



# Improving apprenticeship Why it is an EU priority?

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# ETUCE POLICY PAPER ON VET (2012)

## 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.

# TEACHERS IN VOCATIONAL 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:

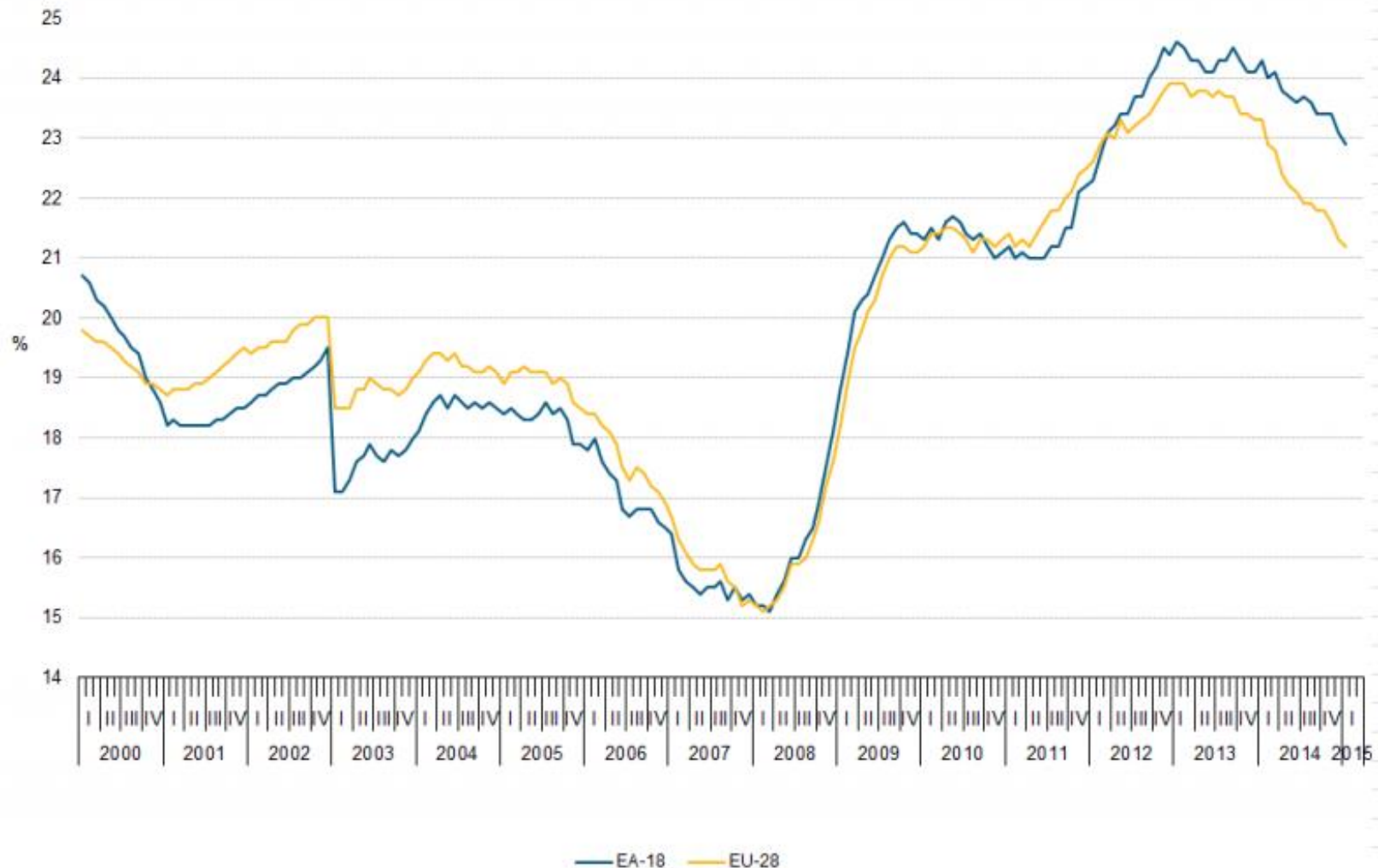
‘systematic, long-term training **alternating periods at the workplace and in an educational institution or training institutions**. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with 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)



## Eurostat: January 2015

### 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



# European Semester

- 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

What is it?

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.

Why is it needed?

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](mailto:eafa@ec.europa.eu).

What has been done so far?

Our current commitments and pledges include:

How is it funded?

- Social partners
  - [European Trade Union Committee for Education, ETUCE](#)
  - [FoodDrinkEurope and EFFAT](#)

Member States' commitments

Pledges

- Businesses
  - [European Round Table of Industrialists](#)
  - [Aequor](#)
  - [BASF](#)
  - [Cisco](#)
  - [Iberdrola](#)
  - [Microsoft and European Youth Forum](#)
  - [Nestlé](#)
  - [Pera Training](#)
  - [Repsol](#)
  - [Robert Bosch](#)

Ambassadors

# 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(sabbathical?)
  - 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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