



etui.

Pedagogical workshop

Improving Competences of VET Teachers and Trainers

Barcelona, 15-17 April, 2015



Background

Since 2011, [European Trade Union Institute](#) (ETUI) and [European Trade Union Committee for Education](#) (ETUCE) organises yearly training seminars for teacher trade unionists who are experts on VET and apprenticeship and who are still practicing VET teachers/trainers:

2011 “VET in Lifelong Learning - the role of teachers' unions”, Vilnius

2012 “Inclusive Vocational Education and Training during the crisis”, Sesimbra

2013 “Improving recruitment and retention and professional development of VET teachers and trainers”, Ljubljana

2014 “The role of the teachers’ trade unions in quality assurance in all forms of Vocational Education and Training”, Vienna

The seminar is co-organised with ETUCE and ETUI and financed by the European Commission.

The European Trade Union Institute (ETUI) is the independent research and training centre of the European trade unions.

The European Trade Union Committee for Education (ETUCE) is the umbrella organisation of teachers’ trade unions in Europe, representing 11 million teachers of 132 national teachers’ trade unions. ETUCE is a social partner with the European Commission in the European Sectoral Social Dialogue for Education and has an active role in designing and implementation of education and training policy of the European Commission.

Aims

The general aim of the training is to provide information on how to improve required competences of trainers and teachers in all forms of VET, with special attention to apprenticeship.

Specific aims:

- ✓ To better understand EU and national policies on trainers’ and teachers’ skills and competence development;
- ✓ To discuss about challenges and actions to implement the European Alliance for Apprenticeship;
- ✓ To visit a company to get more inside views on trainers competences and apprenticeship-system of a company in comparison with the national VET/apprenticeship system;

Speakers



Martin Romer

European Director, ETUCE

Martin graduated in 1974 in Teachers College, Denmark. He has more than 30-year experience with national and international trade union work in education. His carrier in the trade unions started in 1976. In 1984, he became the president of FTF (The Central Organisation for Salaried Employees' and Civil Servants' Confederation) in Denmark and the member of the executive board of ETUC. From 1986, he was also the president of the Nordic Council of Central Organisations (NFS) in Sweden. He was also the president of the Danish Confederation of Teachers and the Danish Union of Teachers for almost 10 years.

In 1993, he was elected to be a member of the interim executive board of Education international. Between 1995 and 2002, he was head of International Department of the Danish Union of Teachers (DL). Since 2002 he has been a general secretary of ETUCE, since 2010, the European Director of EI / ETUCE.

Martin is a Danish mother tongue and he also speaks English, German, French and Swedish.



Gabriela Portela

Education Officer, ETUI

Gabriela has a language and literature degree in English and German and a post-graduate qualification in education sciences and educational projects management. She has many years of experience as training officer and teacher for several vocational training institutes and training centres (including UGT-P training centres) as well as organisations accredited for training. In her capacity as pedagogical coordinator, Gabriela has created several training programmes, as well as all the teaching material linked to the courses she has led. During the last 6 years at the ETUC, she has acquired a strong European and international experience within the Trade Union movement.



Agnes Roman

Coordinator, ETUCE

Agnes obtained her university diplomas on literature, history and Hungarian as second language in Budapest between 1998 and 2006. She published essays on literary theory. She was an adult learning and secondary school teacher of Hungarian language in Hungary and in the UK. In 2009, she obtained another master degree on European studies and international relationship at the Institut Européen des Hautes Etudes Internationales (IEHEI) in Istanbul, Nice and in Berlin concluding it with a master thesis on the effect of the adult learning policies on regional development. After working for the Adult learning unit of the European

Commission, she became a policy coordinator on education issues at the European Trade Union Committee of Education (ETUCE) in 2010. She has been advising ETUC on lifelong learning and VET policy since September 2012.



Maria Todorova

Policy officer, European Commission

Maria works in the Directorate General for Employment, Social affairs and Inclusion at the European Commission. Her Unit is responsible for Vocational Education and Training, Apprenticeship and Adult learning.

Between 2009 and 2012, she was an expert at Cedefop, Greece, where she was in charge of coordinating the Thematic Network on VET teachers and trainers.

