

EAfA

European Alliance for Apprenticeships (EAfA)

Compendium of Good Practices
from EAfA Community Members



Contents

Introduction to the Compendium of Good Practices from EAfA Community Members	4
Promoting and enhancing apprenticeships	5
Agorà Italian Academy – Circular Hospitality Academy	6
APIO School – Apio Active Apprenticeship (AAA) System	7
BK Construction and Georgian Ministry of Education and Science – Construct 2 Public-Private Partnership	8
Bulgarian National Chamber of Crafts – Analysis of Apprenticeship Legislation and Policies	9
Cross Culture International Foundation Cyprus (CCIF CY) – @EUROstories	10
Nestlé Slovensko – Dual education Programme	11
Serbian Chamber of Commerce and Industry – Dualno Obrazovanje Podcast on Dual Education	12
Serdar Plastik and Fatih VET Anatolian School – Vocational Training Workshop	13
Swisscontact – Institutional Framework for Work-Based Learning in Albanian Vocational Education	14
Green and digital transitions	15
Agorà Italian Academy – AI in Hospitality	16
Diverxia – Megahackathon	17
Erkunt Vocational Training Centre – Tracking Students’ Development on a Digital Platform	18
ETCOP Institute for Interdisciplinary Research – Blended Learning Model	19
Generation France and La Solive – Inclusive Green Apprenticeship Pathways in the Energy Renovation Sector	20
Ordem dos Engenheiros, Northern Region – There’s Engineering in Me	21
Skopje Chamber of Crafts – E-Mentor Platform	22
Skopje Chamber of Crafts – Greening Businesses	23
Technological High School for Mechatronics and Automation (LTMA) – E-Classes	24
Social inclusion and gender equality	25
Austrian Public Employment Service (AMS) and IPCenter – Hearing Aid Acoustics Apprenticeship Programme	26
Austrian Young Workers Movement and IPCenter – Back on Track Project	27
Belgrade Academy of Applied Studies Polytechnic & Yildiz Technical University – InclusiVET: Vocational Training for the Hearing Impaired	28
GAN Global – Closing the Skills Gaps: Inclusive Apprenticeships and Work-Based Learning Info-sheet	29
Handwerkskammer Frankfurt-Rhein-Main – AzubiCampus	30
IDEC and CIOFS-FP – SECOVE: Centres of Vocational Excellence in Sustainable Energy	31

Nestlé Austria and Austrian Public Employment Service (AMS) – Inter-Company Educational Programme	32
Nestlé Spain – Walking Together is Better Campaign	33
ROCK YOUR LIFE! and IPCenter – NOGAP Project: Room for the Prevention of Vocational Dropouts	34
Mobility of apprentices	35
ESMOVIA – EsMOBILE	36
Euro App Mobility – Club of Employers for a European Apprenticeship Area	37
Hessian Ministry – Working and Learning in Europe: Mobility Consulting	38
School Centre Skofja Loka – Integrated Apprenticeship Mobility and Industry Partnership Programme	39
Serdar Plastik and Erkunt Vocational Training Centre – Financial Support to Students in Mobility Programmes	40
UNISER – International Mobility Programme for Apprentices	41
WSEI University – Project CAMP	42
Role of regions and cities	43
Città Metropolitana di Roma Capitale – Integrated Territorial Apprenticeship Network	44
Regional Directorate of Education of Eastern Macedonia and Thrace – Annual National Apprenticeship Conference	45
XABEC Vocational Training Centre – Apprentices Responding to Emergency Rebuilding in Valencia	46
Higher apprenticeships	47
Association of Psychologists in Bulgaria and Mother Teresa University – Psychopedagogy and Learning Support course	48
Building Systems Innovation Centre (BSIC) – International Network of Excellence in Vocational Education for the Construction Sector (INSIDE-CoVE)	49
Enel and University of l’Aquila – Dual higher education and research apprenticeship in electrical engineering	50
Handwerkskammer Frankfurt-Rhein-Main – yourPUSH	51



Introduction to the Compendium of Good Practices from EAFA Community Members

The European Alliance for Apprenticeships (EAFA) unites key stakeholders across Europe committed to strengthening the quality, supply, and image of apprenticeships, as well as promoting the mobility of apprentices.

In 2023, EAFA members formed specialised groups known as ‘EAFA Communities’, dedicated to exploring, understanding, and sharing experiences on key topics of relevance to European apprenticeships and apprentices. There are currently five EAFA Communities:



The EAFA Community on the Learning Mobility of Apprentices



The EAFA Community on Social Inclusion and Gender Equality



The EAFA Community on the Green and Digital Transitions



The EAFA Community on the Role of Cities and Regions in fostering apprenticeships



The EAFA Community on Higher Apprenticeships

Since their launch in 2023, the EAFA Communities have organised meetings, webinars, and panel discussions, producing key outputs that address issues relevant to apprenticeships. While the existing 226 EAFA Community members have carried out notable initiatives together, they have also implemented individual actions that support EAFA’s overall mission and objectives. These initiatives are showcased in this Compendium.

For ease of reference, the featured good practices are divided into six thematic sections, namely: i) Promoting and enhancing apprenticeships, ii) Green and digital transitions, iii) Social inclusion and gender equality, iv) Mobility of apprentices, v) The role of regions and cities, and; vi) Higher apprenticeships. Within these macro-areas, the best practices are also categorised depending on the type of initiative:

Awareness-Raising and Outreach Campaigns – Activities aimed at informing and engaging target groups, reducing stigma, or promoting opportunities.

Support Services for Learners – Initiatives providing personalised or structural support to apprentices before, during, or after their placements.

Capacity-Building for Stakeholders – Training, guidance, or structural support for organisations and actors delivering apprenticeships.

Financial Incentives and Support Measures – Tools to reduce financial barriers or incentivise participation and provision.

Multi-Stakeholder Partnerships – Collaborative initiatives involving diverse actors such as VET providers, employers, local authorities, or Non Governmental Organisations.

Digital Tools and Platforms – Technology-based solutions to support learning, matching, tracking, or management of apprenticeships.

Curriculum and Programme Innovation – Development or reform of learning programmes to address emerging needs or target groups.

Monitoring, Evaluation and Data Collection – Systems to track progress, assess outcomes, and support evidence-based improvements.

Policy and Strategy Development – Design or revision of frameworks and strategies to support apprenticeships aligned with broader goals.

EAFA would like to thank the members of the EAFA Communities for their contributions to this Compendium. By sharing information on their activities and cooperating with the EAFA, they have facilitated knowledge sharing about implementing quality and innovative apprenticeships and may inspire other stakeholders within and beyond the Alliance.

Promoting and enhancing apprenticeships



Agorà Italian Academy – Circular Hospitality Academy


In 2023, Agorà Italian Academy launched the Circular Hospitality Academy, an innovative circular training model designed to enhance mobility, support sustainability, and promote collaboration among hotels, VET providers, and regional stakeholders in the hospitality industry. As the hospitality sector evolves, there is a growing need for well-defined, future-oriented skills pathways that empower apprentices to progress from entry-level positions to advanced roles, while also addressing the demands of the green and digital transitions.

To meet these needs, the Academy established a six-stage circular training model guiding participants from being “students” to becoming “ambassadors”. Learners enter as students (Stage 1) and enrol in hospitality training programmes (Stage 2), gaining experience and structured training at each stage to equip them for future roles as workers (Stage 3) and mentors (Stage 4). This progressive model enables learners to acquire advanced operational, digital, and interpersonal skills, ultimately preparing them to serve as trainers (Stage 5) and VET ambassadors (Stage 6) who can promote WBL and elevate the profile of the regional hospitality sector.


While the pathway emphasises comprehensive education through both classroom and online learning components, employers – particularly hotels – play a vital role by hosting apprentices and validating their skill development throughout the process. This partnership between local VET providers and industry employers reinforces the regional hospitality ecosystem and strengthens its local capacity to attract and retain skilled professionals.


Key factors contributing to the pathway’s success include the transparent progression from student to ambassador and the robust cooperation among regional partners. The model’s active involvement of cities, regions, and hotel networks strengthened local ecosystems and enhanced the region’s capacity to attract international apprentices and retain qualified talent. Furthermore, the adaptable structure of the circular model enables other VET institutions, hospitality schools, or tourism associations to implement it according to their specific local or sectoral training requirements.




 **Date:** 2023 - ongoing

 **Country:** Italy

 **Target group:** Young people; Secondary and tertiary-level school students

 **Funding:** Agorà Italian Academy resources and support from partner hotels

 **Communities:** Mobility; Green and Digital; Cities and Regions

 **Type of best practice:** Multi-Stakeholder Partnerships; Support Services for Learners; Awareness-Raising and Outreach Campaigns

APIO School – Apio Active Apprenticeship (AAA) System

The Romanian Association for the Promotion of Education in the Hospitality Industry (APIO) developed and implemented a new apprenticeship model, APiO Active Apprenticeship (AAA), across Romania. This programme aimed to boost the employability of vocational and technological school graduates by blending dual education and apprenticeships, allowing students to earn two qualifications upon completion.

The AAA model consists of two phases, with students remaining with the same employer throughout. Initially, they participate in a dual education internship during the school year, with training coordinated between their school and employer. Afterwards, students spend three months over the summer completing an apprenticeship contract. At the end of the three-year programme, students graduate with two level 3 qualifications, significantly increasing their employment prospects. Employers also benefit from reduced wage costs thanks to programme funding and access to skilled students for open vacancies.

Among the achievements of the AAA system were alignment between the training provided and employers' skill needs, building trust between schools and businesses, and promoting dual education and apprenticeships as viable career paths. Although some employers were sceptical at first, mainly due to their unfamiliarity with the benefits of dual education and the social stigma associated with it in Romania, this scepticism was overcome by involving key stakeholders in the programme's planning and by clearly explaining the numerous advantages of the system.



