

# Improving apprenticeship Why it is a priority?

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ETUCE

# What ETUCE is?

# European Trade Union Committee for Education

## Who we are?

- Representing European teachers' trade unions in discussions with the *EU Institutions*
- *135 Member Organisations* = 11 million teachers and trainer of all education sectors
- European Region of *Education International*, the global organisation of teachers' unions
- European-level *sectoral social partner* on education
- Affiliated to the *European Trade Union Confederation*

# European Trade Union Committee for Education

## How do we work?

### Via democratic process + Secretariat: Brussels

#### Management:

- *ETUCE Conference* = quadrannual congress decides future work of the organisations and elects the ->
- *ETUCE Committee (45) and Bureau (12)* meets 1/semester: elected presidents and general secretaries of trade unions makes political and managerial decisions
- *ETUCE Special Conference* = biannual congress

#### Advisory bodies:

- Higher Education and Research Standing Committee: 45 members
- Equality Committee: 45 members
- Education Advisory Panel: 15 member
- Central-East European Round table: biannual advisory body

# European Trade Union Committee for Education

## Field of work

- **Monitoring and influencing the EU's Education and Training Policies** – > effects teachers and national education policies
- **Early Childhood Education** – eg: increasing privatisation; equality and pay for teachers
- **Teachers' training** (when, by whom?)
- **Vocational education and Apprenticeship** – eg: role of teachers, increasing the esteem of VET
- **Higher Education**: eg. implementation of the Bologna-process, academic freedom,
- **Research** – researchers' pension system, permanent work contract, employee status
- **Funding education**, Effect of **EU trade negotiations with the US/Canada** on educations
- **Projects: ICT in education, gender balance, fight against bullying and violence, etc.**

# **European Trade Union Committee for Education**

## **A special social dialogue**

**With European Federation of Educational Employers (EFEE) observed by the European Commission. Fields:**

- apprenticeship
- Investment in education
- School leadership
- ICT use, etc.

### **Results:**

**Joint Declaration on Early Career Researchers**

**Joint Declaration on "Investments in the Future on education, training and research"**

**Joint Guidelines on Lifelong Learning**

**Joint project on Recruitment and retention of teachers**



# Why to focus on work-based learning / apprenticeship?

## Eurostat: Youth unemployment rate 2000 - 2015 (age 15-24)



## Eurostat: September 2015:

**22.6 million** men and women in the EU are unemployed

Lowest: Germany (4.5 %), Czech Republic (4.8 %), Malta (5.1 %)

**4.5 million young persons** (under 25) were unemployed

Highest rates:

- Greece (48.6 %),
- Spain (46.7 %)
- Croatia (43.1 %)
- Italy (40.5 %)

Lowest rates:

- Germany (7.0%),
- Austria (11%)
- Denmark (11.2 %)

★ social dialogue, VET system

# Education vs. Labour market?

In general:

- Fast changing world: technical developments, greening economy, low-carbon economy, etc. → the labour market demands ready-for-job skills from graduates
- Education should provide basic skills, key competences
- It should not be controlled and lead by the business world

But:

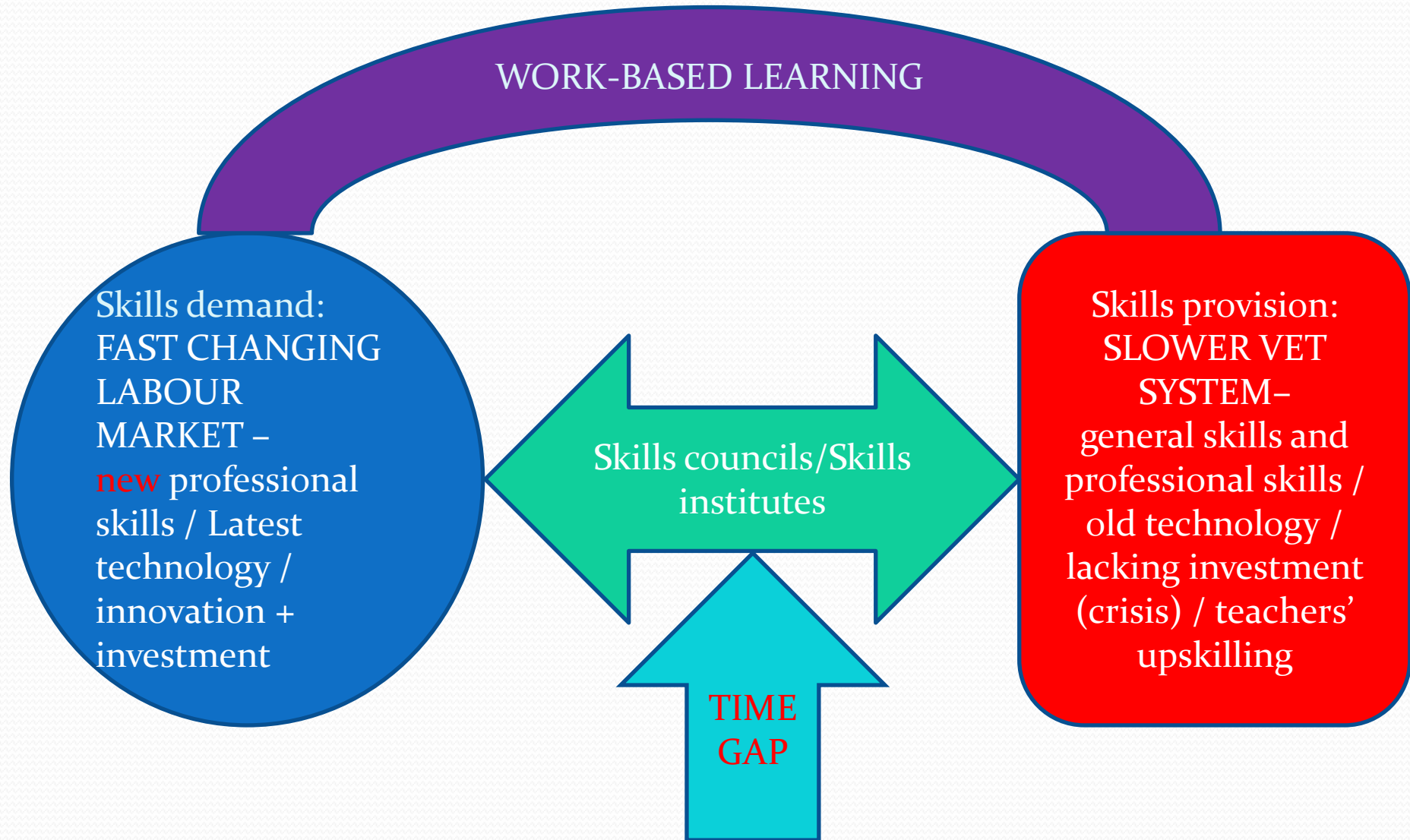
- Job ads ask work experience on the profession
- Employers ask work-related skills and adaptability to the changing world/job
- The business world possesses the last innovations
- Only academic knowledge is not enough for getting job

# Education vs. Labour market?

## Solution?

- Learning outcomes approach – understand of the aim of learning (general and professional skills)
- Learning to learn – continuous improvement (role of employers in workers' training)
- Expanding possibilities of work based learning (for VET and for HE students)

# VET and Labour market





ETUCE Policy Paper on

# Vocational Education and Training in Europe

Document d'orientation politique  
du CSEE concernant

# l'éducation et la formation professionnelles en Europe

**ETUCE Policy Paper adopted by  
135 European teachers' trade unions in 2012**

# ETUCE POLICY PAPER ON VET (2012)

## Approach to VET:

- Education is human right – also VET should be **available to all**.
- 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 should consist of:
  - a, Professional **theoretical education**;
  - b, **Professional practical training = apprenticeship**;
  - c, **General education** (basic skills, transversal skills, 8 key competences)



Teachers and trainers need pedagogical education

VET is an **expensive** education sector.