Maria Todorova started her career as a teacher and researcher in Bulgaria. During the last 13 years she has been working in the field of Vocational Training and Adult Learning in Bulgaria, at EU level, and in the countries of the EU Enlargement and Neighbourhood regions.



Sigve Soldal Bjorstad

Seconded National Expert, European Commission

Sigve is working in the Directorate General for Employment, Social Affairs, Skills and Labour Mobility. He is responsible for policies in the area of vocational education and training, and in particular apprenticeships. Mr Bjorstad was previously Head of Communication for the EEA and Norway Grants, which fund programmes in 16 EU Member States in areas such as environment, health, education, research, civil society, decent work and tripartite dialogue. Before this, he worked in the private sector as senior advisor and partner in GK Nordic, a leading communication agency in Scandinavia. Bjorstad holds a Master degree in international and European affairs from Sciences Po Paris.



Luis Miguel García Rodríguez

Director of Human Resources, Nestlé

Luis has a degree in chemistry from the University of Salamanca and has completed the Executive Development Program at IMD in Lausanne (Switzerland).

After a brief experience as a university professor at the University of Salamanca, teaching the subjects Laboratory and Troubleshooting, Luis began his career at Nestlé Spain in 1980, holding positions of responsibility in various factories of the company. He later joined the Central Office as Head of the Unit for Industrial Productivity.

He has been Director of the Factory of La Penilla (Cantabria), one of the most emblematic of the company in Spain, and since September 2000 he has been Director of Human Resources at Nestlé Spain.

In the international context, he is a member of the European Human Resources Committee of the Nestlé Group.



Bart Vandewaetere

Assistant Vice President – Relations with European Institutions, Nestlé

Bart graduated from the University of Ghent as Master in Food Science and Food Technology. He has been heading Nestlé’s European Affairs office since July 2012. Bart joined Nestlé in June 2005 as European Affairs Manager after having worked for several years in the Belgian and international dairy trade association environment.

He coordinates Nestlé’s contributions on European policies and societal debates with EU policymakers and stakeholders. His main focus is on nutrition, food sustainability and youth employment.

Bart is a Member of Nestlé’s Z-EMENA Leadership Team.

He is sherpa for Nestlé’s Zone CEO at the High Level Forum on the Better Functioning of the Food Supply Chain and represents Nestlé at the European Platform for Action on Diet, Physical Activity and Health.

Bart Vandewaetere is active in key European Trade Associations such as FoodDrinkEurope and the European Brands Association AIM. He is member of FoodDrinkEurope’s Board Sherpa Group and Vice-chair of FoodDrinkEurope’s Competitiveness Committee. Bart is also a Board Member of the European Food Information Council (EUFIC).



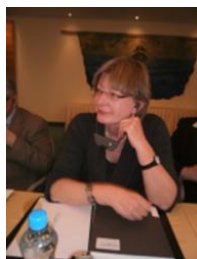
Estelle Brentnall

Political Secretary for the food, drink and tobacco sector, EFFAT

Estelle is currently working as Political Secretary for the food, drink and tobacco sectors at the European Federation of Food, Agriculture and Tourism Trade Unions, based in Brussels (EFFAT). Her main responsibilities are to develop and maintain the EU social dialogue set up by the European Commission in the food and drink industry as well as the sugar sector. Her role also entails looking at the functioning of the internal market, and seeking to ensure a competition on equal terms and a level playing-field for the agro-food industry, and to ensure that workers’ rights are respected.

Prior to her current position, she was working as Maritime Operations Supervisor at the International Transport Workers’ Federation, (ITF) based in London. Her main responsibilities were to supervise the work of a team negotiating and processing collective bargaining agreements and handling seafarers and fishermen’s employment claims worldwide.

She has a Master of laws (LLM) in European law from the university of Lyon, France and a Master of laws (LLM) in maritime law from the university of Southampton, UK.



Jetske van Woerden

General Secretary of the sector Board VET of the Dutch teachers union AOb, the Netherlands

Jetske obtained a degree in Pedagogy and in Dutch as a second language and has been teaching Dutch as a second language in adult teaching and in-company training for 15 years. She published a textbook for adult immigrants on how to choose a career in a new economy and culture.