-  **Date:** 2021
-  **Country:** Romania
-  **Target group:** Students; Employers; VET providers
-  **Funding:** Romanian Ministry of Education and Research and National Employment Agency
-  **Communities:** Green and Digital; Social Inclusion and Gender Equality; Mobility; Cities and Regions; Higher Apprenticeships
-  **Type of best practice:** Policy and Strategy Development

BK Construction and Georgian Ministry of Education and Science – Construct 2 Public-Private Partnership

BK Construction and the Ministry of Education and Science of Georgia have formed a collaborative partnership to establish the Construct2 apprenticeship programme, designed to address critical skills gaps within Georgia’s construction sector. This model integrates classroom learning with paid, on-the-job training for apprentices, thereby enhancing the attractiveness of VET and directly aligning graduate competencies with employer needs.

The apprenticeship programme combines theoretical education and practical experience, with apprentices receiving paid working hours at BK Construction sites. Students may choose between short-term certification courses or comprehensive programmes leading to diplomas. To date, over 600 students have completed training through this initiative, with many subsequently securing guaranteed employment at BK Construction.

This collaboration has significantly improved the labour-market relevance of construction training in Georgia, expanded regional access to training opportunities, and increased societal recognition of vocational career pathways. The joint financing provided by both the Ministry of Education and Science and BK Construction ensures the long-term sustainability of the programme.



კონსტრუქციის კომპანია
საშენის სამსახური 2

-  **Date:** 2018 - ongoing
-  **Country:** Georgia
-  **Target group:** Adults in transition or career changers; NEETs; Low-qualified or low-skilled individuals
-  **Funding:** Ministry of Education and Science and BK Construction
-  **Communities:** Cities and Regions
-  **Type of best practice:** Curriculum and Programme Innovation; Multi-Stakeholder Partnership


Bulgarian National Chamber of Crafts – Analysis of Apprenticeship Legislation and Policies

The National Chamber of Crafts in Bulgaria conducted an in-depth review of national-level apprenticeship legislation and policies to enhance the quality and relevance of VET programmes in the country. The initiative aimed to identify significant political, economic, social, and technological (PEST) factors influencing apprenticeships and map out key stakeholders involved in VET policymaking. This structured, evidence-based approach was essential for aligning the national apprenticeship system with European standards and objectives.


The first step was to conduct a PEST analysis, covering both international and national policy documents. These included Bulgarian apprenticeship policy and legislation, strategic documents from supranational organisations, national strategy papers, and relevant European legislation. The analysis also examined the role of authorities, advisory bodies, and interagency organisations in shaping national apprenticeship policy. Based on these findings, the Chamber formulated summary conclusions and proposed changes to national legislation and policy frameworks to strengthen apprenticeships and match them to labour market needs.


The analysis owed its success to a number of factors, including a thorough consultation process, the involvement of a variety of VET stakeholders, and policymakers' willingness to implement the proposed changes. Additionally, maintaining strong relationships with public decision-makers was crucial to securing the legislative adoption of the initiative's recommendations.




 **Date:** 2020-2024

 **Country:** Bulgaria

 **Target group:** Policymakers and authorities

 **Funding:** National Programme 'Human Resource Development'

 **Communities:** Mobility

 **Type of best practice:** Policy and Strategy Development


Cross Culture International Foundation Cyprus (CCIF CY) – @EUROstories

Cross Culture International Foundation Cyprus (CCIF) implemented the @EUROstories project to promote VET and apprenticeship pathways through a combination of media campaigns and educator engagement. The initiative was designed to make VET more appealing to young people in Cyprus and address the lack of structured guidance from teachers and trainers for apprentices. By raising awareness and empowering educators, CCIF aimed to establish VET as a viable and attractive choice for students across Cyprus.


The initiative operated on two complementary strands: one focused on direct outreach to young people, and the other on empowering teachers and trainers to better support students in their educational choices. Under the first strand, CCIF ran social media campaigns (for instance, on Facebook) to highlight the benefits of apprenticeships, specifically targeting younger audiences. The second strand aimed to ensure students could access comprehensive counselling services. To achieve this, teachers and trainers were provided with opportunities for training and upskilling in career guidance, enabling them to serve as key reference points for those interested in vocational pathways.

During the implementation of this project, CCIF faced challenges, including limited financial resources and a lack of dedicated funding. Another key hurdle was maintaining sustained engagement with project activities over time, which requires substantial investment in outreach to target groups. Despite these obstacles, CCIF Cyprus found that focusing on both young people and educators provided a strong foundation for effectively promoting VET.




 **Date:** 2023-2024

 **Country:** Cyprus

 **Target group:** Young people and students; VET providers; Teachers and trainers

 **Funding:** CCIF

 **Communities:** Green and Digital; Social Inclusion and Gender Equality; Mobility; Cities and Regions; Higher Apprenticeships

 **Type of best practice:** Capacity-Building for Stakeholders

Nestlé Slovensko – Dual education Programme

Nestlé Slovensko has established a dual education programme designed to facilitate the transition of students from school to the labour market. Developed in partnership with vocational schools in Prievidza, Slovakia, this programme directly responds to the growing demand for technically skilled professionals in the region. The initiative encompasses outreach activities, on-the-job training, and targeted financial support, preparing participants for employment in the food industry as well as technical fields such as mechanical engineering, pneumatics, and robotics.


Specifically, Nestlé Slovensko offers VET training pathways in food industry operations and electrical mechanics, enabling students to alternate between five days at school and five days within the company. Nestlé supports the programme with dedicated classrooms and workshops, qualified instructors, and complementary activities such as Open Doors Days for primary, secondary, and university students. It also organises joint events with schools and facilitates visits to other Nestlé plants. Eligible students may receive financial incentives, such as graded scholarships, rewards for productive work, and full reimbursement for industry visits, all of which serve to increase motivation and encourage participation.


Upon completion of the programme, approximately 40% of participating students are hired by Nestlé. Its integrated approach – combining technical training, community engagement, and financial support – cultivates a conducive environment for student achievement. The programme serves as a replicable model for other companies seeking to establish long-term talent pipelines and strengthen cooperation between regional education and industry stakeholders.





 **Date:** 2016 - ongoing

 **Country:** Slovakia

 **Target group:** Young people; Secondary and tertiary-level school students

 **Funding:** Nestlé Slovakia and State Institute of Vocational Education and Training (SIOV)

 **Communities:** Green and Digital; Social Inclusion and Gender Equality; Mobility

 **Type of best practice:** Awareness-Raising and Outreach Campaigns; Multi-Stakeholder Partnerships; Financial Incentives and Support Measures

Serbian Chamber of Commerce and Industry – Dualno Obrazovanje Podcast on Dual Education

In order to raise awareness of and promote dual education in Serbia, the [Serbian Chamber of Commerce and Industry](#) developed the Dualno Obrazovanje (Dual Education) podcast series. This modern, engaging format targeted young audiences and served as a strategic communication channel. The initiative addressed several challenges faced by Serbia's apprenticeship system, including a lack of clear information about dual education and the existing stigma associated with VET, which is often perceived as a less prestigious option.

The podcast features interviews, personal stories, and discussions with experts to showcase dual education as a valuable career path and demonstrate how companies can actively shape their future workforce by participating in vocational training. Notable guests include company representatives with dual education experience, educational experts, and winners from the national skills competition, [SerbianSkills](#).

By sharing authentic stories, firsthand experiences, and practical insights, this initiative helped change public perceptions about VET by sparking greater interest in dual education among both students and businesses. The podcast is available on YouTube and other social media platforms popular with young people, ensuring it reaches its intended audience more effectively.



-  **Date:** 2025
-  **Country:** Serbia
-  **Target group:** Young people and students
-  **Funding:** Austrian Development Agency (ADA) and the Swiss Agency for Development and Cooperation (SDC) under the 'Dual VET Project Serbia'
-  **Communities:** Green and Digital; Mobility; Cities and Regions
-  **Type of best practice:** Awareness-Raising and Outreach Campaigns







Serdar Plastik and Fatih VET Anatolian School – Vocational Training Workshop

Serdar Plastik and Fatih Vocational and Technical Anatolian High School launched a vocational training workshop in plastics technology to address the growing demand for practical training opportunities in Türkiye. This initiative followed the success and recognition of Serdar Plastik's prior VET initiatives, including the Tutech Academy, which led to a surge in enrolment within the VET school's plastics technology department. The workshop provided students with an in-depth understanding of industry needs and contributed to building a skilled workforce equipped for current manufacturing challenges.

Building on insights gained from the first workshop in 2024, the 2025 programme expanded its capacity to accommodate interested students by establishing an additional learning facility at Serdar Plastik, specifically designed for hands-on learning. The new workshop featured an on-site training module designed to prepare students for working life, integrated with theoretical instruction, enabling students to acquire advanced technical skills while earning an income. This comprehensive approach strengthens the link between education and industry, ensuring that graduates are well-prepared for employment within the plastics sector.

This model can be replicated by other apprenticeship providers by ensuring that workshops offer up-to-date learning tools and technological equipment, and by guaranteeing that instructors have specialised sector training to uphold the relevance and quality of training. In fact, initially, Serdar Plastik faced challenges due to gaps in teachers' technical expertise in plastics technology. The company introduced a programme to allow teachers to gain practical experience in the plastics sector, aligning their knowledge with current practices. This initiative underscores the importance of investing in both educator development and teaching infrastructure.



