Improving apprenticeship
Why it is an EU priority?

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ETUCE
Approach to
VOCATIONAL EDUCATION AND TRAINING (VET):

- VET should be available to all learners.
- VET still does not enjoy the same status as general education in some countries.
- Aim of VET: moving from schools to employment, moving from compulsory education to further education.
- High quality VET system depends on
  a, Professional theoretical education;
  b, Professional practical training = apprenticeship;
  c, General education.
ETUCE Policy Paper says:

- Future European VET teachers and trainers should be **global, mobile, and be qualified** to operate **diverse cultures**.
- **Problems:** aging populations, insufficient esteem for the teaching profession and often a lack of suitable assistance from the media and the society.
- As the pace of technological change quickens and workplace practice constantly changes, **VET teachers need access to continuous up-skilling throughout their careers**
  – **PROFESSIONAL DEVELOPMENT needs to take place also in companies**
- Well-trained teachers must be provided with rewarding salaries
ETUCE VET Policy Paper

Recommendations to trade unions:

• provide relevant information to teachers, future teachers and VET students (as future workers) on their working rights and of the importance of the membership in trade unions
• demand appropriate working conditions and rewarding pay of VET teachers and trainers
• seek better career opportunities for VET teachers and trainers.
• pay special attention to the recruitment of teachers for VET
• promote participation of students, teachers and trainers in transnational mobility programmes
What is apprenticeship?

- Apprenticeship by Cedefop: ‘systematic, long-term training alternating periods at the workplace and in an educational institution or training institutions. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation’

Practical learning in companies linked to INITIAL VOCATIONAL EDUCATION.

What is the TEACHERS’ role in it?
Why apprenticeship is a priority?

Eurostat: Youth unemployment rate 2000 - 2015 (age 15-24)
In December 2014:
- 24. million men and women in the EU are unemployed
- Almost 5 million young persons (under 25) were unemployed in the EU

Lowest rates:
- Germany (7.2%),
- Austria (9%) <- social dialogue, VET system
- The Netherlands (9.6%),

Highest rates <- financial and economic crisis:
- Spain (51%)
- Greece (50%) – In December 2013 it was 59%!
- Croatia (44.8%)
- Italy (42%)

€ FINANCING €
European Semester

- Yearly budgetary review of the European Commission and the Member States to implement the goals of the EU2020 Strategy

- Every year: Country Specific Recommendations on spending national budgets – also on education and training

- Apprenticeship and Vocational Education and Training in general are the most common recommendations for spending:

2014-2015:

**Croatia:** mobilise the private sector to offer more apprenticeships

**Denmark:** wider use of work-based training and apprenticeships

**Estonia:** increase participation in vocational education and training, including in apprenticeships

- + France, Ireland, Latvia, Lithuania, Poland, Malta, Spain, Sweden received recommendations on VET
ETUCE lobbies for sustainable investment in:
- education systems
- schools (equipment!)
- teachers
- more partnership with companies (practical learning, equipments, employability, mobility)
European Alliance on Apprenticeship

July 2013 – Leipzig – World Skills Competition
European Social Partners + Lithuanian Presidency + European Commission

- to reform VET systems
- To improve the image of apprenticeships
- To tackle youth unemployment in the short term
- to better skills matching and competitiveness in the longer term.
European Alliance for Apprenticeships

What is it?

Why is it needed?

What has been done so far?

How is it funded?

Member States' commitments

Pledges

Ambassadors

Following the Council Declaration of 15 October 2013 on the European Alliance for Apprenticeships, 21 Member States have submitted concrete commitments on next steps to increase the quantity, quality and supply of apprenticeships.

- Austria
- Belgium-Flanders
- Bulgaria
- Finland
- Germany
- Hungary
- Latvia
- Lithuania
- Netherlands
- Poland
- Romania
- Spain
- Slovakia
- Spain

All commitments will be published on this page.
European Alliance for Apprenticeships

EAfA welcomes commitments and pledges by stakeholders across Europe willing to contribute to strengthening access to, the supply of, and/or the quality of apprenticeships.

Stakeholders interested in making a pledge should complete the Pledge application form (38 kB) and return it to the EAfA at: eafa@ec.europa.eu.

Our current commitments and pledges include:

- **Social partners**
  - European Trade Union Committee for Education, ETUCE
  - FoodDrinkEurope and EFFAT

- **Businesses**
  - European Round Table of Industrialists
  - Aequor
  - BASF
  - Cisco
  - Iberdrola
  - Microsoft and European Youth Forum
  - Nestlé
  - Pera Training
  - Repsol
  - Robert Bosch
European Alliance for Apprenticeship

- European Trade Union Committee for Education, ETUCE
  Raising awareness among teachers
  - To ensure quality apprenticeship places in the enterprises
  - To get in contact with enterprises to provide apprenticeship place to VET students, to improve their technical knowledge, and to ensure continuing broader based learning
  - To improve quality teaching in VET

- AOb, the Netherlands
- Lithuanian Trade Union Confederation (LPSK) and Federation of Lithuanian Education and Science Trade Unions (FLESTU)
- Malta Union of Teachers
- NSZZ Solidarnosc, Poland
- NASUWT, The Teachers' Union, UK
- UNSA-Education, France
- GEW, Germany
- Preparation: UIL and Uil Scuola
What should be the ideal apprenticeship?

Project of European Trade Union Confederation with ETUCE’s participation

ETUC Resolution on Improving apprenticeship (2013) – adopted by national confederations and European-level sectoral federation, like ETUCE

Apprenticeship schemes should:
- 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.
What should be the ideal apprenticeship?

- Apprenticeship schemes should:
  - guarantee **good quality and safe** working environments,
  - 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.
What should be the ideal apprenticeship?

- Apprenticeship schemes should:
  - be properly funded, with equitable **cost-sharing** between employers and public authorities at regional and/or national and European level;
  - 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)
  - ensure the **recognition** of knowledge, skills and competences acquired by means of non-formal and informal learning.
What is the role of teachers in apprenticeship?

- **Organization of apprenticeship** between schools and companies – whose job is to find a placement in the company? How is apprenticeship organized by the companies?

- Does the **company have direct contact with some VET schools** to engage apprentices at the company? (eg. Germany)

- **Health and safety** of the placement – for the students and the trainers – are these assured?

- What **support the company provides to school teachers and in-company trainers**?

- **Initial training for in-company trainers** – is it compulsory? eg: Austria, Poland

- **Continuous upskilling of the school-based VET teachers** in companies – whose responsibility is it?
  - The company calls the school/teacher?
  - The teacher can go when/who finances it (sabbatical?)
  - School asks it / permit?
What is the role of teachers in apprenticeship?

- What is the relation between companies and schools? (continuous link? / “skills mismatch”?)

- Do companies have a role to discuss and adjust the VET curricula with the VET school it receives students from? Should they have?

- Are there any specific apprenticeship systems set up by the companies – how do these fit to the national VET and apprenticeship system? – recognition. Eg: German automotive companies in other countries

- 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.)

- 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?
Thank you for your attention

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