In 1988, she obtained a master degree in law from the University of Utrecht. She currently works with the ROC Midden Nederland. She is sales- and accountmanager of a project she created for unemployed adult immigrants (mostly refugees) who need an official VET qualification in order to be able to obtain a job in the Netherlands.

Since about 15 years she is general secretary of the sector board VET of the Dutch teachers union AOB. The AOB organizes 87.000 teachers in the Netherlands and is a member of the FNV (Federation of Trade Unions in the Netherlands) with 1,1 million members. She is the representative for the VET members of the AOB in the FNV parliament, the highest organ of the FNV.



Nunes, Conceição

Vice –President of SINDEP, Teachers National and Democratic Union, Portugal

Conceição studied Languages and Literatures at the University of Arts in Lisbon. She was the Head of the English Department in Casquilhos School (1989-1996), trainer in in-service training for English teachers (1990-1994) in the University of Arts, and an English teacher in the Upper Secondary School (Casquilhos) where she was involved in the development of projects with underprivileged students in Vocational Courses. Mrs. Nunes was also teaching English in Upper Vocational Courses and adult education in the Hotel, Catering and Tourism School of Lisbon (1990-2005). She has been member of SINDEP since 2000, and is participating in the negotiations with the Ministry of Education. Conceição was elected for the secretariat of UGT (Confederation of the General Union of Workers). Secretary of the Parents' Association of the Alfredo da Silva School. Mrs. Nunes has a special interests in VET and adult education.

NASUWT, UK

Apprenticeship

Youth unemployment has extremely increased as a result of the economic and financial crisis. To combat youth unemployment it is important to improve the vocational education and training (VET) systems of the countries, with special attention to the apprenticeship system. The role of the VET teachers and trainers is essential in improving the initial vocational education and apprenticeship.

What is Apprenticeship?

The definition of Apprenticeships used by the [European Commission](#) is as follows:

'Apprenticeships are those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/ practical education followed in a school or training centre), and whose successful completion leads to nationally recognised IVET certification degrees. Most often there is a contractual relationship between the employer and the apprentice.'

ETUCE was a partner in a project run by the European Trade Union Confederation (ETUC) on [Towards a European quality framework for apprenticeships and work-based learning project: Quality Framework for Apprenticeship](#). The project ended in 2013 with a list of recommendations.

Accordingly, trade unions agreed that ideally **apprenticeship schemes should**:

- be built on **stable foundations** – on the basis of national law, regulations and/or collective bargaining agreements
- cater for the **real employment and skills** needs of employers within the framework of sectoral and/or national priorities and at the same time the personal development and career opportunities of apprentices.
- require employers to enter into **formal employment contracts** with apprentices describing the rights and obligations of both parties.
- require training institutions to enter into **training contracts with apprentices** describing the rights and obligations of both parties.
- ensure that apprentices are **paid** by the employer, according to **collective agreements**, or a national and/or sectoral minimum legal **wage**, for the period of training.
- be **governed** at all levels by a partnership between the social partners together with public authorities and training institutions.

- guarantee **good quality and safe** working environments, and the social partners (trade unions and employers' organisations) should be given responsibility for monitoring the suitability of workplaces and for accrediting interested companies.
- provide appropriate **guidance for apprentices**, both before and during the training process.
- provide good **quality training** in the workplace, with in-company **mentors trained** for this purpose, and also within training institutions employing trainers that have up-to-date and appropriate skills.
- be properly **funded**, with equitable **cost-sharing** between employers and public authorities at regional and/or national and European levels;
- be **certified** by competent tri-partite bodies to ensure that the knowledge, skills and competences acquired are recognised within the labour market and throughout the education and training system.
- offer **qualifications** which are clearly placed within National Qualifications Frameworks (NQFs).

European Alliance for Apprenticeship

The [European Alliance for Apprenticeship](#) (EAfA), jointly coordinated by European Commission's DG Education and Culture and DG Employment, Social Affairs and Inclusion, aims to bring together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe.