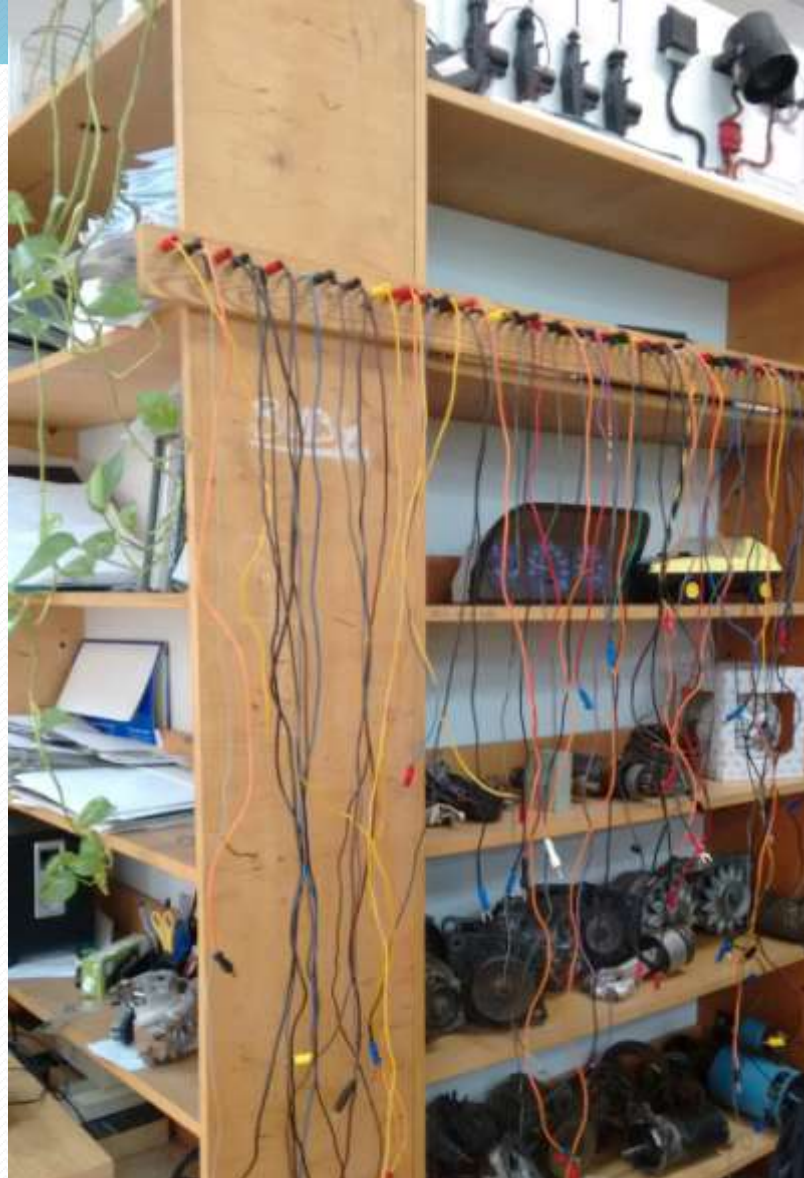
- ❖ Ensure **high standards** and **high investment** for VET institutions, **equipment** and **infrastructure**.
- ❖ **Funding** must be sufficient to **recruit and retain the best VET teachers** to all sectors and vocations.
- ❖ The **salaries** offered have to be **rewarding**

*ETUCE Policy Paper on VET (2012)*





Trainer explains a tool which was purchased with the help of a regional company - Austria



**This equipment was made from a wardrobe by VET teachers in a VET school as the school doesn't have resources to buy appropriate practice tools – somewhere in Europe...**



Ensuring Health and safety provision / Gender equality

# 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 should be the ideal apprenticeship?

Towards a  
European quality  
framework for  
apprenticeships  
and work-based  
learning



Best practices  
and trade union  
contributions

## European Trade Union Confederation Recommendations (2013)

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 :
  - 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.
  - Guarantee a **training contract** and a **work contract** to the apprentice
  - 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.**

# 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.

# European Alliance for Apprenticeship

- This is a European initiative
- Launched in 2013 as a result of **European-level Social Dialogue**
- Reason: VET students need **more practical training in companies (apprenticeship)**
- Governments of the countries in the European Union, **European-level social partners** and EU institutions engaged to:
  - \* improve **quality** of apprenticeship
  - \* increase **number** of apprenticeship places in companies
- Trade unions, companies, regional governments, institutions can pledge to improve VET and apprenticeship in Europe

# **ETUCE pledge 2013-2015**

## **for European Alliance for Apprenticeship**

### **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**.


# Further elements to improve 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? Is the VET system supportive?
- Does the **company have direct contact with some VET schools** to engage apprentices at the company? (eg. Germany)
- What **support the company should provide to the teachers/trainers?**
- **Initial training for in-company trainers** – eg: Austria
- **Continuous upskilling of the school-based VET teachers** in companies – whose responsibility:
  - The company calls the school/teacher? **Eg.: Slovenia**
  - The teacher can go when/who finances it (sabbathical - Germany)
  - School asks it / permit?

**MOST IMPORTANT: is the VET system based on supportive economic environment for WBL? – see: DE – AT ; HU, RO**



Understanding how it works: Visit of ETUCE member organizations at NESTLÈ factory, Girona



**Thank you for your  
attention**

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