-  **Date:** 2025
-  **Country:** Türkiye
-  **Target group:** Young people and students; VET providers; Teachers and trainers
-  **Funding:** Serdar Plastik
-  **Communities:** Green and Digital
-  **Type of best practice:** Capacity-Building for Stakeholders



Swisscontact – Institutional Framework for Work-Based Learning in Albanian Vocational Education

This Institutional Framework was introduced within the Skills for Jobs (S4J) project to tackle long-standing challenges in Albania's VET system, such as fragmented management of work-based learning (WBL), weak collaboration between schools and businesses, and limited stakeholder capacity to align training with labour market needs. In close partnership with the National Agency for Vocational Education, Training and Qualifications (AKAFP), the project developed and adopted a national manual for managing apprenticeships in business settings, which standardised apprenticeship practices across 30 vocational schools.

The framework's initial phase saw S4J roll out Albania's first apprenticeship model in six schools, establishing essential WBL guidelines. Subsequent phases improved quality by focusing on onboarding, monitoring, and assessment processes, leading to the publication of extended national WBL guidelines in 2023. In its current phase, the framework is institutionalising a complete WBL cycle, supported by a national training programme that has prepared over 100 school and training centre staff members to foster partnerships and implement high-quality apprenticeships. Rigorous planning, monitoring, and evaluation are also part of the framework.

These efforts have resulted in systemic improvements, including standardised WBL practices, stronger collaboration between schools and companies, and better capacity to deliver relevant training. Ongoing challenges include adapting solutions to regional contexts while overcoming inconsistencies. Key lessons emphasise the importance of bottom-up approaches, practical guidelines developed jointly with schools, and strong government support to ensure sustainability.



-  **Date:** 2024-2025
-  **Country:** Albania
-  **Target group:** VET staff
-  **Funding:** Swiss Agency for Development and Cooperation (SDC) under the Skills for Jobs (S4J) project
-  **Communities:** Green and Digital; Social Inclusion and Gender Equality; Mobility; Cities and Regions
-  **Type of best practice:** Capacity-Building for Stakeholders



Green and digital transitions



Agorà Italian Academy – AI in Hospitality

Agorà Italian Academy has launched the Artificial Intelligence (AI) in Hospitality initiative to address rapidly evolving skills needs within the hospitality sector, particularly those arising from ongoing digital and green transitions. The hospitality industry faces significant challenges from digitalisation, which has resulted in new skill demands related to AI-driven trend forecasting, pricing strategies, and resource optimisation (such as maximising hotel occupancy). In light of these challenges – compounded by the COVID-19 crisis, which revealed significant deficiencies in the sector’s digital proficiency – the sector is under pressure to modernise and enhance its workforce capabilities.

To meet these needs and support international mobility in apprenticeships, Agorà Italian Academy developed the AI in Hospitality module, which combines both classroom-based and online learning with practical tasks performed during apprenticeships at partner hotels. This module forms part of the Academy’s Advanced Training in Hotel Management course. Through placements in partner hotels, participants gain expertise in applying AI to tasks such as demand forecasting, operational planning, and sustainability monitoring, all under the supervision of experienced tutors. Ongoing mentoring and close collaboration with employers ensure the module aligns directly with operational requirements. The initiative has facilitated apprentices’ upskilling in AI applications, strengthened cooperation between VET providers and employers, and improved operational efficiency across partner hotels.

A key challenge faced involved the varying levels of digital literacy among hotel tutors, who are required to become proficient in AI technologies to effectively assist students. Early engagement with partner employers and their staff, combined with continuous monitoring of apprentice performance in the AI module, has been instrumental in overcoming these obstacles.


In summary, Agorà Italian Academy’s AI module exemplified the role of apprenticeships in developing confidence and competence in using AI among apprentices, as well as increasing operational efficiency in partner organisations. The methodology can be replicated in other sectors seeking to modernise their apprenticeship curricula and strengthen the digital expertise of both apprentices and tutors.




 **Date:** 2023 - ongoing

 **Country:** Italy

 **Target group:** Students and apprentices in the hospitality sector

 **Funding:** Agorà Italian Academy and partner hotels

 **Communities:** Green and Digital

 **Type of best practice:** Curriculum and Programme Innovation

Diverxia – Megahackathon

Taking place annually, the Megahackathon is recognised as Spain's largest national digital innovation competition specifically designed for VET students. In 2025, the event brought together over 300 students and 50 educators from both public and private VET institutions. Participants were tasked with addressing real-world challenges aligned with the United Nations Sustainable Development Goals. Through active engagement in a dynamic, problem-solving environment, the Megahackathon fostered students' skills and creativity while improving their employability prospects.


During the full day competition, teams of students collaborated on six concurrent challenges. Each team advanced through successive rounds, including idea generation, planning, product design, marketing, and prototyping. Expert mentors and targeted training workshops supported the teams throughout the event, strengthening their knowledge of digital tools, innovation processes, and project development methodologies. In addition, dedicated workshops for VET teachers and trainers were offered, focusing on areas such as challenge-based learning and gamification or the integration of game elements like points or levels into education strategies.


This unique format cultivates essential transversal skills such as teamwork, leadership, and creativity, while enabling participants to develop innovative, socially impactful digitally driven solutions. By engaging a large number of students in hands-on, socially oriented problem-solving, the Megahackathon effectively bridged the gap between VET and real-world issues, while allowing learners to test their skills under time constraints and in a collaborative setting. Teachers benefitted from professional development that elevates the quality of VET instruction, and students gain technical and social innovation skills that significantly boost their motivation and employability.




 **Date:** 2025

 **Country:** Spain

 **Target group:** Young people and students; VET providers & teachers; Local and regional authorities

 **Funding:** Diverxia and public and private sponsors

 **Communities:** Cities and Regions; Higher Apprenticeships

 **Type of best practice:** Capacity-Building for Stakeholders; Curriculum and Programme Innovations


Erkunt Vocational Training Centre – Tracking Students’ Development on a Digital Platform

The Erkunt Vocational Training Centre created and launched a digital platform to monitor student progress and present their development to evaluators. This platform was introduced to make student assessments more objective, track educational advancement online, and provide timely support where needed.

With this system, instructors evaluate students twice each academic year on criteria such as professional skills, soft abilities, and teamwork. Student data is stored online and can be accessed for real-time monitoring and statistical analysis of both individual and group performance. This system helps ensure fair evaluations and supports student development with prompt and targeted feedback.

Key challenges during implementation included selecting suitable evaluation criteria and addressing evaluators’ resistance. These issues were resolved by including evaluator trainers in the development process, incorporating their feedback and considering their concerns while creating the platform. Overall, this initiative has improved transparency, increased access to data, and enhanced the quality of student evaluations.




 **Date:** 2024-2025

 **Country:** Türkiye

 **Target group:** Students and trainers

 **Funding:** Erkunt VET and Serdar Plastik

 **Communities:** Green and Digital

 **Type of best practice:** Monitoring, Evaluation and Data Collection; Digital Tools and Platform

ETCOP Institute for Interdisciplinary Research – Blended Learning Model

In 2023, the [ETCOP Institute for Interdisciplinary Research](#) launched a blended learning model aimed at addressing several emerging challenges in VET and the apprenticeship systems in Austria, including a growing need for upskilling in green skills and sustainability across industrial sectors. Additionally, current Austrian VET models prioritise theoretical components over the real-world, workplace experience of apprentices and are also marked by a persistent gender gap in apprenticeship pathways related to STEM fields.

In response to these challenges, ETCOP established a competency-oriented learning model that equips apprentices with essential digital and green skills and strengthens the inclusion and participation of girls and women in STEM pathways. Its modular structure, real-world focus, and compatibility with EU frameworks such as DigComp and GreenComp make it highly transferable across Europe.


The blended-learning model combines online modules, virtual classrooms, and hands-on workshops, and learners are encouraged to complete practical tasks, including digital content creation, sustainability case analyses, and AI-supported problem-solving. Digital tools, including learning management systems, AI-assisted applications, simulations, and collaboration platforms, are embedded throughout the model and support continuous pedagogical support. Challenges encountered in rolling out the module included varying levels of digital literacy among learners and staff, requiring structured onboarding and targeted teacher training to improve skills in blended and digital learning.




 **Date:** 2023 - ongoing

 **Country:** Austria

 **Target group:** ET
Students; Girls and women;
Stakeholders in green
and digital sectors; VET
providers, teachers, trainers;
Low-qualified or low-skilled
individuals

 **Funding:** ETCOP and partner
teachers and SMEs

 **Communities:** Green and
Digital; Social Inclusion and
Gender Equality

 **Type of best practice:**
Curriculum and Programme
Innovation

Generation France and La Solive – Inclusive Green Apprenticeship Pathways in the Energy Renovation Sector

Generation France and La Solive partnered to address skill shortages in the energy renovation sector and support individuals not in education, employment or training (NEETs) and low-qualified adults transitioning into stable jobs.


Their training-to-apprenticeship model offers green skills training aligned with employers' needs and employment opportunities, starting with a ten-week 'bootcamp' and followed by a six-month paid apprenticeship at employers like EDF and Engie. Candidates join only after an apprenticeship contract with an energy employer had been secured, ensuring a smooth transition to employment. Since its implementation, over 100 learners have been trained in heat pump installation, with plans to expand into solar energy.

The programme's success lies in the effective collaboration and the complementarity of its partners. La Solive handles the technical training, while Generation France provides behavioural coaching, mentorship, and job preparation. Public institutions such as France Travail support referrals of students to potential employers, and employers contributed to programme design, ensuring training remains industry relevant.




 **Date:** 2023 - ongoing

 **Country:** France

 **Target group:** Adults in transition; NEETs

 **Funding:** European Social Fund (ESF+), La Solive, OPCO Constructys, and Generation K

 **Type of best practice:** Curriculum and Programme Innovation



Ordem dos Engenheiros, Northern Region – There’s Engineering in Me

To foster greater interest in Science, Technology, Engineering, and Mathematics (STEM) subjects among teenagers, the northern division of the Portuguese Order of Engineers, [Ordem dos Engenheiros Regiao Norte](#), launched the Há Engenharia em Mim (There’s Engineering in Me) programme.