There are three strands of action:

- reform of apprenticeship systems
- promote the benefits of apprenticeships
- smart use of funding and resources

Member States' commitments

The following governments have committed to the implementation of the European Alliance for Apprenticeship:

[Austria](#)   ; [Belgium-Flanders](#)   ; [Bulgaria](#)   ; [Croatia](#)   ; [Cyprus](#)   ; [Denmark](#)   ; [Estonia](#)   ; [Finland](#)   ; [Germany](#)   ; [Greece](#)   ; [Hungary](#)   ; [Ireland](#)   ; [Latvia](#)     ; [Lithuania](#)   ; [Luxembourg](#)   ; [Netherlands](#)     ; [Poland](#)   ; [Romania](#)   ; [Slovakia](#)     ; [Slovenia](#)   ; [Spain](#)   ; [Sweden](#)  

Companies' commitments













Several **businesses** committed to implement the European Alliance for Apprenticeship, for example:

- [European Round Table of Industrialists](#)   : Promotes creation of network of apprenticeship ambassadors in companies in Europe.
- [Microsoft and European Youth Forum](#)   : Implementation of their European Quality Charter on Internships and Apprenticeships.
- [Robert Bosch](#)   : Starting in 2014, it is planned to offer an additional 100 young people from southern Europe (Italy, Portugal, Spain) training in the Bosch Group.
- [Scottish Power](#)   : ScottishPower (Energy Networks) has recruited a total of 61 Apprentices in 2013 across Scotland, England and Wales. 48 Craft Apprentices with a further 13 Power Engineering Apprentices. Both programmes will last for three years and combine a blend of academic and technical skills training with work based learning and assessment.
- [Siemens](#)   : It will extend the possibility of apprenticeship where there is a dual-VET system in the country.
- [Swiss Post](#)  [\(290 kB\)](#)  : Swiss Post has set itself the target that apprentices should account for 5% of its employees in Switzerland.
- [Tesco](#)   : Tesco aims to increase the provision of high quality apprenticeships in Central Europe.

The most important and interesting commitment of businesses to implement the European Alliance for Apprenticeship was made by [Nestlé](#)  . Please see below.

Teachers' unions for VET and Apprenticeship

ETUCE and several national teachers' trade unions are committed to the implementation of the European Alliance for Apprenticeship. See pledges:

- [European Trade Union Committee for Education, ETUCE](#)  [\(404 kB\)](#) 
- [AOb, the Netherlands](#)  [\(551 kB\)](#) 
- [Lithuanian Trade Union Confederation \(LPSK\) and Federation of Lithuanian Education and Science Trade Unions \(FLESTU\)](#)  [\(521 kB\)](#) 
- [Malta Union of Teachers](#)  
- [NSZZ Solidarnosc, Poland](#)  [\(291 kB\)](#) 
- [NASUWT, The Teachers' Union, UK](#) 
- [UNSA-Education, France](#) 
- GEW, Germany

Professional development of teachers and trainers in VET

The European Commission and CEDEFOP, together with the representatives of the EU ministries and social partners (including ETUCE) published [European Commission Guiding principles on professional development of trainers in vocational education and training \(2014\)](#) (available only in English).

The followings are extracts from the report.

The main guiding principles for professional development of in-company trainers in VET

- Trainers are lifelong learners: recognise their identity and work; support their lifelong learning.
- Companies' support is crucial for trainers' continuous professional development: raise awareness of benefits and get companies on board in supporting training and trainers.
- Trainers' competence development benefits from a systematic approach: define what trainers need, provide training and learning opportunities, recognise competences.
- Supporting trainers in companies is a shared responsibility: ensure effective cooperation and coordination.
- Competent trainers in companies matter: make them part of a broader agenda and use all available funds and programmes.

Defining VET trainers

In **initial VET**, the following professionals provide training in workplace environments to apprentices and young students in work placements:

- (a) qualified trainers of apprentices or learners in alternance schemes, apprenticeship masters (apprenticeship-type) (Austria, Finland, France, Germany, Netherlands, Sweden, Switzerland);
- (b) skilled workers who oversee practical training of students in the workplace, workplace tutors, mentors, supervisors (Finland, Germany, Netherlands, Poland, Switzerland);
- (c) teachers and/or trainers conducting practical classes in VET schools, for example, in school laboratories or workshops (Austria, Belgium, Czech Republic, Estonia, Germany, Spain, Poland, Portugal).

