mateescu" Technological High School Calarasi	6	18,75%
Conducting internships in EU countries through the ERASMUS + program	14	43,75%
REGIONAL CONSORTIUM SUD-EST-en Agrovet	6	18,75%

Table 16b Are you aware of networks that work with VET? Examples of cooperation in the test regions

Response variant	Number of answers	Percentage value
.N.P.C.D.E.F.P.- ERASMUS + Mobility for Vocational Training (VET) projects run by the "Sandu Aldea" Agricultural College from 2014 until now for students of professional qualification Veterinary technician	7	21,87%
ERASMUS+ and VET	21	65,62%
In the last years of schooling, the Auto Transport Motorways of Calarasi has developed educational partnerships with several economic agents with activities in the field of maintenance and auto repair: S. C. Sidertrans S. A. (Maintenance and repair of motor vehicles for the transport of goods) S. C. Condorul S. A. (Maintenance and repair of cars, trucks, Dacia and Renault trucks); S. C. Nova Motors S. R. L. (Maintenance and repair of cars, trucks, vans - various brands); Floredis Auto Service S. R. L. (Maintenance and repair of cars, trucks, vans - various brands).	4	12,5%

What forms of cooperation are useful and realistic to you? For example a round table on vocational training once in the quarter

Response variant	Number of answers	Percentage value
Partnerships between schools for teacher and student mobility	16	50%
Workshops on vocational training in general and on vocational training in particular organized by both the school unit and other interested	6	18,75%
Firm conclusion of medium- and long-term educational partnerships (between two and five to ten years);	10	31,25%

Table 17c Please tell us the possible forms of cooperation with the following stakeholders

Cooperation with:

Response variant	Number of answers	Percentage value
Companies that train young people	9	28,12%
Chambers	14	43,75%
Labour administrations	9	28,12%
Trade Unions	0	0

Themes/Issues within the framework of cooperation

Table 18a What themes/issues should be dealt with in the context of the cooperation? Examples

Response variant	Number of answers	Percentage value
Methods to improve cooperation between key employers or stakeholders interested in this issue. (Vocational schools, companies, economic agents, chambers of commerce)	19	51,37%
Mobility for internships	13	40,62%

Table 19 What support from a third party is useful for initiating regional cooperation in your opinion? What support does it take, who is making the first step?

Response variant	Number of answers	Percentage value
The local community represented by the Local Council and the Town Halls are best aware of the kind of activities that are appropriate to the specificity of the region, both traditional and perspective, as they have statistical situations in this regard	6	18,75%
Professional support is needed from businesses / companies wishing to form a young labor force with specific competencies	13	40,62%
It is the school that must take the first step towards identifying potential economic agents but must build on consistent legislation in the field	2	6,25%
Support for the initiation of a partner network from the Calarasi County School Inspectorate, the Local Authority, the Association for Education and Sustainable Development and any other interested institution.	11	34,37%

Table 20c What hurdles/obstacles do you see when working together?

Response variant	Number of answers	Percentage value
Non-identification of common long-term interests in time	4	12,5%
Uncorrelation od data	2	6,25%
The need to provide incentives for students	3	9,37%
It has not yet reached this stage Businesses are not interested in collaboration with school.	13	40,62%
Economic agents are not supported by current legislation	10	31,25%

Table 21d How do you think the obstacles can be eliminated?

Response variant	Number of answers	Percentage value
Changing the structure of professional and technical education by effectively preparing pupils for the labor market	21	65,62%
Appropriate legislation, agreed by everybody involved	11	34,37%

4.4.2 Qualitative interpretation of field testing and implications

The applied interview guide aims to identify the level of knowledge of VET-specific issues by the main actors involved and to outline the main aspects of action directions that harmonize VET with labor market requirements.

At the question no. 1, respondents attributed maximum values to medium variants (87.5%) and small (12.5%), which indicates that this curriculum does not meet the needs of students and the requirements of employers, the real beneficiaries of VET education!

Question 2 - Relative to the new roles / tasks that vocational schools should fulfill in order to make vocational training more oriented towards practice, most of the answers (50%) require the need for a better correlation of acquired vocational training in school with the requirements of economic agents. This response, linked with the requirement to increase students' practical training in the economic environment (12.5%), shows the need from school to increase the role of the economic agent in the practical training of the VET student. If all respondents have shown that schools conclude practice partnerships with economic agents, some of them find it difficult to identify those willing to take an active role in the practical training of students (25%) and, in particular, that economic agents (15.62%), pointing out that the school-economic partnership will have beneficial effects only if the economic agents / companies will be interested in effectively participating in the training. The explanation of the reduced assumption of the economic agents' involvement is also provided by the perception of their low degree of satisfaction with VET schools, which again tend to narrow in the middle of the assessment scale (50 % on average, to a small extent-43.75%).