This initiative aimed to promote engagement and awareness in engineering and related STEM fields through a variety of gamified and hands-on activities, specifically addressing students’ general hesitancy in Portugal to pursue STEM subjects. Gamified activities, drawing on elements such as narratives, characters, and progressive levels, served as educational tools designed to make technical topics more accessible and engaging and the learning experience more emotionally resonant.

The programme employed a Science, Technology, Engineering, Arts, and Mathematics (STEAM) methodology, integrating digital tools to foster critical thinking, data analysis, and programming skills. For instance, participants were encouraged to use [Scratch](#), a digital platform and community that enables children to learn coding languages by creating stories and animations. Students tackled real-world engineering challenges while exploring disciplines such as electronics, robotics, computer science, organisational skills, and activities promoting social and creative development. Despite limited resources, which restricted implementation to only one class per school, the programme demonstrated notable improvements in student motivation, self-confidence, and academic performance.

The success of Há Engenharia em Mim is attributed to its innovative, experiential format and its effectiveness in connecting technical education with practical, real-life applications. Resource limitations were addressed through targeted delivery and collaboration with schools. The initiative supported the training of future professionals aligned with EU strategic priorities, such as the Green Deal and digitalisation, and its modular, scalable design allows for broad national and European transferability.



ORDEM
DOS ENGENHEIROS
REGIÃO NORTE

-  **Date:** 2022
-  **Country:** Portugal
-  **Target group:** Young people and students
-  **Funding:** Ordem dos Engenheiros
-  **Communities:** Green and Digital; Cities and Regions
-  **Type of best practice:** Capacity-Building for Stakeholders; Awareness Raising and Outreach Campaigns

Skopje Chamber of Crafts – E-Mentor Platform


The [Skopje Chamber of Crafts](#), in partnership with the [Croatian Chamber of Crafts](#), launched the [E-Mentor Platform](#) to provide administrative and pedagogical support to trainers from small and medium-sized enterprises (SMEs) and to VET teachers collaborating with them. In particular, SMEs often struggle to implement quality apprenticeships due to their limited experience as well as key resources (e.g., time, trained staff, and adequate tools).


The platform provides SME trainers with a range of training modules, tools and tailored materials to develop their mentoring skills, guide apprentices and, overall, implement apprenticeships more effectively. All resources were included in a 50-hour 'Joint Mentorship' programme, which trainers can enrol in. The platform's features include step-by-step guidelines, e-learning modules, self-evaluation tools, and a digital communication hub. Modules cover topics such as workplace adaptation for students with disabilities, strengthening WBL promotional activities, and boosting apprentice well-being. The platform also includes a set of ready-made 'Instruments', such as tools for monitoring and evaluating apprenticeships.


This content supports SMEs in delivering high-quality apprenticeships, regardless of their size, capacity, or location.

The platform was promoted through awareness-raising campaigns run by the Chamber – including event participation and info days – fostering strong user engagement. In addition to promoting the platform itself, these campaigns emphasised more generally the benefits of training for teachers and trainers, further supporting quality apprenticeships.




 **Date:** 2023-2025

 **Country:** Croatia; North Macedonia

 **Target group:** Trainers in SMEs and VET providers

 **Funding:** Erasmus+ 'Joint Mentorship' Project

 **Type of best practice:** Awareness-Raising and Outreach Campaigns; Capacity-Building for Stakeholders; Multi-Stakeholder Partnerships; Curriculum and Programme Innovation; Digital Tools and Platforms


Skopje Chamber of Crafts – Greening Businesses


The Skopje Chamber of Crafts, in cooperation with the Centre for the Development of Jablanica and Pcinja Districts, launched a cross-border initiative to enhance sustainable business practices through updated curricula and programmes. The project targeted SMEs and business support organisations (BSOs) in Serbia and North Macedonia, addressing key challenges including limited mentoring capacity, outdated training approaches, and a need for structured guidance on integrating sustainability into business operations. By strengthening green skills among craftspeople and trainers, the initiative aimed to make apprenticeships more attractive and enhance SME competitiveness in the context of the green transition.

Key joint actions included an analysis of training needs and skills gaps, a Training of Trainers programme, and a handbook and good practice brochure on sustainability. They also co-created a tailored training curriculum, five green business modules, and an online learning platform. In total, the project engaged 60 SMEs, 20 BSOs, and over 1 000 learners, equipping them with practical competencies in sustainable business models.


This collaboration successfully established a transnational approach to developing green skills in SMEs and BSOs and demonstrated effective partnerships across vocational, crafts, and regional development actors. Challenges like varying digital skills levels across SMEs were overcome through flexible planning and tailored technical support. The initiative's focus on linking environmental responsibility with business competitiveness offers a model highly adaptable to other regions supporting SMEs in the green and digital transitions.




 **Date:** 2024-2025

 **Country:** North Macedonia and Serbia

 **Target group:** Employers; SMEs

 **Funding:** Erasmus+ 'Small-scale Partnerships in Adult Education' Programme

 **Type of best practice:** Curriculum and Programme Innovation

Technological High School for Mechatronics and Automation (LTMA) – E-Classes


The Technological High School for Mechatronics and Automation (LTMA), in cooperation with eight consortium partners, developed an online digital learning platform known as ‘e-Classes’ to enrich their educational offering for VET students. Through the development of online VET content, the initiative sought to address several challenges prevalent in VET, such as the limited integration of digital tools, low levels of learner engagement, barriers to access for disadvantaged learners, and insufficient digital competencies among educators.

The e-Classes platform introduced a ‘flipped classroom methodology’, enabling VET students to use class time to deepen their understanding of forthcoming topics. Using this methodology, apprentices engaged with theoretical materials online prior to participating in practical sessions, thereby allowing mentors to focus on skill refinement and problem-solving. Course content featured scenario-based activities, sector-specific case studies, and multimedia tutorials customised for the apprenticeship context. The platform offered flexible, anytime access to learning resources, promoting inclusivity and adaptability for all students. Initial piloting of e-classes across various vocational fields demonstrated effectiveness in bridging skill gaps and enhancing communication between apprentices and educators.

Outcomes from the platform implementation included improved digital competencies among VET teachers, increased learner engagement, and stronger alignment between theoretical instruction and workplace practice. Apprentices exhibited greater preparedness for practical tasks, contributing to more efficient utilisation of onsite training time and faster skill acquisition. The platform’s accessibility facilitated the inclusion of students from rural and disadvantaged areas, while its adaptable structure allowed application across diverse vocational sectors.


Key challenges encountered included differences in teachers’ digital proficiency, initial reluctance to adopt the flipped classroom model, and the need to tailor content to varied vocational contexts. Lessons learned highlight the importance of continuous digital skills development for educators, early employer involvement, and iterative content testing with apprentices.




 **Date:** 2017-2019

 **Country:** Romania

 **Target group:** VET teachers and mentors

 **Funding:** Erasmus+ Strategic Partnerships for VET Programme

 **Communities:** Green and Digital, Social Inclusion and Gender Equality; Mobility; Cities and Regions; Higher Apprenticeships

 **Type of best practice:** Curriculum and Programme Innovation; Digital Tools and Platforms

Social inclusion and gender equality




Austrian Public Employment Service (AMS) and IPCenter – Hearing Aid Acoustics Apprenticeship Programme

The Überbetriebliche Ausbildungen (ÜBA) (inter-company training) provides valuable training for learners who struggle to secure apprenticeships. It offers on-the-job training opportunities in vocational schools, allowing, however, participants to switch to full apprenticeship with companies at any given time. The programme targets those who may face obstacles in accessing specialised training, such as early school leavers or students with limited language or soft skills, and offers a blend of technical education and enhanced basic skills training.


One example is the ÜBA in hearing aid acoustics, developed by [AMS](#) to meet the growing demand for skilled professionals in the healthcare sector, specifically in the hearing sub-sector. This apprenticeship programme was delivered full-time at the [IPCenter](#) and covered hands-on topics such as hearing aid production and adjustment, audiological diagnostics, and device maintenance. Students also developed customer service and consultation skills, preparing them for fulfilling careers in the hearing health sector. Half of the programme was dedicated to on-the-job learning, helping learners make a smooth transition to stable employment. Graduates were qualified to work in hearing aid specialist stores, medical-technical supply shops, and retail chains in the electronics and healthcare sectors.


A key challenge faced by this new ÜBA was that many incoming learners lacked foundational skills. To address this, the programme extended basic skills training and adapted its curriculum to support individual skill development. Early employer involvement in the programme's design and delivery helped build strong partnerships, supporting the transition to in-company apprenticeships or direct hiring. Overall, the programme was successful in aligning its curriculum with labour market needs, providing hands-on learning experiences, and connecting disadvantaged youth with high-quality vocational opportunities.




 **Date:** 2021-2025

 **Country:** Austria

 **Target group:** Young people and VET students

 **Funding:** AMS and Vienna Employment Promotion Fund (WAFF)

 **Communities:** Green and Digital; Social Inclusion and Gender Equality

 **Type of best practice:** Support Services for Learners







Austrian Young Workers Movement and IPCenter – Back on Track Project

The Back on Track project was developed to address the barriers faced by young NEETs, particularly those from rural or disadvantaged areas. Traditional e-learning models often presume continuous school engagement, potentially marginalising many NEETs. In response, Back on Track offers a modular, smartphone-based digital learning programme tailored to the specific needs of its target audience, thereby supporting their re-entry into education and employment.

