



TRADE UNIONS AND THE DEVELOPMENT OF APPRENTICESHIP TRAINING IN EUROPE

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Brussels

*Employment,
Social Affairs
and Inclusion*

Structure of the presentation:

1. What benefits do trade unions gain from engaging in the development of apprenticeship training? **Why do they engage?**
2. How do trade unions engage in the development of apprenticeship training? **What do they do?**
3. What are the barriers to trade union engagement in the development of apprenticeship training? **Why are there these blockages?**
4. What are trade unions doing to overcome barriers to engagement in the development of apprenticeship training? **What strategies could be developed?**

Three questions for you!

1. What does your trade union do, or what do trade unions in your country do, to engage in the development of apprenticeship training at the European, national, sectoral or enterprise level?
2. What are the barriers to trade union engagement in the development of apprenticeship training in your country at the European, national, sectoral or enterprise level?
3. What are trade unions doing in your country, or what could trade unions in your country do, to overcome barriers to engagement in the development of apprenticeship training at the European, national, sectoral or enterprise level?

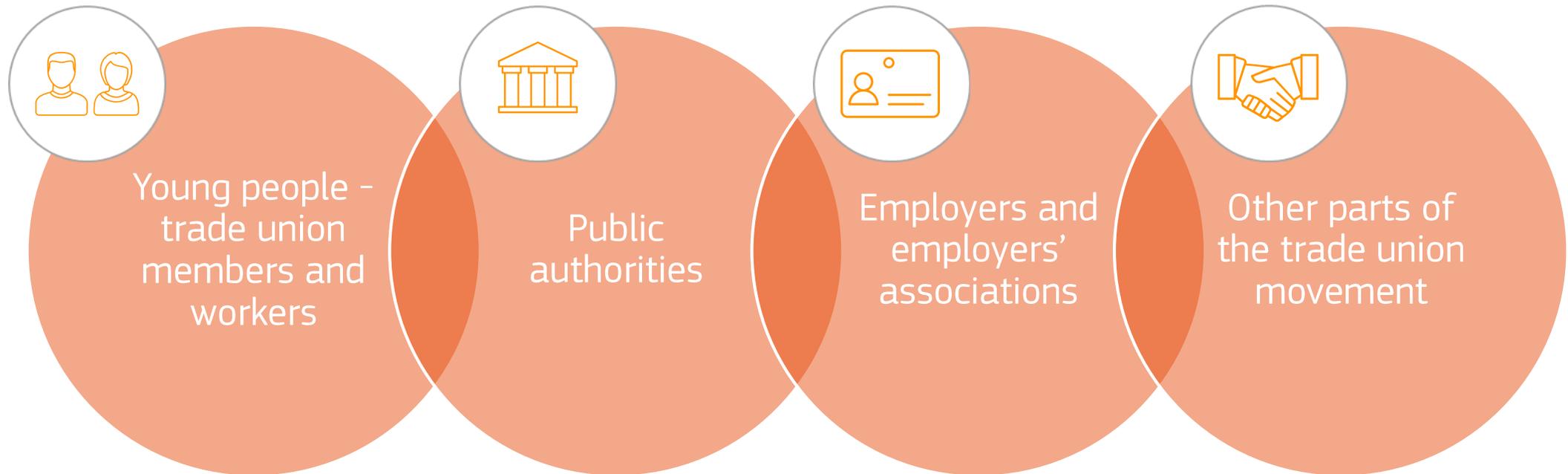


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What benefits do trade unions gain from engaging in the development of apprenticeship training?

Key benefits for trade unions

Trade unions benefit because they can engage with a number of different stakeholders:





1. Benefits from engaging with young people - trade union members and workers

*‘By providing **relevant information**, defending the **rights of apprentices and workers** and **representing apprentices in negotiations**, unions can inform apprentices about the mission and importance of the union and in this way attract new members’ (OIT/Cintefor, 2017)*