If all the respondents indicated that they are addressing companies in order to provide a place of practice, the majority (71.87%) felt that this is a big problem as more and more economic agents are not interested in this collaboration, the impulse for partnership coming from the school (9.37% -): "every company / economic agent is informed about our educational offer and the availability of the school for making partnerships in vocational training. We emphasize the interest of the school so that, after graduation, students can be hired. We also underline the fact that, in the future, employers will need new workforce, in the context of the future development of their economic activities." Other arguments to convince the company to accept the practice are also the good previous collaborations (15.62%), activities will be performed by students for the benefit of the companies (3.12%) "Without disrupting the activity of the companies" (3,12%).

In order to improve this state of affairs, 50% consider that only the financial stimulus of the firms would stimulate them to get involved, the school having the main role in the involvement of local / county / national decision makers to offer incentives to economic agents, because " The school does not have the necessary means to stimulate companies "(34.37%).

The main forms of promotion of the school offer remain "the scholarship offer" (50%) and actual visits to the popularization of the educational offer in other schools (28.12%), but better results again would run together with economic agents (78.12%). The most popular method of school and vocational counseling for pupils and parents is the direct presentation of the offer of 8th grade students in gymnasium schools and the offer of school offers (46.87%), but the results would be better if in this activity former graduates working in the field, representatives of economic agents, representatives of the Agricultural Directorate for information on projects with European funding could be involved (78,12%)

Regarding the forms of cooperation with all interested partners in the regional context:

The respondents are more aware of the models of cooperation between vocational schools and companies from abroad, more than 43.75% than national (18.75%) and regional (18.75%) ones. This is due to the greater visibility of Erasmus VET programs (65.62%) and Erasmus + (21.87%) than regional programs (12.5%).

The success of some forms of cooperation through European programs has led to a 50% appreciation of partnerships between schools for mobility outside the country by teachers and pupils, followed by the firm dealing of medium- and long-term educational partnerships (between

two and five to ten years) - 31.25%. The least efficient forms of cooperation are considered workshops (18.75%) about vocational training in general and about vocational training in particular organized by both the school unit and other interested institutions. Cooperation with Chambers of Commerce is the most appreciated form of cooperation with an institution (43.75%); Equal proportions - 28.12% - coming to the vocational schools and the county offices for employment.

In the Themes / Outcomes chapter, publications in the framework of cooperation, the most effective examples of topics / publications are ways of improving cooperation between the main employers or stakeholders interested in this issue. Vocational schools, companies, economic agents, chambers of commerce (51.37%), but also a proportion (40.62%) of mobility for internships outside the country. The most effective method of popularizing these methods of cooperation remains advertising, either through the local press (68.75%) or in the online environment (31.25%).

The respondents consider that the most important support in the initiation of a regional cooperation by a third partner is in order: economic agents / companies (40.62%), the Calarasi County School Inspectorate, the Association for Education and Sustainable Development (34.37%), The Local Council and The Townhall (18.75%). The main obstacles to regional cooperation are the lack of maturity (involvement) of companies, as a large part of the economic agents are not interested in the collaboration with the school (40.62%), but also the fact that the economic agents are not supported by the legislation (31.25%). Their elimination should be done by changing the structure of vocational education and training through the effective preparation of the young people for the labor market (65.62%) and changing the legislation to make the collaboration between schools and businesses attractive (34.37%).

Finally, the respondents expressed the hope that the "Innovative Modular Dual System Based on Business Processes Modeling and Simulation for Company Oriented Vocational Education and Training" (InnoVET) will produce changes that would lead to better cooperation between stakeholders. The relevance of the practical training of the students (65.62%), especially in the form of international educational partnerships can substantially increase the qualitative level of dual training in our country (28.12%).

5. Conclusion

With high rates of youth unemployment across Europe, apprenticeship are high on the policy agenda. The New Skills Agenda for Europe emphasises the value of apprenticeship and work-based learning as *'a proven springboard to good jobs and to developing labour market-relevant skills, including transversal and soft skills'* and are also re-confirmed in the European Commission's 2015 Joint Report⁶.

5.1 Conclusion

The stated results from the empirical phase showed the following.

On schoolish level Greek "Mathitia" (apprenticeship) has been introduced by the Law 4386/2016 and it has not been implemented yet in the region of EMT. There is a lack of information and guidelines for the implementation of "Mathitia". Furthermore, VET schools lack cooperating with employers. Informal networks exists rather than formal networks and round tables. What should be changed is the agility of the VET procedures, a stronger cooperation with the local chambers in terms of a formal and regulated roundtable, the reestablishment of the career office on school level and the continuous briefing and presentations of enterprises and their disciplines at school premises. Through OAED and its career offices, there exists a strong and long-lasting tradition of certified procedures, monthly schedule of control and monitoring of "Mathitia", student records, employer records and many other standards. The stakeholders address to companies to provide a training place. But the biggest issue is the delay in the announcement of the disciplines that will be offered in the next year.