The programme offered a curriculum aligned with the European Qualifications Framework (EQF), incorporating storytelling and gamification learning techniques. Modules covered various areas and competencies, including digital skills, English in the workplace, emotional intelligence, financial literacy, and self-management. Learner progress was recognised through micro-credentials and digital badges, fostering sustained motivation. Furthermore, career development tools, such as a virtual job fair and tailored social media outreach, helped learners explore vocational and apprenticeship pathways. A dedicated Train the Mentor component further equipped trainers with essential guidance and mentorship competencies tailored to addressing NEETs' needs.

The project contributed to increasing digital confidence, personal agency, and enthusiasm for learning among users, supporting their re-engagement through apprenticeships and ongoing education. Key success factors included the integration of iterative feedback and user testing to maintain content relevance. Trust was cultivated between students and instructors through empathy-driven trainer preparation and inclusive design strategies, such as smartphone-based delivery and accessible, friendly language throughout all materials.



-  **Date:** 2024
-  **Country:** Austria
-  **Target group:** Young NEETs
-  **Funding:** Interreg Danube Region Programme
-  **Communities:** Green and Digital; Social Inclusion and Gender Equality
-  **Type of best practice:** Curriculum and Programme Innovation



Belgrade Academy of Applied Studies Polytechnic & Yildiz Technical University – InclusiVET: Vocational Training for the Hearing Impaired

The InclusiVET project was launched by the Academy of Applied Studies Polytechnic in Belgrade in partnership with Yildiz Technical University in Türkiye. Its goal is to promote equal access and inclusion for hearing-impaired students in VET. The initiative aims to solve two main issues: the shortage of accessible, standardised learning materials for hearing-impaired students and the need for skilled workers in craft sectors like manufacturing, metal work, and carpentry. By blending digital innovation with inclusive teaching methods, InclusiVET creates learning pathways that both strengthen employability and empower learners with hearing impairments.

To achieve this, partners introduced an online learning platform that provides sign language interpretation and closed captions for all content and courses. They also developed a new syllabus tailored for hearing-impaired learners, which is used by all training providers involved in the project. Students get 24/7 access to interactive modules for self-paced virtual learning, along with practical in-person workshops and apprenticeships at local companies. In these workshops, students build soft skills as well as practical competencies in fields such as woodworking and metal production. The project has brought several quality improvements for all students, including integrating Augmented Reality and Virtual Reality (AR/VR) components into VET training modules, and providing teachers and trainers with inclusion and diversity training.


One challenge encountered early on in designing and delivering content on the learning platform was the diversity of national sign languages across partner countries. Significant differences in vocabulary, grammar, and technical terminology made it hard to create universally understood learning materials, videos, and AR/VR content. To overcome this, InclusiVET plans to develop and use standardised visual symbols and pictograms for technical terms, so all users can understand regardless of their sign language.


Organisations wishing to replicate this practice should engage key stakeholders – including VET providers, special education experts, employers, and representatives from the hearing-impaired community – from the beginning, ensuring accessibility needs are considered throughout the design process.




АКАДЕМИЈА
СТРУКОВНИХ СТУДИЈА
ПОЛИТЕХНИКА


 **Date:** 2024-2026

 **Country:** Serbia, Türkiye, Czechia, Greece, and Romania

 **Target group:** Hearing-impaired students; Teachers, trainers and VET providers

 **Funding:** Erasmus+ Programme

 **Communities:** Social Inclusion and Gender Equality

 **Type of best practice:** Curriculum and Programme Innovation; Multi-Stakeholder Partnerships; Digital Tools and Platforms

GAN Global – Closing the Skills Gaps: Inclusive Apprenticeships and Work-Based Learning Info-sheet

GAN Global developed an [info-sheet](#) designed to promote inclusive apprenticeships and WBL programmes as a means to address labour shortages. With 74% of employers worldwide struggling to find qualified candidates, the info-sheet highlights the value of tapping into underutilised talent, especially people with disabilities, who experience unemployment rates nearly 25% higher than others. Inclusive apprenticeships are presented as both an effective route to employment and a long-term solution for workforce challenges faced by businesses.

The info-sheet begins by outlining the business case for inclusive apprenticeships, noting that companies hiring people with disabilities often achieve higher revenue, net income, and profit margins. It goes on to offer practical guidance to companies, such as developing job descriptions that are accessible, providing inclusive training and mentorship opportunities, and fostering supportive environments. The document also features real-world examples from organisations that have successfully implemented inclusive apprenticeships, demonstrating how these practices help tap into available talent pools and support sustainable employment pathways.

The info-sheet was made possible through strong partnerships among diverse organisations and a collective willingness to share practical experiences with inclusive apprenticeships.



-  **Date:** 2025
-  **Country:** Switzerland
-  **Target group:** Employers and businesses
-  **Funding:** International Organisation of Employers (IOE EU) and the International Labour Organisation (ILO)
-  **Communities:** Green and Digital, Social Inclusion and Gender Equality; Mobility
-  **Type of best practice:** Capacity-Building for Stakeholders; Awareness Raising and Outreach Campaigns






Handwerkskammer Frankfurt-Rhein-Main – AzubiCampus

The AzubiCampus initiative was developed to address increasing motivational challenges faced by students within Germany's VET system. Led by the Handwerkskammer Frankfurt-Rhein-Main (the Frankfurt-Rhein-Main Chamber of crafts), the programme sought to strengthen soft skills, enhance communication between trainers and learners, and improve retention rates in apprenticeships through targeted support for VET students. The ultimate goal is to foster a more inclusive learning environment that equips students with the tools to fit in the workplace while ensuring comprehensive emotional support and tailored guidance.

The initiative consisted of seminars and workshops tailored for both apprentices and instructors. Apprentices participated in sessions covering topics such as successful onboarding, adaptation to new environments, workplace etiquette, study strategies, and opportunities for international mobility. For instructors, emphasis was placed on understanding younger generations, managing interpersonal conflicts, and recognising the value of apprenticeships. A dedicated social educator at the Chamber designed and delivered two- to three-hour workshops for apprenticeship providers and educators, drawing on real-life cases and student experiences. Workshops were conducted on-site at district craft associations or chambers of skilled crafts. Outreach was facilitated by distributing information about the workshops with apprenticeship contracts, providing flyers to employers and students, and promoting the sessions via social media and other communication channels.

Growing attendance and consistently positive feedback from participants demonstrated the programme's effectiveness and relevance. Feedback indicated improved communication and motivation among apprentices and instructors. Adapting the programme to other national contexts could be challenging, given the model's close association with Germany's chamber-based vocational system. Nevertheless, core principles such as early intervention, emotional support, and practical skill development are highly transferable and could be implemented in other countries through strategic partnerships.



-  **Date:** 2022
-  **Country:** Germany
-  **Target group:** Students and young people
-  **Funding:** Handwerkskammer Frankfurt-Rhein-Main
-  **Communities:** Mobility
-  **Type of best practice:** Support Services for Learners

IDEC and CIOFS-FP – SECOVE: Centres of Vocational Excellence in Sustainable Energy

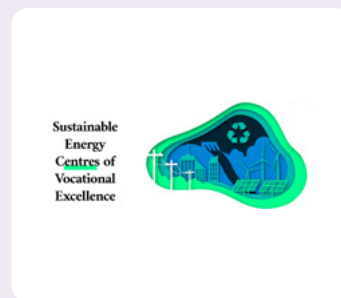
The [SECOVE](#) project, coordinated by [IDEC](#) in partnership with [CIOFS-FP](#), brought together 22 partner organisations from Greece, Spain, Italy, Slovakia, and Portugal to create learner-centred and inclusive Centres of Vocational Excellence (CoVEs) within the sustainable energy sector.


Through these specialised CoVEs, SECOVE offers targeted training for VET students focused on the green transition. The initiative also prioritised increasing female participation in technical fields related to the energy sector. By aligning with EU-level strategies and fostering innovation, inclusiveness, and sustainability, SECOVE exemplifies how transnational cooperation can enhance VET systems and prepare learners for future-oriented roles in the green and digital economy.

SECOVE adopted a holistic approach to VET modernisation, placing innovation at the forefront of its various activities. Initially, the project developed VET programmes and qualifications tailored to labour market demands in the energy sector across partner countries, drawing on national Smart Specialisation Strategies and EU policies, such as the Green Deal and the European Skills Agenda. Subsequently, SECOVE established Innovation Hubs to facilitate innovative teaching methods, including VR-based learning, applied research competitions, and gender inclusion observatories. The Sustainable Energy CoVEs also promoted transnational mobility opportunities among students and trainers, ensuring exposure to international VET models and certification frameworks. Throughout all sustainable energy training delivery, CoVEs embedded quality assurance mechanisms compliant with European standards for VET provision.


Several factors contributed to the success and relevance of CoVEs for young VET students interested in the sustainable energy sector. The integration of innovative tools such as VR-based training enhanced the attractiveness and relevance of VET for young students, with new methods introduced gradually to support adoption. The project also implemented measures to ensure the inclusiveness of CoVEs for women and girls, including nine [summer academies](#) organised across partner countries, specifically targeting secondary school girls and providing hands-on STEM training related to renewable energy.


The project also faced some challenges, some spanning from the extensive network of international partners involved, requiring the project to navigate different national regulations and VET systems. SECOVE addressed these differences through strong and proactive multi-stakeholder cooperation, flexible planning, and alignment with EU policies, guaranteeing that training met both local labour market needs and overarching policy objectives.



 **Date:** 2021-2025

 **Country:** Greece; Spain; Italy; Slovakia; Portugal

 **Target group:** Young people; Students; VET providers and trainers; Young women and girls

 **Funding:** Erasmus+ Programme

 **Communities:** Mobility; Social Inclusion and Gender Equality; Green and Digital; Cities and Regions

 **Type of best practice:** Multi-Stakeholder Partnerships

Nestlé Austria and Austrian Public Employment Service (AMS) – Inter-Company Educational Programme


The Inter-company Educational Programme was a joint initiative led by the Austrian Public Employment Service (AMS) in partnership with Nestlé Austria, working together with Austrian companies. Its goal was to support young people and students who struggle to find apprenticeship opportunities.