Functions, tasks and competences of in-company trainers

- (a) competences related to their specific **technical domain**, sector.
- (b) competences related to serving a **company's** strategy and improving its competitiveness through training.
- (c) **pedagogical/didactical competence**, training-related competences.
- (d) **transversal competences** that help trainers support the learning process (for example, social and interpersonal competences, conflict management, multicultural awareness, critical thinking skills, communication skills, ICT skills).

ETUCE views on professional development of in-company trainers

ETUCE sent its comments to the European Commission concerning professional development of in-company trainers. Highlights:

- To achieve high quality in all forms of VET, the initial education and continuous professional development of VET teachers and trainers have to be of the highest **quality**. This requires appropriate and sustainable **funding**, which seems still a challenge according to [our messages to European leaders on Investing in Education](#) (July, 2014), which illustrates with several examples that many countries implemented deep cuts in their education budget. In our [Position on the European Semester's CSRs 2014-2015](#) we underlined, that

“High quality teaching and training of teachers affecting recruitment and retention cannot be underrated, especially given the destructive effect of the crisis on the teachers’ personal and professional well-being.”

- We were reported that the dual VET systems are already being created in countries where the **courses of professional development centers** for teachers and trainers were cut (eg. in Portugal).
- It is essential to make the career of VET teachers and trainers **attractive** in order to recruit a sufficient number of qualified people, and to ensure that the best of them are recruited.
- In line with the [European Commission's handbook of 2010](#)¹, it is necessary to establish and improve the process of **professional induction** between initial education and the completion of

¹ European Commission's Peer Learning Cluster 'Teacher and Trainers' Handbook: *Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers, 2010, p. 35 – key questions and checklist for policy makers*

VET teacher's and trainers' professional development training, and taking a role as a fully qualified VET teacher. This induction has to be organised as a working and a learning phase, in partnership with schools and companies, with the involvement of the trade unions.

- In addition to **pedagogic requirements**, teachers in VET have to be highly skilled in their craft/skills after receiving full training in their respective fields and gaining good practical experiences in the trade, industry, and social sector.
- The teaching profession in VET requires **sustained lifelong learning** over the whole teaching career in all areas of a teacher's competences. As the pace of technological change quickens and workplace practice constantly changes, VET teachers need access to continuous up-skilling throughout their careers and need to spend time in their sector workplaces to keep up with changing skills needs and workplace practices.
- It is the benefit and **responsibility of VET institutions** and the governments to finance and organise professional development trainings for the VET teachers to ensure they are able to keep up-to-date with the innovations of technology, science and the economy. Therefore, continuous personal and professional development courses should be available free to the teachers, they should take during the working hours, and we suggested [in our response](#) to the public consultation of the European Commission on EU2020 Strategy, that further targets could be made, such as:
“Minimum 10 % of the working time of teachers in all education sectors should be spent on continuous professional development.”
- The highest quality of the initial and professional education and training of the VET teachers and trainers depends on the skills and competences of **teachers' and trainers' educators** should also be improved.
- All partnerships should be built on **effective social dialogue** and with the involvement of the social partners in all levels (European, national, regional and local). The best VET systems are provided by countries where social partners are actively involved and they have an important role to identify the needs and how these needs fulfilled. Partnerships can be built when there is a proper climate of social partners' active involvement, human and financial capacity.
- **Small and Medium size Enterprises** could also have a role to contribute to VET teachers' and trainers' professional development. It is important to map out their possibilities and best examples of these kinds of partnerships.

Collaboration with companies on professional development of teachers and in-company trainer will work if the tools and equipment provided and taught during the training of the companies to teachers and trainers can be used in VET schools. This requires stronger engagement between the VET institutions and companies.

Apprenticeship in Spain and in Nestle company

Spanish VET system

According to [Eurostat](#), highest unemployment rate among young people under age of 25 was in Spain (51.4 %).