Greece and Romania (Apprenticeship at the workplace) use the minimum wage as a reference point for the percentage of the full salary to be paid for the apprentice. In Romania, apprentices receive a salary equivalent to 60% of the national minimum wage. In addition, employers can provide more pay to make the apprenticeship more attractive.

In Romania, there is a separate legal basis for each of the two apprenticeship schemes⁷. Whilst there is no compulsory requirement to undertaken 'in-company training', there is a compulsory requirement to undertake 'practical training' which can be undertaken through workshops organised at the VET school or training centre. The current curriculum does not meet the needs of students and the requirements of employers.

At present, Romanian vocational schools cooperate with employers by concluding partnerships, protocols and contracts for the practice of pupils' practice and establishing CDLs in partnership with economic agents. The main roles and tasks that the school should fulfill in order to intensify this cooperation is to continuously identify the potential educational partners in the practical training and negotiation in the mutual interest of the optimum conditions for doing the students' practice at the economic agent.

However, the study objects do not meet the demands of employers, which imply an update of these. A great difficulty is the lack of interest from the companies in providing placements for students even when it is emphasized that, in the future, employers will need the new workforce in the context of the future development of their economic activities. To improve this, the main role of the school is to involve local / county / national decision makers to provide incentives for economic agents,

The main obstacles to regional cooperation is the lack of involvement of companies. On the one hand side some economic agents are not interested at all in the collaboration with the school. On the other hand side the economic agents are not supported by the legislation.

⁶ http://ec.europa.eu/dgs/education_culture/repository/education/documents/et-2020-draft-joint-report-408-2015_en.pdf

⁷ 1) Apprenticeship at the workplace is regulated by the Law 279/20057, which was subsequently amended in 2011, in 2012 and in 2013 (Law 179 / 2013), and by the Labour Code. 2) Vocational education and training programmes with practical training (elements of dual training system) are regulated by the Law 1/2011 on Education as amended in 2013 (Government Decision 117 / 2013).

Greece has a long tradition of apprenticeship approaches and a broad requirement of employer's readiness to host apprentices but the requirement to provide training is not clearly stated. Vacant training places aren't stated early enough. Further steps need to be taken in order to enhance the cooperation with the local chambers which seem to be the missing link in this formal business network.

The apprenticeship at the workplace in Romania shares a lot of features with traditional apprenticeships: training takes place both in company and at a VET provider, lasts up to three years, leads to a vocational qualification, a formal contract exists between apprentice and employer, and all apprentices receive an allowance for the entire duration of the training. However, there is no engagement of social partners or employer organisations and the involvement of VET schools is missing.

5.2 Recommendations

It is important to emphasize the main results from the empirical phase in both countries, namely Greece and Romania: there is a communication lack on regional level. Some approaches or informal formats do exist. However, cooperation or at least communication is not established between the main players in this field: chambers, companies and schools. The following bullet points provide an overview of possible forms of involvement, cooperation and exchange.

Chambers

The potential role of Chambers in vocational education and training in the future could be to:

- assist in raising the esteem of vocational education,
- co-ordinate the relevant stakeholders in vocational education,
- participate in planning the curricula of the programmes, based on their knowledge of the market's needs,
- organise and deliver workshops and exhibitions, in co-operation with vocational schools.
- undertake the responsibility to train the entrepreneurs and
- contribute to the development of a supportive environment for vocational education by the social partners.

Companies

Specific roles that they are currently playing or could potentially play in the future include:

- participate in the selection of the areas of vocational specialisation provided by the vocational schools,
- participate in planning the curricula of the training programmes,
- accept/employ students and invest in their training,
- engage in direct communication and co-operation with vocational schools for students' evaluation – assign mentors/trainees and co-operate with schools and chambers in promotional activities aiming to raise the esteem for VET,
- In order to motivate businesses to engage in the VET process by offering training places, a proposed tool should entail some form of financial reimbursement to the enterprise and probably without any additional financial burden for the State. For instance, the certified engagement in VET during the previous years, can be regulated as an additional prerequisite/criterion for companies that apply for governmental or EU funding.

Vocational schools

Additional roles that they are currently playing/could play include:

- planning the curricula of the programmes,
- participate in the selection of the areas of professional specialisation,
- search for and motivate companies to participate in the programme, decide which of them will be finally involved,
- appoint a co-ordinator who will handle bureaucracy related to the programme,
- plan and deliver events, conferences and workshops aiming to promote vocational education and
- participate in school and vocational orientation for students and for their parents.

