

Improving apprenticeship Why it is a priority?

Agnes Roman
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:

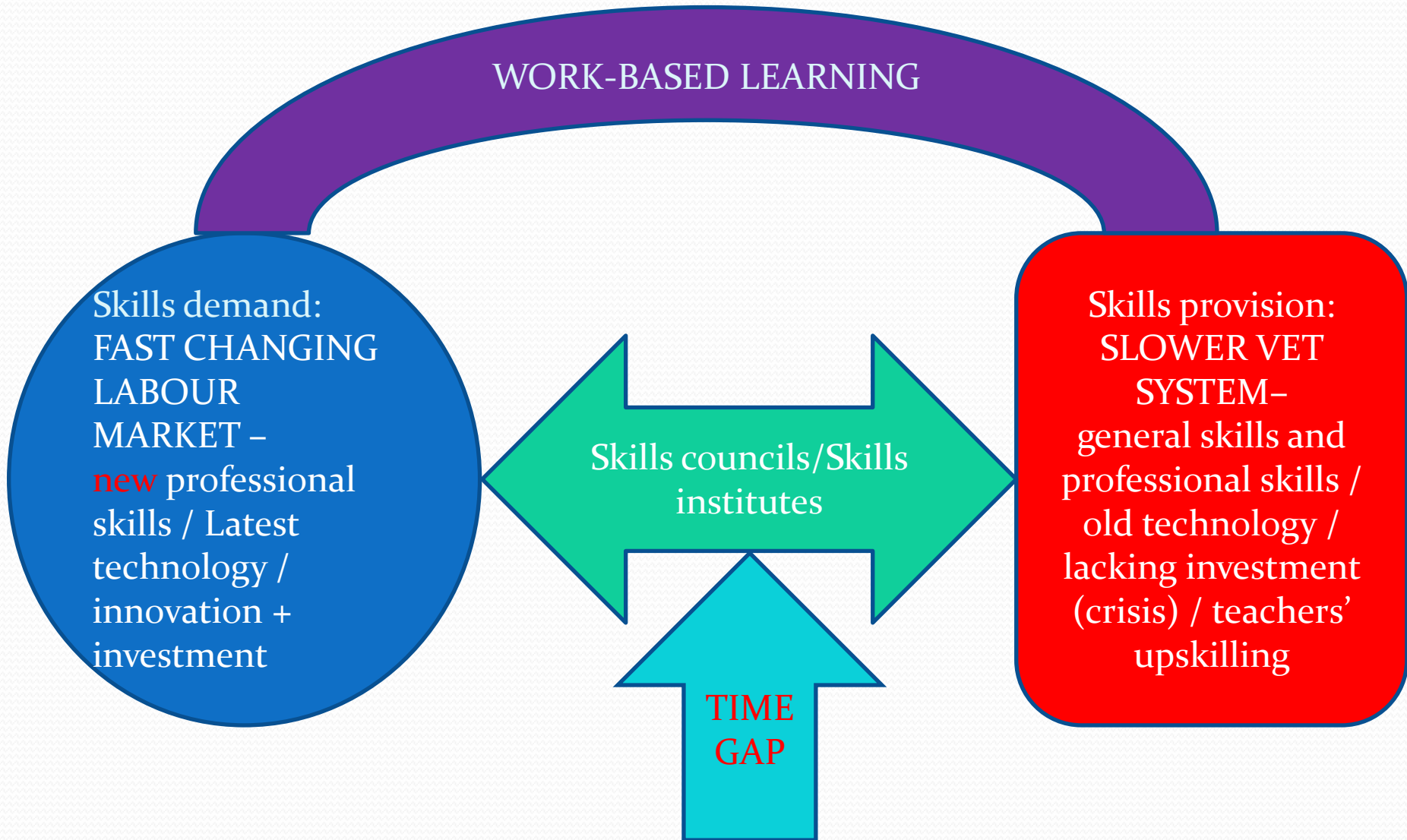
- Job ads ask work experience on the profession
- Employers ask work-related skills and adaptability to the changing world/job
- The business world possesses the last innovations
- Only academic knowledge is not enough for getting job

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**



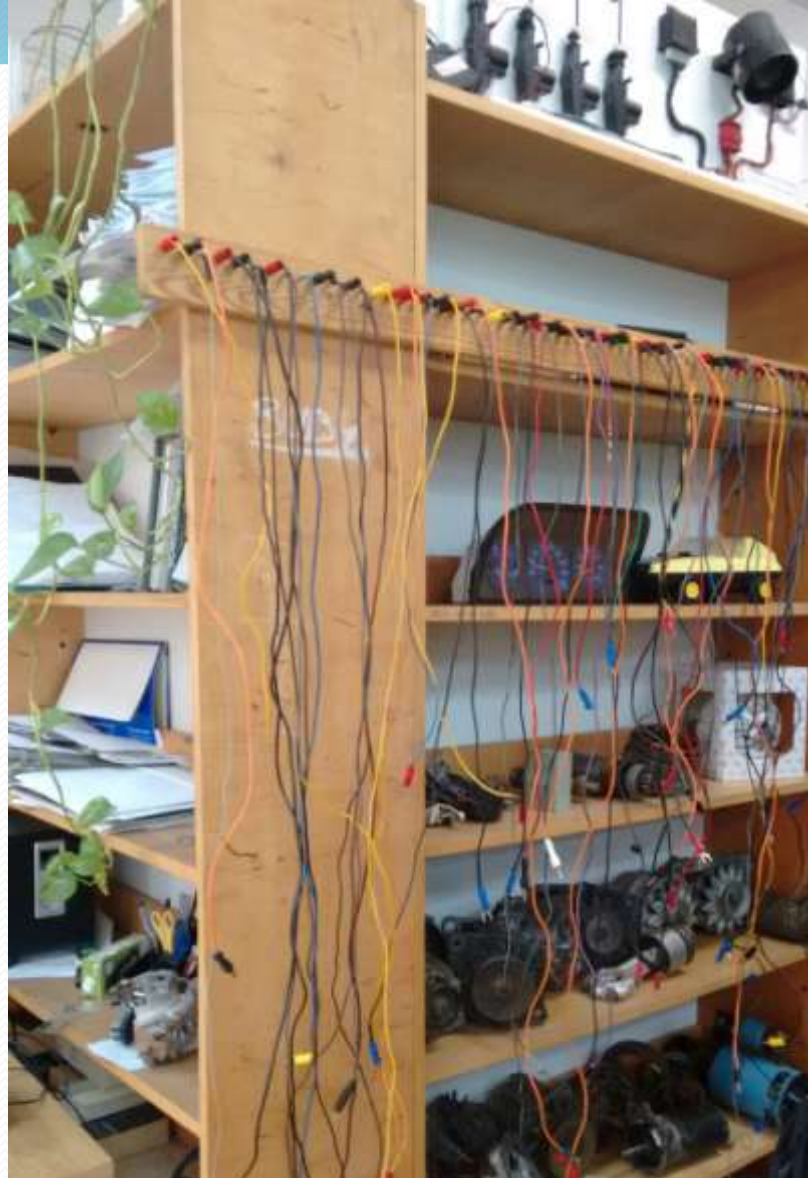
LASERCELL 1000



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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 (sabbatical - 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**

Agnes.roman@csee-etuce.org