

	Austria	France	UK	Estonia	Spain
<b>WBL in HE: forms and definition</b>	<p><b>Dual study programmes</b> developed in cooperation with enterprises foresee an alternation of phases of practice (at the workplace) and theory (at the higher education institution). Right now, only universities of applied sciences (UAS) offer these programmes.</p> <p><b>Work-study programmes</b> usually foresee lectures on weekends and a blended learning system, to allow students in full-time jobs to study while working.</p> <p><b>Continuing education study programmes:</b> project work and reflections, internships, blended learning and lectures on weekends</p>	<p><b>'Apprenticeship contract'</b> (<i>contrat d'apprentissage</i>) mainly targeting young people involved in formal education and <b>'professionalisation contract'</b> (<i>contrat de professionnalisation</i>) targeting young professionals, in a continuing education perspective. They are both defined by the alternance between theoretical learning in an education institution and practical learning in the workplace with the aim of acquiring a professional qualification.</p> <p>At higher education level, apprenticeship can give access to 3 types of degrees.</p>	<p><b>Apprenticeship</b> is a job with training, combining formal off-the-job training with practice of the new skills in a real work environment. It may include a work-based, academic or combined qualification or a professional qualification relevant to the industry.</p> <p>At HE level, apprenticeship is referred to as <b>Higher Apprenticeship</b> (level 4/6 EQF) or <b>Degree Apprenticeship</b> (level 5/6 to 7 EQF)</p>	<p><b>WBL as a school-based form of study</b> integrates practical training periods into formal education: school-based learning periods alternate with practical learning in the workplace.</p> <p><b>Workplace-based learning</b> is equivalent to apprenticeship training and is defined as a form of study where work practice constitutes at least two-thirds of the volume of a curriculum. <b>A pilot was launched in September 2017 to extend the work-based form of study scheme to higher education.</b></p>	<p><b>Proposal in the royal decree establishing the organisation of university teaching and quality assurance processes (latest draft May 2021).</b></p> <p>Although Spain has a well-developed dual education system in VET, dual university was until now operating without any formal national framework (it was only formalised in the Basque Country).</p> <p><b>Dual education</b> is defined as an alternance of paid work in a company with theoretical training at the university, therefore fostering links between university education and training on-the-job (apprenticeship).</p>
	Similar framework at lower and HE level	Same framework at lower and HE level	Same framework at lower and HE level	Progressive introduction of apprenticeship at HE level with the same framework as lower level.	HE framework about to be formalised as similar to lower level.
<b>Qualification level</b>	Up to level 7 EQF	Up to level 7 EQF	Up to level 7 EQF	Up to level 7 EQF	Up to level 7 EQF
<b>Share of practical training</b>	<p><b>80% of on-the-job training</b> at company</p> <p>Dual studies: <b>more than 50% but flexible</b> (weekly minimum working time is 32 hours).</p>	<p><b>Minimum 25% of theoretical training</b> (apprenticeship contract).</p> <p><b>Between 15 to 25% of theoretical training</b> (professionalisation contract).</p> <p><b>The remaining time is spent in practical training.</b></p>	<p><b>60% of total learning time</b> spent at work (usually a minimum of 30 hours a week are spent at work)</p>	<p>1) VET level: fixed in legislation – on-the-job training has to take place <b>2/3 in company.</b></p> <p>2) HEI level: not fixed in legislation - on-the-job training has to take place about <b>50% in company.</b></p>	<p><b>Level 6 EQF: between 20 and 40% of credits for on-the-job training.</b></p> <p><b>Level 7 EQF: between 25 and 50% of credit for on-the-job training.</b></p>