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Annexes

Annex 1

Interview Guide InnoVET: enterprises

name of organisation:	enterprises
name and function of interview partner:	
date and place of interview:	
1. Background of Project / Aim of Interview	
Question/content	hints
1.1 Objective of the project	<p>Using short power point presentation of EMaTTech</p> <ul style="list-style-type: none"> • political background VET in Europe • project aim • intellectual outputs (incentives)
1.2 Objective of the interview	<p>Due to new legal changes, the Greek/Romanian VET system aims at increasing the practical experience.</p> <p><i>[Here: explanation along the Cedefop schemes of the Greek/Romanian VET system]</i></p> <p>Studies revealed that there is a mismatch between the coordination of VET schools and companies. There is a risk that vocational training is too little oriented to the skills needs of the labour market.</p> <p>We would therefore like to discuss with you how this situation can be improved through better cooperation structures between the relevant stakeholders (e.g. vocational schools, companies, chambers).</p>

2. Tasks and roles for an attendance at apprenticeships	
2.1 Is there an interest in participating in the vocational training of young school leavers?	<i>Letting announce different reasons</i>
2.2 Have you already trained trainees in the company? If so: <ul style="list-style-type: none"> • Reasons for participation? (Advantages/ disadvantages) • In which professions? • What experience? • Who is responsible for training trainees in the company? • Do you also employ trainees after the end of their training? If not, why not?	
3. Tasks and roles of companies in a practice-oriented education and training	
3.1 In your opinion, what roles and tasks do you think companies should take to make training more practical (new roles)? 3.2 Please rate the following roles and tasks of companies: Are these feasible from your point of view? <ul style="list-style-type: none"> • Accept/employ students and invest in their training • Adaptation of school curricula: adaptation of curricula for a better match with labour market and company requirements • Establishment of a company training plan (training regulations/curriculum): An exact definition of competences to be conveyed in the company • Participation in the curriculum of the 	

<p>training program</p> <ul style="list-style-type: none"> • Participate in the selection of the vocational schools provided by the vocational schools • Orientation and/or attendance at regional workshops or round tables to promote vocational education and training • Qualification of the training staff • Involvement in the direct communication and co-operation with vocational schools for students' evaluation – assign mentors/trainees and co-operate with schools and chambers in promotional activities aiming to raise the esteem for VET 	
4. Formats for cooperation in regional context together with all stakeholders	
<p>4.1 What kind of cooperation models between stakeholders (e.g. vocational school and company) are known to you in the region?</p>	<p><i>Explanation Status quo: referring only to cooperation models within the VET system</i></p>
<p>4.2 Are you aware of networks that work with VET?</p>	<p><i>Examples of cooperation in the test regions</i></p>
<p>4.3 What forms of cooperation are useful and realistic to you?</p>	<p><i>For example a round table on vocational training once in the quarter</i></p>
<p>4.4 Please tell us the possible forms of cooperation with the following stakeholders. Cooperation with:</p> <ul style="list-style-type: none"> • VET schools • Chambers • Labour administrations • Trade Unions 	<p><i>Suitable formats?</i></p>
5. Themes/Issues within the framework of cooperation	
<p>5.1 What themes/issues should be dealt with in the context of the cooperation?</p>	<p><i>Letting announce examples</i></p>

<p>5.2 How relevant are the following aspects to you:</p> <ul style="list-style-type: none"> • Development of work-related curricula for the content of the practical year in the company, • Development of quality standards for the practical training phase in the company (including the definition of operational competence requirements and training contents, • Regulation of the qualifications of in-company-trainers, • Definition of the roles for the various stakeholders in the vocational education and training system, • Training needs of vocational school teachers. 	<p><i>Allow scaling the examples and ask for more themes/other relevant aspects!</i></p>
<p>5.3 What support from a third party is useful for initiating regional cooperation in your opinion?</p>	<p><i>What support does it take, who is making the first step?</i></p>
<p>5.4 What hurdles/obstacles do you see when working together?</p>	
<p>5.5 How do you think the obstacles can be eliminated?</p>	
<p>6. Conclusion of the interview</p>	
<p>6.1 What would you suggest on the theme for the end of the interview?</p>	

Thank you for your interest and the interview!