CEDEFOP published a report on the Spanish several vocational education and training system in 2013: “[Spain - VET in Europe](#)”. Available only in English.

According to this report, the Spanish government introduced several vocational education and training related reforms in 2013 to reduce unemployment, especially youth unemployment, and to increase the skills base of the population. Three major initiatives can be pointed out:

- education reform and final approval of the Law on Education Quality Improvement, together with the proposal of new Basic VET diplomas;
- implementation of a dual system to foster work based learning within VET and the Apprenticeship and training contract;
- approval of a National Strategy for Entrepreneurship and Youth Employment 2013-2016; which outlines specific measures for promoting VET and entrepreneurial support.

The Ministry of Education, Culture and Sport is responsible for developing and implementing government policy in VET programmes in the education system whereas the Ministry of Employment and Social Security is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET).

The **autonomous communities** have responsibilities for VET, consisting of developing and applying basic regulations and in regulating non-essential aspects of the VET system. Likewise they have executive and administrative powers to manage the education system in their own territory.

The **government's advisory body on VET** is the General Council of Vocational Training (Consejo General de la Formación Profesional, CGFP). Education and labour administrations responsible for VET, at national and regional level, work together in this body with **social partners** from companies and unions as well as VET provider associations. The presidency of the Council alternates every two years between the Ministry of Education and Ministry of Employment.

In turn, within the National Employment System, national and regional authorities participate together regarding employment and training issues along with state-wide **social partners** and the representative of the Ministry of Education on VET issues in the **State Commission of Training for Employment**.

The national system for qualifications and vocational education and training (Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP) forms the umbrella for VET programmes leading to formal qualifications awarded by education or employment authorities depending on the types of VET qualifications.

[Nestle pledge](#)

The most important and interesting commitment of businesses to implement the European Alliance for Apprenticeship was made by [Nestlé](#)  .

Accordingly, Nestlé is committed to increase the number of high quality apprenticeships and traineeships **by 50% over a 3-year period to 10.000**, providing a first step on the career ladder for young people, either with Nestlé or with other companies.

This pledge is an integral part of a wider plan to help at least **20 000 people** under the age of 30 across Europe find employment over a 3-years period (2014-2016).

- New hires will be offered training and **career advice** as well as **coaching and mentoring** by Nestlé colleagues to enable them to be better prepared to enter the future job market.
- Nestlé will offer a **wide variety of roles** across all the different business areas and at all levels within the company, from operators on the factory floor to sales assistants and business management.
- Nestlé will share knowledge and experiences with education providers, authorities at all levels, **trade unions**, business organisations (with a particular focus on small and medium sized businesses) and youth associations through the European Alliance for Apprenticeship Ambassador network to which Nestlé has already nominated **120+ HR and Business representatives**.
- Nestlé also commits to organise or participate to “readiness for work programmes” (career consultation, CV clinics, etc.) in close coordination with educational institutions and youth organisations.
- Nestlé is also engaging with its 63.000 suppliers to establish an “Alliance for Youth” with motivated suppliers.

Please have a look at Nestlé’s information on its apprenticeship system at:

<http://www.nestlecareers.co.uk/academy/content/apprenticeships/index.html>

Nestlé company in Girona

In 1905, Nestlé built the first factory in Spain, in La Penilla de Cayón (Cantabria). Now Nestlé Spain has 11 Factories and exports 44 % of the Spanish production, principally to Europe.

With a turnover of 2.102 million Euros in 2014 and a staff of 5.577 persons, Nestlé leads the food market in Spain with a wide range of products: infant formula, dairy, chocolate, coffee and drinks, culinary products, breakfast cereals, ice-creams, frozen and chilled food, mineral water and specialized clinical nutrition. Nestlé has also a relevant position on the PetCare market.

The Girona Factory

Built in 1968, the Factory includes the soluble coffee Nescafé Plant and a new production plant of NESCAFÉ Dolce Gusto capsules built in 2009. In the Girona Factory, 80,000 tons of green coffee — more than 1% of the world coffee production— are processed annually. These centers, which today employ around 700 people, export 74% of its production to 70 countries around the world.