2. Benefits from engaging with public authorities



Decisions of regulatory and/or consultative bodies



Strategies for developing apprenticeship training



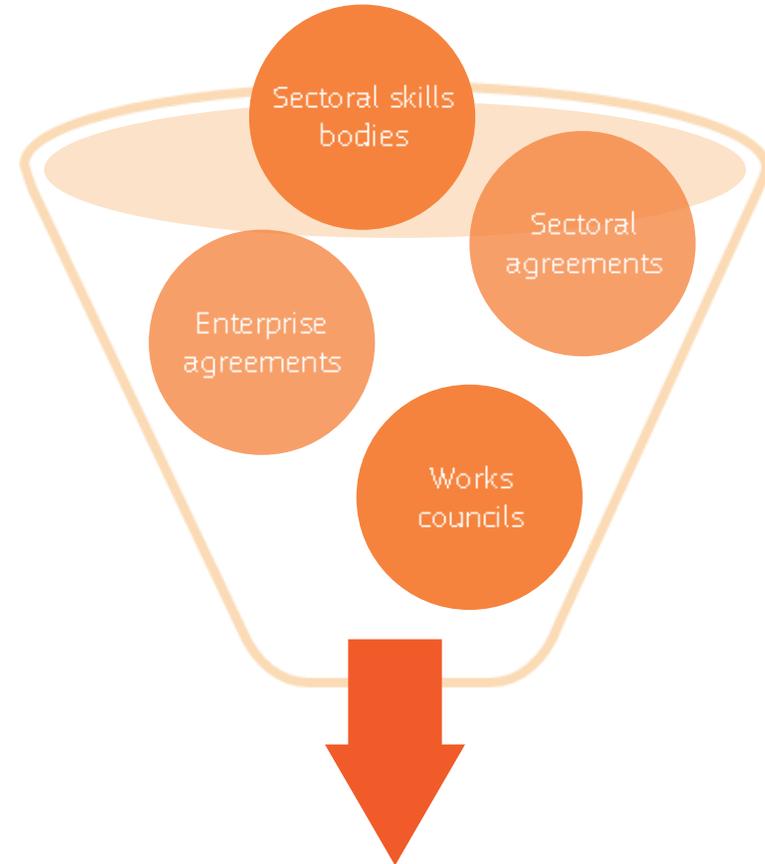
Negotiating tri-partite intersectoral agreements



3. Benefits from engaging with an employer or with employers' associations

An opportunity to influence policy making and policy implementation, by:

- Participating in decision-making in sectoral and/or enterprise bodies dealing with apprenticeship training
- Negotiating bi-partite sectoral or enterprise agreements on apprenticeship training

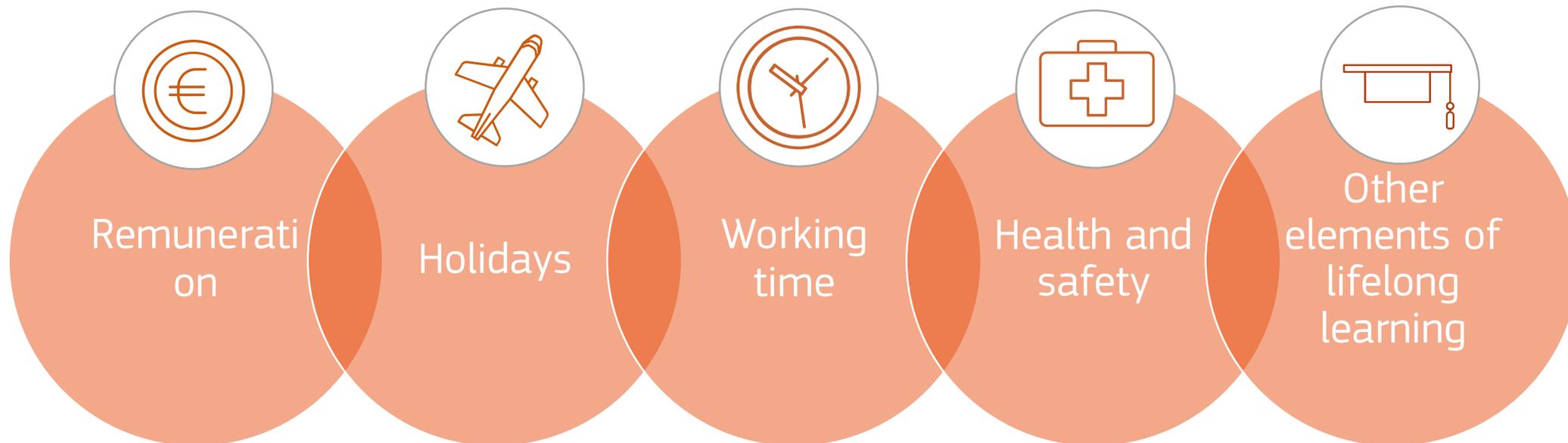


Influencing policy making
and policy implementation



4. Benefits from engaging with other parts of the trade union movement

An opportunity to bring together a series of different industrial relations issues into a coherent whole, such as:





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How do trade unions engage in the development of apprenticeship training?



How do trade unions engage in the development of apprenticeship training?