Interview Guide InnoVET: VET schools

name of organisation:	school supervisory board / VET schools	
name and function of interview partner:		
date and place of interview:		
1. Background of Project / Aim of Interview		
	question/content	hints
	1.1 objective of the project	<p>Using short power point presentation of EMaTTech</p> <ul style="list-style-type: none"> • political background VET in Europe • project aim • intellectual outputs (incentives)
	1.2 Objective of the interview	<p>Due to new legal changes, the Greek/Romanian VET system aims at increasing the practical experience.</p> <p><i>[Here: explanation along the Cedefop schemes of the Greek/Romanian VET system]</i></p> <p>Studies revealed that there is a mismatch between the coordination of VET schools and companies. There is a risk that vocational training is too little oriented to the skills needs of the labour market.</p> <p>We would therefore like to discuss with you how this situation can be improved through better cooperation structures between the relevant stakeholders (e.g. vocational schools, companies, chambers).</p>

2. Tasks and roles of vocational schools within the practical approaches for the VET system (apprenticeship)	
<p>2.1 In your opinion, what kind of roles and tasks should the vocational schools in Greece/Romania (new) take to make the vocational training/apprenticeship more practice-oriented (new roles)?</p> <p>2.2 Please rate the following roles and tasks of the vocational school: Are these feasible from your point of view?</p> <ul style="list-style-type: none"> • Adaption of the school's curriculum: adaption of curricula for a better match with labour market and company requirements • Cooperation and coordination of school's content with companies • Analysis of regional requirements of specific professional job profiles, selection of subjects to be taught • Addressing and motivating companies to provide a training place • Orientation and/or attendance at regional workshops or round tables to promote vocational education and training • School and vocational counseling for pupils and their parents • Qualification of teachers 	
3. Formats for cooperation in regional context together with all stakeholders	
<p>3.1 What kind of cooperation models between stakeholders (e.g. vocational school and company) are known to you in the region?</p>	<p><i>Explanation Status quo: referring only to cooperation models within the VET system</i></p>
<p>3.2 Are you aware of networks that work with VET?</p>	<p><i>Examples of cooperation in the test regions</i></p>

3.3 What forms of cooperation are useful and realistic to you?	<i>For example a round table on vocational training once in the quarter</i>
3.4 Please tell us the possible forms of cooperation with the following stakeholders. Cooperation with: <ul style="list-style-type: none"> • Companies that train young people • Chambers • Labour administrations • Trade Unions 	<i>Suitable formats?</i>
4. Themes/Issues within the framework of cooperation	
4.1 What themes/issues should be dealt with in the context of the cooperation?	<i>Letting announce examples</i>
4.2 How relevant are the following aspects to you: <ul style="list-style-type: none"> • Development of work-related curricula for the content of the practical year in the company, • Development of quality standards for the practical training phase in the company (including the definition of operational competence requirements and training contents, • Regulation of the qualifications of in-company-trainers, • Definition of the roles for the various stakeholders in the vocational education and training system, • Training needs of vocational school teachers. 	<i>Allow scaling the examples and ask for more themes/other relevant aspects!</i>
4.3 What support from a third party is useful for initiating regional cooperation in your opinion?	<i>What support does it take, who is making the first step?</i>
4.4 What hurdles/obstacles do you see when working together?	
4.5 How do you think the obstacles can be	

eliminated?	
5. Conclusion of the interview	
5.1 What would you suggest on the theme for the end of the interview?	

Thank you for your interest and the interview!

Annex 2

Οδηγός Συνέντευξης IO1 InnoVET

Επωνυμία Επιχείρησης:	
Όνοματεπώνυμο και ιδιότητα συνεργάτη:	
Ημερομηνία και τόπος συνέντευξης:	
1. Υπόβαθρο του Έργου / Σκοπός της Συνέντευξης (Ενημέρωση εμπλεκόμενου)	
Ερώτηση/Περιεχόμενο	Διευκρινίσεις
1.1 Αντικείμενο του Έργου	<p>Αποστολή ενημερωτικής επιστολής EMaTTech για:</p> <ul style="list-style-type: none"> • Υπόβαθρο VET • Σκοπός έργου • Πνευματικά προϊόντα
1.2 Αντικείμενο της Συνέντευξης	<p>Λόγω των νέων θεσμικών αλλαγών, το Ελληνικό / Ρουμανικό σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης έχει ως στόχο την αύξηση της πρακτικής εμπειρίας.</p> <p><i>[Εδώ: εξήγηση των σχεδίων Cedefop για την EEK στην Ελλάδα/Ρουμανία]</i></p> <p>Μελέτες αποκάλυψαν ότι υπάρχει αναντιστοιχία μεταξύ του συντονισμού των σχολείων EEK και των επιχειρήσεων. Υπάρχει ο κίνδυνος ότι η επαγγελματική κατάρτιση είναι πολύ λίγο προσανατολισμένη στις ανάγκες δεξιοτήτων της αγοράς εργασίας.</p> <p>Ως εκ τούτου, θα θέλαμε να συζητήσουμε μαζί σας για το πώς αυτή η κατάσταση μπορεί να βελτιωθεί μέσω καλύτερων δομών συνεργασίας μεταξύ των ενδιαφερόμενων φορέων (π.χ. επαγγελματικά σχολεία, επιχειρήσεις, επιμελητήρια).</p>