European Youth Employment Initiative

At the end of 2014, 437 young people under 30 years have been contracted by Nestlé Spain. Furthermore, 246 young people have received training, 114 University students and 132 apprentices (including Dual training). A total of 20 apprentices are working at the Girona Factory. 16 of them are students of Mechatronics in Dual training. Additionally, 5 young engineers are working at the Girona Factory before going to work to Nestlé Germany and 5 Spanish students proceeding from Girona are now doing Dual Training at one of the Nestlé Germany Factories.

Visit in Nestlé company Nestlé company in Girona

Aim of the company visit:

- to get an inside view about the apprenticeship system of Nestle in comparison with the Spanish apprenticeship system;
- to get information about the implementation strategy and actions of Girona factory of Nestle company on the European Alliance for Apprenticeship in general and on Nestle Pledge in particular.
- to get knowledge about the company's support to VET teachers/ trainers/mentors, coaches and apprentices for their competence development.

Main purpose of the visit:

We would like to meet and discuss primarily with trainers/mentors/coaches and apprentices.

Timetable

14.00 Leaving from TRYP Barcelona Apolo Hotel

15.00 Arriving to Girona company

15.15/30 Start of visit:

- Divided to 3 groups (EN, FR/ES, RU speaking);
- Each group led by a HR manager, trainers and/or senior apprentice;
- Each group will be accompanied by ETUCE-ETUI interpreters;
- Each group participants can have questions to the “tour guide”;

17.00/30 End of company visit

Safety instructions

All visitors agreed that:

- Not cameras and phones can be used;
- No-one can wear jewellery;
- ETUCE and ETUI will indicate to the company of the shoe size of the visitors in advance.

The visit aims at finding answers to the following questions:

1. General questions about Nestle’s apprenticeship system:

- Is there any specific apprenticeship system set up by the company? Does it fit to the national VET and apprenticeship system?
- Nestle is a Swiss company, and there is a strong dual VET system in Switzerland. Does the Swiss dual-VET system have any influence on creating the company’s apprenticeship system?
- Does the Nestle system differ from the apprenticeship process of the country? If yes, how does the company tackle with bridging the differences?
- Nestle foresee to open 10.000 new apprenticeship places in its companies in the next 3 years. How did this company prepare to receive these increased number of apprentices?
- How is apprenticeship organized by the company? Does the company have direct contact with some VET schools to engage apprentices at the company?

- Is there admission test to measure the appropriate general skills and professional skills of the apprentices before accepting them for apprenticeship?
- Does the company have a training and/or work contract with the apprentices? Are the apprentices paid? Are they members of trade union? What kind of support they receive from the company (travel cost, food, training material, uniform, guidance etc.)
- How much does the apprenticeship costs to the students and to the company? How much percentage of the students can be employed after the training? What is the return of the company from the apprenticeship training?

2. Questions on skills and competences of teachers and trainers

- Did the company need to train more trainers/mentors/coaches to deal with higher number of apprentices?
- Does the company have permanent contact with teachers and trainers in VET schools to prepare apprentices for the required skills and knowledge at the company?
- Does the company have a role to discuss and adjust the VET curricula with the VET school it receives students from?
- Can VET school teachers receive training on the use of the technical equipment of the company to update their knowledge in the company? Do they do it regularly?
- Is there compulsory initial pedagogic training of the in-company trainers/mentors/coaches? How long does it take and who finances it?
- Is there compulsory continuous development courses for the in-company trainers? How many? How long does it take and who finances it?



WORKING GROUP ACTIVITY

1. Please choose a rapporteur

2. The rapporteurs are asked to make a summary to the plenary in 10 minutes on the answers of the following questions:

1. What are the challenges in the VET sector on apprenticeship for teachers and trainers in your countries?

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2. In what ways do you think competences of teachers, trainers, mentors, and coaches' in the vocational education and training systems could be improved?

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3. How do you think that the abovementioned challenges in the VET systems and with the teachers and trainers could be solved in cooperation with national actors? Please focus on social dialogue with ministries, joint actions with companies, schools, and parents, other unions, etc.

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