To attract companies to the programme, financial incentives were offered, covering costs associated with hosting apprentices for up to six months. This helped reduce recruitment obstacles and made it easier for businesses to hire new talent.


Participants gained real-world experience, relevant industry skills, and an opportunity to secure permanent employment after their apprenticeships. The programme was considered a successful partnership between public and private sector stakeholders, offering financial incentives and structured training pathways to boost inclusion and ensure young talent fits company needs.


One significant challenge arose during the initial onboarding, as companies were expected to invest time aligning apprentices' skills with curriculum requirements and workplace standards.





 **Date:** 2023-2024

 **Country:** Austria

 **Target group:** Young people and students

 **Funding:** AMS and WANN

 **Communities:** Green and Digital, Social Inclusion and Gender Equality; Mobility

 **Type of best practice:** Financial Incentives and Support Measures; Other

Nestlé Spain – Walking Together is Better Campaign

The Walking Together is Better campaign was launched to create meaningful job opportunities for individuals with mental disabilities, while supporting pet welfare in [Nestlé Spain's](#) dog-friendly offices. The programme provided training for students from the Pedralbes Centre, a specialised local education institution, to develop skills as professional dog walkers. It received guidance from the [Centre for Dog-Assisted Therapy \(CTAC\)](#), offering expertise in soft skills, animal welfare, and dog handling.

By concentrating on both social inclusion and pet care, the campaign addressed the demand for accessible employment pathways for individuals with mental disabilities, while also improving pet-care services for Nestlé employees.


Following a three-month trial period, participating students were able to provide dog-walking services to Nestlé's employees, which became a valued workplace benefit. The initiative created job opportunities for these students and ensured that employees' pets receive proper care during office hours. Furthermore, the programme's positive outcomes have been communicated across global Nestlé offices, encouraging other branches to consider similar initiatives.


The success of the campaign is attributed to the strong collaboration between Nestlé Spain and CTAC. Animal well-being was safeguarded by selecting students who displayed a strong commitment to and aptitude for caring for dogs. One important lesson from this initiative was the need for internal communication with pet owners at the office to align student availability and skills with the requirements for pet care. Although not directly linked to apprenticeships, this practice shows how thinking outside the box can help companies integrate inclusive, skill-based training practices within organisations.





 **Date:** 2024

 **Country:** Spain

 **Target group:** Students with mental disabilities

 **Funding:** Nestlé Spain

 **Communities:** Green and Digital, Social Inclusion and Gender Equality; Mobility

 **Type of best practice:** Awareness-Raising and Outreach Campaigns; Capacity-Building for Stakeholders; Curriculum and Programme Innovation



ROCK YOUR LIFE! and IPCenter – NOGAP Project: Room for the Prevention of Vocational Dropouts

The NOGAP project, developed by IPCenter in collaboration with ROCK YOUR LIFE! GmbH, sought to tackle early dropout rates among apprentices in vocational training by adapting well-established personality development programmes into inter-company apprenticeship schemes – an area traditionally lacking this type of structured guidance. The initiatives provided apprentices with general education resources such as motivational and personal development tools for vocational contexts to boost commitment and resilience among learners and reduce early training terminations.

Key activities included tailoring existing training materials to apprentices' needs, developing best practice resources, and designing new workshop formats that can be integrated into vocational curricula. Trainers and instructors were actively involved in the adaptation process to ensure its relevance and impact. Early results showed increased motivation among apprentices and clearer frameworks for supporting personal development for trainers.

NOGAP's success stemmed from its ability to effectively adapt existing content for vocational education, making it a scalable model for improving retention and inclusion. Challenges that arose during its implementation include engaging young people in training and navigating intercultural collaboration among project partners, but sharing tangible examples of success throughout the project lifecycle helped build trust and address these obstacles.



-  **Date:** 2023-2025
-  **Country:** Austria and Germany
-  **Target group:** Students and adults in transition
-  **Funding:** Erasmus+ Programme
-  **Communities:** Green and Digital; Social Inclusion and Gender Equality
-  **Type of best practice:** Curriculum and Programme Innovation; Support Services for Learners

Mobility of apprentices



ESMOVIA – EsMOBILE

EsMobile is an application developed by ESMOVIA to address common challenges encountered by apprentices during mobility placements, including difficulty accessing information, confusion about logistics, and the necessity for prompt support. By consolidating essential details on a single platform, the app ensures participants have access to all the resources needed for a smooth, safe placement experience in Valencia. EsMobile incorporates a user-friendly design and prioritises learner support, making it a best practice for organisations dedicated to facilitating mobility opportunities for apprentices.

The EsMobile app offers users comprehensive information, including accommodation options and host-company details, as well as integrated map functionality, a calendar of ESMOVIA meetings, and lists of useful phone numbers and emergency contacts. Furthermore, apprentices can digitally complete job application forms and submit end-of-placement ratings, while receiving timely notifications via the app. Access is restricted to invited users through a secure email and password authentication process. EsMobile has now become the standard tool for all ESMOVIA-hosted apprentices, serving over 1 200 users annually. The application has streamlined apprenticeship processes by reducing student queries and eliminating the need for printed information materials. Its feedback mechanisms have fostered a continuous quality improvement cycle, enabling ESMOVIA to enhance accommodation and host-company partnerships based on participant ratings. Observed benefits include improved student orientation, increased learner confidence, and an enriched overall mobility experience.

During its launch, EsMobile confronted several technical challenges primarily related to the collection and presentation of data concerning host companies, accommodation, and schedules. Fields for data display and validation protocols were carefully structured to guarantee participants received accurate and complete information. Additional efforts ensured prompt and consistent updates across the platform, particularly regarding schedule adjustments and mapping information. A further consideration was optimising the tool's attractiveness and engagement for student users; consequently, a graphic design specialist was consulted to enhance the application's user experience and visual appeal. Future developments include a companion app designed for teachers, allowing them to monitor key mobility information for all their students within a unified interface.



-  **Date:** 2023 - ongoing
-  **Country:** Spain
-  **Target group:** Young people and students
-  **Funding:** Esmovia
-  **Communities:** Mobility
-  **Type of best practice:** Digital Tools and Platforms

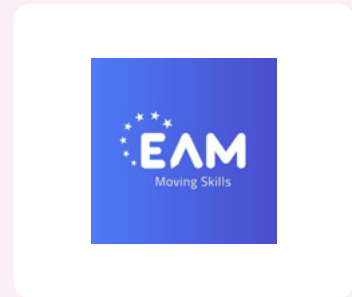


Euro App Mobility – Club of Employers for a European Apprenticeship Area

Euro App Mobility (EAM) initiated the Club of Employers for a European Apprenticeship Area to raise awareness of the benefits of apprentice mobility among employers who may be hesitant or unconvinced about participating in international mobility programmes. Such reluctance has been a barrier to both the quality and scale of international mobility opportunities available to apprentices in France. To address this, the Employers' Club established local and national employer networks that demonstrate the benefits of mobility and facilitate productive dialogue between businesses and VET providers.


The club was founded in collaboration with France's three primary employer organisations ([Mouvement des Entreprises de France \(MEDEF\)](#), [Union des Entreprises de Proximité \(U2P\)](#), and [Confédération des Petites et Moyennes Entreprises \(CPME\)](#)), as well as key stakeholders including the [Ministry of Labour](#), sectoral organisations, and chambers of skilled crafts and industry. Stakeholder engagement was fostered through a launch event and the appointment of a reputable national spokesperson, who liaised with senior representatives from prominent French and international companies. Subsequently, local clubs were created to bring together training companies with businesses, encouraging mobility and developing pilot projects at the regional level.


The initiative has strengthened cooperation between VET providers and companies, making it easier to approach and convince employers to support apprentice mobility. The appointment of local coordinators has increased outreach, while meetings with high-level company representatives have sparked innovative ideas for new mobility projects. Critical success factors include robust support from national VET stakeholders, the involvement of respected figures within the VET ecosystem, and the presentation of concrete examples illustrating the benefits of mobility.




 **Date:** 2024 - ongoing

 **Country:** France

 **Target group:** Employers; VET providers; Trainers

 **Funding:** EAM and the French Ministry of Labour

 **Communities:** Mobility

 **Type of best practice:** Awareness-Raising and Outreach Campaigns; Multi-Stakeholder Partnerships



Hessian Ministry – Working and Learning in Europe: Mobility Consulting

The German state of Hesse launched the Arbeiten und Lernen in Europa (Working and Learning in Europe) mobility consulting programme to advance the internationalisation of VET within the region and enhance the competitiveness of local SMEs by developing their apprentices' skill sets through international mobility opportunities.

The programme established six regional contact points providing in-person consultancy across the state. Mobility consultants offered apprentices and employers legal guidance, information on funding options, counselling, and intercultural training. In addition, these consultants conducted several awareness-raising activities targeting vocational schools, employers, job fairs, and chambers of commerce to highlight the advantages of mobility experiences for apprentices.

As a result of this programme, students in Hesse completed over 800 experiences abroad. The initiative's success can be attributed to several key factors. Firstly, the consulting services integrate regular feedback mechanisms, such as surveys and interviews with participating students, and regular training for mobility consultants to ensure that the services are aligned with the needs of students seeking international mobility programmes. Secondly, the customised, hands-on consulting approach was highly relevant to student needs and empowered apprentices to confidently plan and undertake their internships. Finally, the programme introduced specialised mobility formats, including group placements, which facilitated greater inclusion of disadvantaged or self-reliant apprentices.