2. Καθήκοντα και ρόλοι για συμμετοχή στη μαθητεία	
2.1 Υπάρχει ενδιαφέρον για συμμετοχή στην κατάρτιση νεαρών μαθητών; Γιατί ναι ή όχι;	Ναι/Όχι
<p>2.2 Έχετε εκπαιδέσει μαθητές στην επιχείρησή σας;</p> <p>2.2.1 Αν ναι τότε:</p> <p>α) Αναφέρατε λόγους συμμετοχής (Πλεονεκτήματα/Μειονεκτήματα)</p> <p>β) Είστε ικανοποιημένος από το γνωστικό επίπεδο των σπουδαστών;</p> <p>γ) Σε ποιες ειδικότητες;</p> <p>δ) Ποιος είναι υπεύθυνος για την κατάρτιση των μαθητών στην επιχείρησή σας;</p> <p>ε) Προσλαμβάνετε εκπαιδευόμενους μετά το πέρας της μαθητείας;</p> <p>στ) Πως γίνεται ο συντονισμός της συνεργασίας σας με το σχολείο;</p> <p>2.2.2 Αν όχι γιατί;</p>	<p>Ναι/Όχι</p> <p>Likert 1 Καθόλου - 5 Πάρα πολύ</p> <p>Ναι/Όχι</p>
3. Καθήκοντα και ρόλοι των επιχειρήσεων σε μια ΕΕΚ προσανατολισμένη στην πράξη	
<p>3.1 Ποιο ρόλο θεωρείτε ότι πρέπει να αναλάβει η επιχείρησή σας προκειμένου η ΕΕΚ να αποκτήσει πιο πρακτική χροιά;</p> <p>3.2 Βαθμολογήστε τους παρακάτω ρόλους και καθήκοντα των επιχειρήσεων: Είναι εφικτοί κατά τη γνώμη σας αυτοί οι ρόλοι;</p> <p>α) Προσαρμογή/επικαιροποίηση των προγραμμάτων σπουδών για καλύτερη αντιστοιχία αγοράς εργασίας και επιχειρησιακών απαιτήσεων</p> <p>β) Θεσμοθέτηση ενός ενδοεπιχειρησιακού σχεδίου κατάρτισης (κανονισμός / πρόγραμμα κατάρτισης): Ακριβής καθορισμός των αρμοδιοτήτων που μεταφέρονται στις επιχειρήσεις</p> <p>γ) Συμμετοχή στην κατάρτιση του</p>	<p>Likert 1 Ασήμαντο - 5 Σημαντικό</p> <p>Ναι/Όχι</p>

<p>προγράμματος σπουδών της μαθητείας</p> <p>δ) Συμμετοχή στη επιλογή των σχολών ΕΕΚ που παρέχεται από αυτές</p> <p>ε) Οργάνωση και/ή συμμετοχή σε ημερίδες εργασίας με σκοπό την προώθηση της ΕΕΚ</p> <p>στ) Πιστοποίηση του Προσωπικού Κατάρτισης</p> <p>ζ) Άμεση επικοινωνία και συνεργασία με τις σχολές ΕΕΚ για την αξιολόγηση των μαθητών – ανάθεση Συμβούλων εκπαίδευσης και συνεργασία με σχολεία και επιμελητήρια για την προώθηση της ΕΕΚ</p> <p>η) Αποδοχή/πρόσληψη σπουδαστών και επένδυση στην κατάρτιση τους</p>	
<p>4. Μορφές συνεργασίας με όλους τους ενδιαφερόμενους φορείς σε περιφερειακό επίπεδο</p>	
<p>4.1 Αναφέρατε τρόπους συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	<p>(που αφορούν την ΕΕΚ)</p>
<p>4.2 Αναφέρατε μερικά καλά παραδείγματα συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	
<p>4.3 Ποιες μορφές συνεργασίας θεωρείτε χρήσιμες και ρεαλιστικές;</p>	<p>Πχ.στρογγυλή τράπεζα</p>
<p>4.4 Με ποιους τρόπους συνεργάζεστε με τους παρακάτω φορείς και πως μπορεί να βελτιωθεί αυτή η συνεργασία;</p> <p>α) Σχολεία</p> <p>β) Επιμελητήρια</p> <p>γ) Εργατικές ενώσεις</p> <p>δ) Συνδικάτα</p>	
<p>5. Θέματα / Ζητήματα στο πλαίσιο της συνεργασίας</p>	
<p>5.1.α Ποια προβλήματα μπορούν να ανακύψουν στο πλαίσιο αυτών των συνεργασιών και πως μπορούν να αντιμετωπιστούν;</p>	