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WBL contract	<p><b>Employment contract</b> signed by the apprentice and the company. Concluded in writing, it must include a set of key elements.</p> <p><b>Status of employee.</b></p>	<p><b>Individual employment contract</b> signed between the apprentice and the employer (sometimes by the training institution) and covered by Labour law. Standard template available from the government.</p> <p>Signature of a <b>training agreement between the training institution and the employer</b>, with a set of key elements, containing arrangements such as the share of on-the-job and off-the-job training, the training programme and period, the cost, etc.</p> <p><b>Status of the apprentice as employee</b>, subject to labour laws and sectoral/company regulations as any other employee.</p>	<p><b>Employment contract</b> signed between the apprentice and the employer and covered by Labour law. Standard template available from the government.</p> <p><b>Commitment statement</b> (also known as <i>individual learning plan</i>) before the apprenticeship starts, setting out how the three parties will support the achievement of the apprenticeship.</p> <p><b>Status of employee</b> and same rights as other employees.</p>	<p><b>Tripartite contract</b> signed between the institution, the apprentice and the company.</p> <p>An expert opinion on whether the workplace is suitable for meeting the learning objectives and guaranteeing health and safety protection must also be attached to the contract.</p> <p>Apprenticeship contract is only partly covered by the Labour Law, which is regulating the working time.</p> <p>The student also has the <b>status of employee</b> (provided they sign a work contract with the company (which is then covered by the Labour Law).</p>	<p><b>Employment contract</b> signed between the apprentice and the company.</p> <p>Signature of an <b>agreement between the university and the company</b>.</p> <p><b>Status of employee</b> (in draft proposal).</p>
Remuneration	<p><b>Remuneration</b> according to collective bargaining agreements and right to healthcare, accident insurance, pension, unemployment leave.</p> <p>Dual education: a normal salary that the enterprise decides etc – some enterprises even support students by paying their university fees and some pay books, materials etc. Depends on the company.</p>	<p><b>Remuneration</b> as a share of the national minimum wage and right to healthcare, pension, unemployment and annual leave.</p>	<p><b>Remuneration</b> at least equal to the national minimum wage (companies can pay anything they want above that) and right to annual leave and other rights as other employees.</p>	<p><b>Remuneration</b> according to national minimum wage.</p>	<p><b>Remuneration</b> according to the effective working time and the minimum wage, with right to healthcare, unemployment and other social rights.</p>

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<b>Contractual obligations</b>	<b>Apprentice/Learner</b>	<ul style="list-style-type: none"> <li>Perform effective work on the job.</li> <li>Theoretical training.</li> </ul>	<ul style="list-style-type: none"> <li>Perform effective work on the job.</li> <li>Theoretical training.</li> </ul>	<ul style="list-style-type: none"> <li>Perform effective work on the job for at least 30 hours a week, including any off-the-job training.</li> <li>Theoretical training.</li> </ul>	<ul style="list-style-type: none"> <li>Perform effective work, fulfilling job assignments.</li> <li>Theoretical training.</li> </ul>	<ul style="list-style-type: none"> <li>Perform effective work of the apprentice.</li> <li>Theoretical training.</li> </ul>
	<b>Company</b>	<p><b>Training and mentoring of the apprentice</b> during the duration of the contract.</p>	<p><b>Training and mentoring of the apprentice</b> during the duration of the contract.</p> <p>Ensure appropriate equipment of the company, methods used, working/hygiene/safety conditions and professional and educational skills of the mentor.</p> <p>Allow the apprentice to follow his/her theoretical training in the training institution and take the final exam.</p>	<p><b>Appropriate support and supervision of the apprentice</b> to carry out their job role and apprenticeship.</p>	<p><b>Appoint a mentor with appropriate professional and pedagogical competence and provide training</b> in the workplace in accordance with the training plan agreed upon with the education Institution.</p>	<p><b>Training and mentoring of the apprentice</b> at the company.</p>
	<b>Training institution</b>	<p>Ensure cooperation with the company, provide theoretical training (w/university supervision).</p>	<p>Define training objectives and provide theoretical training to the learner (w/university supervision).</p> <p>Cooperate closely with the company and follow the learning pathway of the learner.</p>	<p>Cooperation between the training institution and the company.</p>	<p>Defines a training plan in cooperation with the employer and appoints a supervisor to oversees the implementation of this plan.</p> <p>Provides training.</p>	<p>Mentoring at the university.</p> <p>Cooperation between the training institution and the company.</p>