ARBEITEN UND LERNEN
★★★★★ IN EUROPA
Mobilitätsberatung der hessischen Wirtschaft

-  **Date:** 2010 - ongoing
-  **Country:** Germany
-  **Target group:** Apprentices interested in mobility programmes
-  **Funding:** Hessian Ministry for Economics, Energy, Traffic, Housing and Rural Areas and ESF+ funding
-  **Communities:** Mobility
-  **Type of best practice:** Awareness-Raising and Outreach Campaigns; Support Services for Learners

School Centre Skofja Loka – Integrated Apprenticeship Mobility and Industry Partnership Programme

In 2018, the School Center Škofja Loka launched the Integrated Apprenticeship Mobility and Industry Partnership Programme to strengthen collaboration between VET providers and industry partners. The goal was to offer apprentices real-world experience in technological workplaces and enhance their experience in international mobility programmes. The programme priorities are reducing barriers for apprentices wishing to undertake placements abroad, equipping them with a variety of support tools and preparatory training.

Developed through close cooperation with local SMEs, the programme aligns its content with current production processes and digital tools by addressing the specific skill requirements of these businesses. This partnership not only integrates young learners into authentic workplace settings but also encourages and facilitates international mobility opportunities. While abroad, students and VET learners are encouraged to develop digital and green skills through assignments, project-based learning, and exposure to new technologies and advanced production methods.

The initiative led to a noticeable increase in apprenticeship mobility participation, greater collaboration between the School Centre and local SMEs, and improved employability among apprentices. Employers reported that participants were better prepared for modern workplace challenges, and learners expressed higher motivation and career-readiness. The programme continuously updates its curriculum based on the needs of local SMEs, making it a best practice for other VET providers. Its success and replicability hinge on strong cooperation with employers.



-  **Date:** 2018 - ongoing
-  **Country:** Slovenia
-  **Target group:** Young people and students; Learners from rural or disadvantaged areas; Employers; SMEs; VET providers; teachers and trainers
-  **Funding:** National VET funding, Erasmus+ funding, and contributions from partners
-  **Communities:** Mobility; Social Inclusion and Gender Equality; Green and Digital
-  **Type of best practice:** Support Services for Learners; Curriculum and Programme Innovation; Multi-Stakeholder Partnerships







Serdar Plastik and Erkunt Vocational Training Centre – Financial Support to Students in Mobility Programmes

Serdar Plastik and the Erkunt Vocational Training Centre introduced a financial support scheme for students participating in Erasmus+ learning mobility projects.

This initiative provided additional direct financial assistance designed to supplement existing Erasmus+ funding, with the aim of freeing students from financial concerns and enabling them to focus fully on their vocational training abroad and actively participate in both educational activities and cultural activities, thereby enhancing the overall quality of their international experience.

One of the main challenges encountered by the scheme was establishing clear selection criteria for beneficiaries. Despite these initial difficulties, the scheme contributed to increased student participation in mobility programmes, resulting in improved outcomes for learners, who could benefit from apprenticeship experiences gained both domestically and internationally.



-  **Date:** 2023
-  **Country:** Türkiye
-  **Target group:** Students in mobility programmes
-  **Funding:** Serdar Plastik
-  **Communities:** Green and Digital
-  **Type of best practice:** Financial Incentives and Support Measures

UNISER – International Mobility Programme for Apprentices

In 2025, [UNISER](#) developed a structured international mobility programme to support apprentices from five different Italian Higher Technical Institutes in undertaking high-quality mobility experiences. The programme was strategically designed to address the challenge of identifying and securing suitable host companies for apprentices who, despite strong sector-specific skills, often lack sufficient professional experience and foreign-language proficiency. These factors can hinder their integration into international work environments, where companies expect apprentices to contribute effectively from the outset.

To bridge this gap, UNISER established a comprehensive initiative that includes intercultural and educational workshops prior to departure, personalised matching with host companies via the [Moving Generation digital platform](#), and continuous mentoring throughout the mobility period. Local tutors played a crucial role in ensuring apprentices' well-being and learning outcomes, while post-mobility recognition is granted through [Europass Mobility](#) and [European Credit System for VET](#) frameworks. Inclusive provisions such as adapted learning content and personalised guidance further supported the participation of VET students with diverse educational needs.

This programme led to substantial enhancements in the transversal competencies of participating students, including improved language skills and intercultural awareness. Over 90% of learners reported progress in both technical and transversal skills, and host companies expressed strong interest in hosting apprentices again. The initiative also facilitated the creation of enduring partnerships among VET providers, companies, and local authorities from across the EU. Initial challenges encountered included aligning company expectations with each apprentice's profile and ensuring consistent quality of mentoring across host countries.



-  **Date:** 2025
-  **Country:** Italy
-  **Target group:** VET students
-  **Funding:** Erasmus+ Programme
-  **Type of best practice:** Support Services for Learners

WSEI University – Project CAMP

The CAMP project, led by WSEI University, represents an innovative collaboration model designed to enhance the transition of apprentices from education to employment through fostering international mobility. At its core, CAMP offers a digital job-matching platform and improved communication channels between employers and prospective working students, thereby providing direct support to job-seeking apprentices navigating the international labour market.

The project comprises several interconnected stages. Initially, the consortium conducts extensive research within partner countries to evaluate the current usage of digital tools in SMEs and to assess employers' expectations regarding transversal skills, including multicultural awareness and digital literacy. These findings inform the subsequent phase, wherein the project team develops a job-matching framework, offering resources such as a toolkit for building modern employee profiles aligned with EU instruments like Europass, standardised apprenticeship guidelines, an International Work Etiquette Manual, and infographics designed to promote cultural awareness in workplaces. In the final phase, these resources are disseminated through bootcamps, networking events, and awareness-raising activities.

This approach is recognised as a best practice for its comprehensive, multi-stakeholder, and highly transferable methodology for strengthening employability in an international context. The digital job-matching system, which has already demonstrated early success through real apprenticeship matches, underscores its innovation and scalability across countries and sectors. Over a three-year period, partners will co-create and test digital applications, manuals, scenarios, and supporting materials that will be integrated into the daily activities of career centres, VET institutions, universities, and companies.



-  **Date:** 2024-2027
-  **Country:** Poland, Greece, Italy, Spain, Romania
-  **Target group:** Young people & students; Employers; VET providers
-  **Funding:** Erasmus+ Partnerships for Cooperation Programme
-  **Communities:** Mobility; Higher Apprenticeships
-  **Type of best practice:** Capacity-Building for Stakeholders; Multi-Stakeholder Partnerships; Curriculum and Programme Innovation

Role of regions and cities

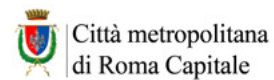


Città Metropolitana di Roma Capitale – Integrated Territorial Apprenticeship Network

The Metropolitan City of Rome Capital developed the Integrated Territorial Apprenticeship Network to improve governance and coordination between VET schools and companies, increase SME involvement, address a lack of resources, and better match between vocational curricula to local labour market needs. Implementation began by mapping key territorial actors, identifying skill gaps, and focusing on priority economic sectors.

The governance model included adapting VET curricula on the basis of employers' input, ensuring regulatory compliance and progress tracking via digital tools, and providing structured learning paths supported by certified tutors in both schools and workplaces. The initiative was also accompanied by awareness campaigns in schools and public spaces promoting apprenticeships as a first-choice option and training for tutors to support high-quality teaching and learning outcomes.

The initiative boosted apprenticeship uptake and participation from SMEs and larger companies, improved coordination, reduced dropouts, and influenced policy. Over two and a half years, the accessibility, relevance, and quality of apprenticeships in the metropolitan area improve. Challenges like initial company resistance due to bureaucratic complexity and misconceptions were overcome through personalised support and streamlined administrative processes, preserving school autonomy while aligning training goals through collaborative planning.



-  **Date:** 2023
-  **Country:** Italy
-  **Target group:** Employers; SMEs
-  **Funding:** ESF+ funding
-  **Communities:** Cities and Regions; Higher Apprenticeships
-  **Type of best practice:** Multi-Stakeholder Partnerships

Regional Directorate of Education of Eastern Macedonia and Thrace – Annual National Apprenticeship Conference

The Regional Directorate of Education of Eastern Macedonia and Thrace hosted Greece's first national scientific conference on apprenticeships in May 2025. Titled 'Apprenticeship, Innovation & Leadership: Creating Flexible VET Models,' the event aimed to provide a regular platform for apprenticeship stakeholders to share best practices, foster cross-regional collaboration, collectively plan for the future of apprenticeships, raise awareness of European initiatives like EAfA, and introduce new communication tools for promoting apprenticeships.

The conference brought together educators, employers, apprentices, policymakers, and coordinators from across Greece. During the gathering, two new national communication tools – a promotional video and a digital brochure – were unveiled. These resources were developed by the Ministry's ESPA Executive Unit and funded by ESF+. Participants agreed to make this conference an annual event, rotating its location among regions to maximise engagement and encourage ongoing sharing of best practices.

This conference successfully established a national forum for dialogue and cooperation about apprenticeships, promoted EAfA to a range of stakeholders, and introduced practical outreach tools. By rotating the host region each year, the conference fosters inclusivity and geographic diversity, making the model adaptable for other EU countries. While coordinating multiple partners and ensuring balanced representation posed challenges, these were managed through early planning and inclusive engagement.