5.1.β Δώστε σχετικά παραδείγματα.	
5.2 Βαθμολογήστε τη σπουδαιότητα των παρακάτω εργαλείων: α) Ανάπτυξη προγραμμάτων σπουδών (μαθητεία), β) Ανάπτυξη προτύπων ποιότητας για τη μαθητεία (ορισμό τεχνικών δεξιοτήτων και περιεχόμενο κατάρτισης), γ) Θεσμοθέτηση προσόντων εκπαιδευτών μέσα στην εταιρεία, δ) Καθορισμός ρόλων των διαφόρων συμμετεχόντων, ε) Ανάγκες κατάρτισης εκπαιδευτών στο σχολείο.	Φθίνουσα σειρά (5 Σημαντικό - 1 Ασήμαντο)
5.3 Τι είδους υποστήριξη θα ήταν χρήσιμη για την πρόκληση μιας συνεργασίας – δικτύωσης;	Πρώτο βήμα;
5.4 Τι προβλήματα ανακύπτουν με τις υφιστάμενες συνεργασίες σας;	
5.5 Πως αντιμετωπίζετε αυτά τα προβλήματα;	
6. Συμπεράσματα της συνέντευξης	
6.1 Παρουσιάστε την τελική πρόταση σας για βελτίωση της συνεργασίας – δικτύωσης.	

Σας ευχαριστούμε για το ενδιαφέρον σας και την συνέντευξη!

Οδηγός Συνέντευξης IO1 InnoVET

Επωνυμία Οργανισμού:	Δ/νση Δευτεροβάθμιας Εκπαίδευσης/Σχολές ΕΕΚ
Όνοματεπώνυμο και ιδιότητα συνεργάτη:	
Ημερομηνία και τόπος συνέντευξης:	
1. Υπόβαθρο του Έργου / Σκοπός της Συνέντευξης (Ενημέρωση εμπλεκόμενου)	
Ερώτηση/Περιεχόμενο	Διευκρινίσεις
1.1 Αντικείμενο του Έργου	Αποστολή ενημερωτικής επιστολής EMaTTech για: <ul style="list-style-type: none">• Υπόβαθρο VET• Σκοπός έργου• Πνευματικά προϊόντα
1.2 Αντικείμενο της Συνέντευξης	<p>Λόγω των νέων θεσμικών αλλαγών, το Ελληνικό / Ρουμανικό σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης έχει ως στόχο την αύξηση της πρακτικής εμπειρίας.</p> <p><i>[Εδώ: εξήγηση των σχεδίων Cedefop για την ΕΕΚ στην Ελλάδα/Ρουμανία]</i></p> <p>Μελέτες αποκάλυψαν ότι υπάρχει αναντιστοιχία μεταξύ του συντονισμού των σχολείων ΕΕΚ και των επιχειρήσεων. Υπάρχει ο κίνδυνος ότι η επαγγελματική κατάρτιση είναι πολύ λίγο προσανατολισμένη στις ανάγκες δεξιοτήτων της αγοράς εργασίας.</p> <p>Ως εκ τούτου, θα θέλαμε να συζητήσουμε μαζί σας για το πώς αυτή η κατάσταση μπορεί να βελτιωθεί μέσω καλύτερων δομών συνεργασίας μεταξύ των ενδιαφερόμενων φορέων (π.χ. επαγγελματικά σχολεία, επιχειρήσεις, επιμελητήρια).</p>

2. Καθήκοντα και ρόλοι των επαγγελματικών σχολών εντός των πρακτικών προσεγγίσεων για το σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης (μαθητεία)	
2.1.α Ποιος καθορίζει το πρόγραμμα σπουδών;	Likert 1 διαφωνώ - 5 συμφωνώ
2.1.β Ανταποκρίνεται το πρόγραμμα σπουδών στις ανάγκες των εργαζόμενων και στις απαιτήσεις των επιχειρήσεων;	
2.1.γ Ποιο ρόλο θεωρείτε ότι πρέπει να αναλάβει το σχολείο σας προκειμένου το πρόγραμμα σπουδών να ανταποκρίνεται πληρέστερα στις παραπάνω απαιτήσεις;	
2.2.α Υπάρχει συνεργασία του σχολείου σας με τις επιχειρήσεις;	Ναι/Όχι
2.2.β Αν ναι, πως γίνεται ο συντονισμός αυτής της συνεργασίας;	
2.2.γ Ποιο ρόλο μπορείτε να αναλάβετε για τη βελτίωση αυτής της συνεργασίας;	
2.3.α Ποιος καθορίζει τις ειδικότητες που θα διδαχθούν στο σχολείο σας;	Likert 1 διαφωνώ - 5 συμφωνώ
2.3.β Ανταποκρίνονται οι υφιστάμενες ειδικότητες στις ανάγκες των τοπικών επιχειρήσεων;	
2.3.γ Ποιο ρόλο μπορείτε να αναλάβετε για τη βελτίωση της υφιστάμενης κατάστασης;	
2.4.α Απευθύνεστε σε επιχειρήσεις για την παροχή θέσεων κατάρτισης;	Ναι/Όχι
2.4.β Πως προσελκύετε το ενδιαφέρον των επιχειρήσεων για την παροχή θέσεων κατάρτισης;	
2.4.γ Ποιο ρόλο μπορείτε να διαδραματίσετε για τη βελτίωση του υφιστάμενου πλαισίου;	
2.5.α Οργανώνετε και/ή παρακολουθείτε ημερίδες εργασίας με σκοπό την προώθηση της ΕΕΚ;	Ναι/Όχι
2.5.β Αν ναι, με ποια μορφή;	
2.5.γ Ποιο ρόλο θα μπορούσατε να αναλάβετε για τη βελτίωση της υφιστάμενης κατάστασης;	
2.6.α Παρέχετε σχολική και επαγγελματική	Ναι/Όχι