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<b>Training of mentors</b>	<ul style="list-style-type: none"> <li>Apprenticeship mentors/trainers need to sit an examination to prove their knowledge or take a forty-hour instructor course.</li> <li>Some trainings or qualifications replace the trainer exam.</li> </ul>	<p>Employer must ensure professional and educational skills of the mentor. No training obligation but the company must provide evidence of:</p> <ul style="list-style-type: none"> <li>degree or qualification of the mentor (which must be at least equal to the targeted qualification)</li> <li>At least 2 years of experience of the mentor, related to the targeted qualification.</li> </ul> <p>A qualification related to the skills and competences of mentors in companies has been authorised by the state (but it is not compulsory to be a mentor).</p> <p>Training is offered by some Chambers of Commerce or other training organisations.</p>	<ul style="list-style-type: none"> <li>Training for mentoring is not compulsory but there are several organisations which offer training.</li> </ul>	<p>Employer must appoint a mentor with appropriate professional and pedagogical competence.</p> <p>Train the mentors courses are offered by some universities (i.e., Tallinn University) for HE mentors. These supervisors are responsible of the mentors training. These courses are not compulsory but recommended.</p>	

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<b>Funding system</b>	<ul style="list-style-type: none"> <li>• Dual study programmes are usually funded by the state (especially if provided by public institutions).</li> <li>• The company bears the costs of practical training, including apprentice remuneration.</li> <li>• Basic subsidy available to companies to cover apprenticeship costs, provided by the State</li> <li>• Quality-related funding available for specific situations, provided by the State.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship tax paid by all companies.</li> <li>• On-the job-training costs covered by companies, including apprentice remuneration.</li> <li>• Financial support to CFAs through redistribution of taxes.</li> <li>• Apprenticeship costs are covered by companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship levy paid by employers with an annual pay bill of more than £3 million pounds.</li> <li>• Money raised by the apprenticeship levy pays for all apprenticeships, including those in smaller employers who do not pay the levy.</li> <li>• Employers can use their levy contributions, plus a 10% government top-up, to pay for apprenticeship training and assessment.</li> <li>• Each year the amount of funding which is allocated to providers is mainly determined by the amount they had received the year before. If they failed to spend their budgets, they will see their allocation reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• State funding apprenticeship programmes from state budget</li> <li>• The employer covers the entire cost of training in the workplace.</li> <li>• Education institutions can transfer up to 50% of the cost of the study place to the company to cover the salary cost for workplace mentors.</li> </ul>	
<b>Governance – main stakeholders</b>	<ul style="list-style-type: none"> <li>• Ministry of Science, Research and Economy (BMWFW)</li> <li>• Ministry of Education (BMB)</li> <li>• Ministry of Labour, Social Affairs and Consumer Protection</li> <li>• Chambers of Commerce</li> <li>• IBW (Institut für Bildungsforschung)</li> <li>• Social partners and employer associations, NGOs, training companies, job market platforms, employer branding experts, fair organisers</li> </ul>	<ul style="list-style-type: none"> <li>• France Compétences</li> <li>• OPCO (OPérateur de COmpétences)</li> <li>• URSSAF (Network of Organisations for the Collection of Social Security and Family Benefit Contributions)</li> <li>• CFA (Centre de Formation d’Apprentis – Apprentice Training Centre)</li> </ul>	<ul style="list-style-type: none"> <li>• Department for Education of the UK Government</li> <li>• National Apprenticeship Service (NAS)</li> <li>• Education and Skills Funding Agency (the ESFA)</li> <li>• Institute for Apprenticeships &amp; Technical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Education and Education and Youth Authority</li> <li>• Professional associations</li> <li>• Social partners (including the Estonian Employers’ Confederation)</li> <li>• Chambers of commerce</li> <li>• VET institutions and universities</li> </ul>	