-  **Date:** 2025
-  **Country:** Greece
-  **Target group:** Employers; VET providers; Policymakers
-  **Funding:** National funding, ESF+ funding and partners' contributions
-  **Communities:** Green and Digital; Mobility
-  **Type of best practice:** Awareness-Raising and Outreach Campaigns


XABEC Vocational Training Centre – Apprentices Responding to Emergency Rebuilding in Valencia

In the aftermath of the 2024 Spanish floods and their damages to the Valencian region, the [XABEC](#) Vocational Training Centre implemented a solidarity initiative that engaged over 160 apprentices. This programme aimed to combine technical learning with civic engagement, allowing students to apply their vocational skills in real emergency situations and actively assist in community recovery. The initiative emphasised social responsibility, resilience, and a deeper understanding of the human aspects of VET.

Apprentices participated in a wide range of recovery activities, including rehabilitating homes, restoring electrical systems and lighting, cleaning machinery, and providing door-to-door support such as food and tools distribution. These actions were primarily scheduled for Saturday mornings, allowing participants to maintain academic commitments while volunteering. Instructors played a central role by supervising technical operations, ensuring safety standards, and facilitating the learning process. The initiative was carefully structured to promote teamwork, effective time management, and emotional resilience through robust coordination between students, faculty, and local communities.

The initiative was honoured with national recognition through the [TELVA National Award for Solidarity](#), highlighting its impact on both community recovery and VET. Apprentices gained hands-on experience in emergency response alongside transversal competencies. The project supports EU and national priorities on vocational excellence, youth engagement, and community resilience, demonstrating how apprenticeships can merge technical training with meaningful social impact.



-  **Date:** 2024
-  **Country:** Spain
-  **Target group:** VET students and VET providers
-  **Funding:** EIFOR Foundation
-  **Communities:** Mobility; Social Inclusion and Gender Equality; Green and Digital
-  **Type of best practice:** Apprentice-led Volunteering; Community Engagement Initiative



Higher apprenticeships



Association of Psychologists in Bulgaria and Mother Teresa University – Psychopedagogy and Learning Support course

The [Association of Psychologists in Bulgaria \(APB\)](#) partnered with the [Mother Theresa University of Skopje](#) to enhance the quality and inclusivity of apprenticeships and address key challenges faced by VET programmes in Bulgaria and North Macedonia, such as inconsistent mentoring skills among VET trainers, limited support for learners with special educational needs (SEN) or mental health issues, fragmented communication among VET stakeholders at national level, and inconsistent understanding of transversal skills among VET providers.


The partnership resulted in the implementation of a targeted training course for VET trainers, called '[Psychopedagogy and Learning Support](#)', featuring strong job-shadowing for VET staff in lecture, laboratory, and student counselling settings, using standardised checklists, ethics forms, and reflective journals to guide their observations. A shared digital workspace facilitated collaboration on inclusive support plans and assessments. A follow-up training course included blended learning modules covering student needs assessments, Universal Design for Learning (UDL), mental health first-aid response, supervision techniques, and feedback strategies. Both institutions co-designed the initiative to align with their respective calendars and visions.


The project led to a number of positive outputs and outcomes, including increased mentor self-efficacy, earlier identification of learner needs, improved placement protocols, and better supervision frameworks and feedback coordination. Challenges such as differing calendars and ethics approval processes were successfully mitigated through clear Memoranda of Understanding (MoUs), phased implementation rollouts, and joint planning.




 **Date:** 2025

 **Country:** Bulgaria and North Macedonia

 **Target group:** Adults in transition; Career changers; VET providers

 **Funding:** Erasmus+ Programme

 **Communities:** Mobility; Social Inclusion and Gender Equality; Green and Digital; Cities and Regions; Higher Apprenticeships

 **Type of best practice:** Capacity-Building for Stakeholders; Curriculum and Programme Innovation; Support Services for Learners

Building Systems Innovation Centre (BSIC) – International Network of Excellence in Vocational Education for the Construction Sector (INSIDE-CoVE)

INSIDE-CoVE is an initiative designed to directly respond to several critical challenges within the construction sector, including a shortage of skilled workers, the pressing demand for green and digital competencies, and a notable lack of gender diversity – with women currently comprising a significantly small fraction of the workforce. In response, the project has established a transnational network of CoVEs comprising VET providers of EQF Levels 3-8 and spanning six Member States: Greece, Spain, Germany, Ireland, Cyprus, and Belgium.

The initiative concentrates on three key dimensions: digital transformation, green transition, and social inclusion. By providing targeted training opportunities to bridge skills gaps in the sector, the network also fosters international collaboration among participating VET providers, universities, industry leaders, and policymakers. This approach ensures that the education and training offer is aligned with labour market needs and wider EU strategies such as the Digital Education Action Plan.

INSIDE-CoVE pursues three primary objectives: i) the development and delivery of three comprehensive courses focused on digital, green, and circular construction methodologies; ii) the launch of an interactive Learning Management System (i-LMS); and iii) the awarding of 100 certifications to learners, thereby enhancing their employability and mobility within the sector. The initiative involves the creation of innovative curricula, equipping learners in the construction industry with expertise in sustainability, energy efficiency, circular economy practices, green construction techniques, and Building Information Modelling. These curricula integrate micro-credentials and modular learning pathways, enabling both learners and workers seeking to upskill to engage in flexible learning. Furthermore, participants benefit from access to an i-LMS employing AR/VR technologies, facilitating immersive training experiences and virtual mobility opportunities. Complementary services, such as learner support and career guidance, aim to promote greater accessibility and inclusivity within the traditionally male-dominated construction sector.

Adapting learning materials to different languages and contexts required careful planning. This challenge was effectively overcome through robust multi-stakeholder cooperation among INSIDE-CoVE partners. The collaborative success provided a foundation for innovation in course delivery, including the integration of gender-sensitive measures and a focus on inclusive design principles.



Date: 2025-2029

Country: Greece; Spain; Germany; Ireland; Cyprus; Belgium

Target group: Students in the construction sector; Girls and women; Migrants and refugees; Low-qualified or low-skilled individuals; VET providers, teachers, and trainers

Funding: Erasmus+ Programme

Communities: Mobility; Social Inclusion and Gender Equality; Green and Digital; Higher Apprenticeships

Type of best practice: Curriculum and Programme Innovation; Policy and Strategy Development; Support Services for Learners; Digital Tools and Platforms; Multi-Stakeholder Partnerships


Enel and University of l'Aquila – Dual higher education and research apprenticeship in electrical engineering


The Dual Higher Education and Research Apprenticeship, developed by Enel in partnership with the University of L'Aquila, awards a Master's degree in electrical engineering upon completion. The programme combines university coursework with technical training and practical work experience, aiming to bridge the gap between academic learning and the changing needs of Italy's energy sector. It supports the European Skills Agenda and the Union of Skills strategy by connecting education to the needs of the evolving labour market, particularly as Europe moves towards greener industries. The initiative also addresses broader objectives aligned to EU goals, including efforts to boost youth employment through apprenticeships that help graduates transition smoothly into the workforce.


Throughout the apprenticeship, students alternate between university lectures and hands-on work at Enel, enabling them to apply their knowledge directly in a professional setting. The curriculum, designed jointly by Enel and the University of L'Aquila, aligns with industry standards and focuses on energy generation and electrical networks in the context of the energy transition. Early work experience also builds valuable soft skills, such as teamwork, problem-solving, and responsibility. Students are paid during their studies and start full-time work at Enel after graduation. Innovative features of the programme include senior colleagues serving as tutors, encouraging intergenerational dialogue and a strong sense of belonging. The partnership between the university and the company, from the initial planning stages onward, is particularly noteworthy, with daily communication and shared monitoring emerging as critical success factors.

A key challenge was attracting enough qualified applicants due to strict entry requirements: it is only open to those in their final year of a Master's programme, and each candidate must submit a personalised study plan for approval. This was addressed through targeted campaigns across social media, the press, and university platforms. The ongoing collaboration between Enel and the university and the programme's adaptability were key factors in the programme's effectiveness. Its flexible structure and alignment with broader policy objectives mean other organisations can easily replicate this model to better integrate higher education with industry demands.




 **Date:** 2023-2027

 **Country:** Italy

 **Target group:** Young people and students

 **Funding:** Enel

 **Communities:** Higher Apprenticeships

 **Type of best practice:** Support Services for Learners

Handwerkskammer Frankfurt-Rhein-Main – yourPUSH

Handwerkskammer Frankfurt-Rhein-Main (the Chamber of Crafts for Frankfurt-Rhein-Main) partnered with Goethe-Universität Frankfurt and Frankfurt University of Applied Sciences to launch yourPUSH, an initiative with three main goals: supporting university students reconsidering their academic career paths, raising awareness among young people about Germany's dual education system – especially in skilled crafts – and encouraging employers to view early university leavers as potential high-skill apprentices. To pursue these objectives, yourPUSH offered targeted guidance and direct routes into apprenticeships for young people who may have not previously considered vocational training.

YourPUSH helped make apprenticeships more visible to university students by setting up consultation sessions at partner universities, where students could receive tailored advice on apprenticeship opportunities, information on internships, and direct employer referrals. These consultations were anonymous and easy to access, increasing student engagement and comfort. Through these sessions, students forged direct connections with the Chamber of Skilled Crafts, facilitating the matching process between candidates and companies and supporting a smooth transition from academic uncertainty to vocational training.

The initiative succeeded in establishing enduring consultancy services within the partner universities, creating a reliable access point for students while strengthening academic counselling networks. It also heightened awareness among SMEs and micro-enterprises about the potential of university dropouts as apprentices, improving the matching between candidates and employers. A key challenge was convincing universities to participate, which required clearly demonstrating the mutual benefits of the initiative.



-  **Date:** 2015
-  **Country:** Germany
-  **Target group:** Students; Early school leavers
-  **Funding:** German Federal Ministry of Research Technology & Space and ESF+ funding
-  **Communities:** Mobility
-  **Type of best practice:** Multi-Stakeholder Partnerships; Support Services for Learners; Awareness-Raising and Outreach Campaigns