<p>συμβουλευτική σε μαθητές και γονείς;</p> <p>2.6.β Με ποια μορφή γίνεται αυτή;</p> <p>2.6.γ Ποιο ρόλο θα μπορούσατε να αναλάβετε για τη βελτίωση της συμβουλευτικής;</p> <p>2.7.α Ποια ακαδημαϊκά και επαγγελματικά προσόντα διαθέτει το Εκπαιδευτικό Προσωπικό του σχολείου σας;</p> <p>i) Πτυχίο ΑΕΙ (Πανεπ.Τομέα/Τεχν.Τομέα)</p> <p>ii) Μεταπτυχιακό Δίπλωμα Ειδίκευσης</p> <p>iii) Επαγγελματική εμπειρία στην ειδικότητα</p> <p>iv) Λοιπή εμπειρία (αναφέρατε)</p> <p>2.7.β Πως μπορεί να βελτιωθεί το προφίλ του Εκπαιδευτικού Προσωπικού του σχολείου σας;</p>	<p>Ποσοστο (%) σε κάθε κατηγορία</p>
<p>3. Μορφές συνεργασίας με όλους τους ενδιαφερόμενους φορείς σε περιφερειακό επίπεδο</p>	
<p>3.1 Αναφέρατε τρόπους συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	<p>(που αφορούν την ΕΕΚ)</p>
<p>3.2 Αναφέρατε μερικά καλά παραδείγματα συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	
<p>3.3 Ποιες μορφές συνεργασίας θεωρείτε χρήσιμες και ρεαλιστικές;</p>	<p>Πχ.στρογγυλή τράπεζα</p>
<p>3.4 Με ποιους τρόπους συνεργάζεστε με τους παρακάτω φορείς και πως μπορεί να βελτιωθεί αυτή η συνεργασία;</p> <p>α) Επιχειρήσεις</p> <p>β) Επιμελητήρια</p> <p>γ) Εργατικές ενώσεις</p> <p>δ) Συνδικάτα</p>	
<p>4. Θέματα / Ζητήματα στο πλαίσιο της συνεργασίας</p>	
<p>4.1.α Ποια προβλήματα μπορούν να</p>	

<p>ανακύψουν στο πλαίσιο αυτών των συνεργασιών και πως μπορούν να αντιμετωπιστούν;</p> <p>4.1.β Δώστε σχετικά παραδείγματα.</p>	
<p>4.2 Βαθμολογήστε τη σπουδαιότητα των παρακάτω εργαλείων:</p> <p>α) Ανάπτυξη προγραμμάτων σπουδών (μαθητεία),</p> <p>β) Ανάπτυξη προτύπων ποιότητας,</p> <p>γ) Θεσμοθέτηση προσόντων εκπαιδευτών μέσα στην εταιρεία,</p> <p>δ) Καθορισμός ρόλων των διαφόρων συμμετεχόντων,</p> <p>ε) Ανάγκες κατάρτισης εκπαιδευτών.</p>	<p>Φθίνουσα σειρά (5 Σημαντικό - 1 Ασήμαντο)</p>
<p>4.3 Τι είδους υποστήριξη θα ήταν χρήσιμη για την πρόκληση μιας συνεργασίας – δικτύωσης;</p>	<p>Πρώτο βήμα;</p>
<p>4.4 Τι προβλήματα ανακύπτουν με τις υφιστάμενες συνεργασίες σας;</p>	
<p>4.5 Πως αντιμετωπίζετε αυτά τα προβλήματα;</p>	
<p>5. Συμπεράσματα της συνέντευξης</p>	
<p>5.1 Παρουσιάστε την τελική πρόταση σας για βελτίωση της συνεργασίας – δικτύωσης.</p>	

Σας ευχαριστούμε για το ενδιαφέρον σας και την συνέντευξη!