At the European level, trade unions are engaged in:

- Participating in regulatory and/or consultative bodies
- Preparing strategies on apprenticeship training

At the European level, trade unions contribute to the workings of the:



Advisory Committee for Vocational Training
(ACVT)

Key tasks:

- Assisting the European Commission in **the implementation of existing union legislation, programmes and policies**
- Assisting the European Commission **in the preparation of legislative proposals and policy initiatives**



European Alliance for Apprenticeships
(EAfA)

Key commitment:

- To **contribute to the access to, supply, quality and attractiveness of apprenticeships across the EU** by encouraging, setting up, reviving or modernising apprenticeship schemes that follow certain principles

EAfA - Commitment of social partners:

- Undertaking capacity building in their own organisations
- Motivating, advising and challenging member organisations and enterprises to support the aims of the EAfA
- Raising awareness of employers and young people regarding the benefits of apprenticeships
- Disseminating information and supporting social partner action to ensure more attractive conditions for enterprises and apprentices



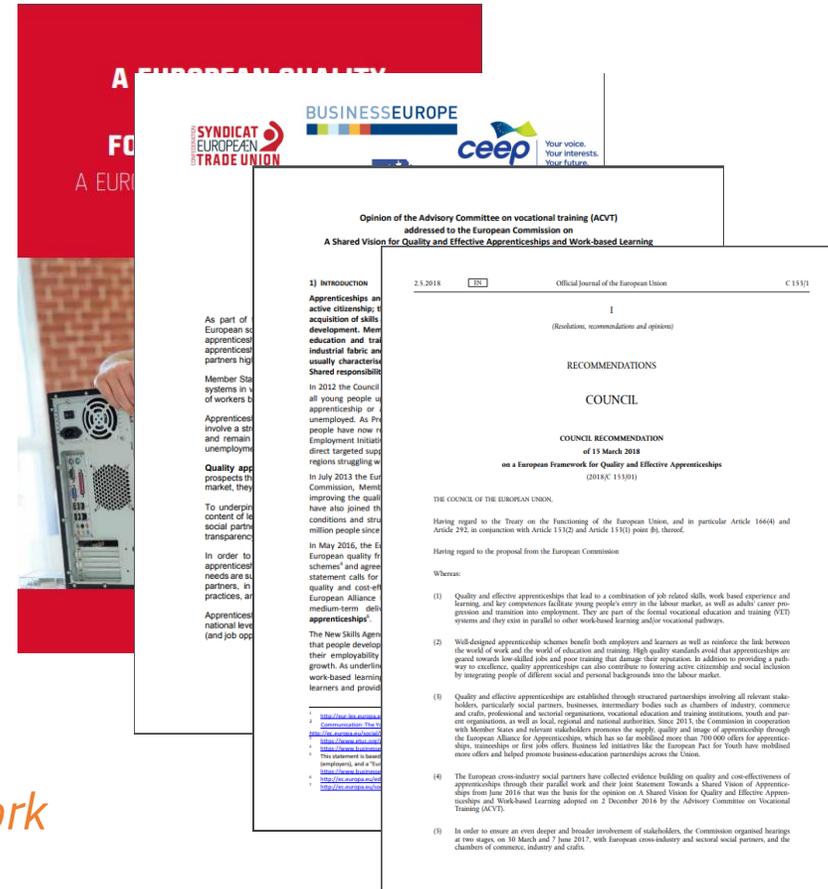
Advisory Committee for Vocational Training

ETUC - A European Quality Framework for Apprenticeships: A European Trade Union Proposal (2016)

↳ ETUC + European employers' associations - *Shared Vision for Quality and Effective Apprenticeships* (2016)

↳ ACVT - *A Shared Vision for Quality and Effective Apprenticeships* (2016)

↳ The EU Council - *EU Recommendation on a Framework for Quality and Effective Apprenticeships* (2018)



Recommendation on a framework for quality and effective apprenticeships



Learning in
school &
training in the
workplace



Certified &
recognised



Work
contract



Wage/
Allowance



Long term



How do trade unions engage in the development of apprenticeship training?

At the national level, trade unions are engaged in:

- Participating in regulatory and/or consultative bodies
- Preparing strategies on apprenticeship training
- Negotiating tri-partite or bi-partite intersectoral agreements

Participation in regulatory and/or consultative bodies

Committee for Vocational Training - Luxembourg

Curriculum teams are responsible for:

- Drawing up occupational standards, training profiles and curricula
- Deciding the criteria and procedures for the assessment of apprenticeships
- Deciding on the accreditation of enterprises for workplace training

Irish Confederation of Trade Unions (ICTU)

Represented on the Apprenticeship Council which is responsible for:

- Developing, examining and analysing proposals for apprenticeship training

National strategies for apprenticeship training:

Alliance for Initial and Further Training (2014) – Germany

Key goals:

- **Improving the quality and attractiveness** of the vocational training system
- **Providing every young person** who is interested in an apprenticeship position **with a pathway to a vocational qualification**
- **Increasing the number of school leavers with some form of qualification** so that they can embark on an apprenticeship
- **Increasing the number of apprenticeship places** and of companies training young people



National strategies for apprenticeship training:

Bi-partite intersectoral agreements – France

- Development of an apprenticeship training policy - Art. 13-16
- Implementation of an apprenticeship training policy – Art. 17-21
- Financing of apprenticeships – Art. 22-26
- Quality requirements – Art. 27-29





How do trade unions engage in the development of apprenticeship training?

At the sectoral level, trade unions are engaged in:

- Participating in regulatory and/or consultative bodies
- Negotiating bi-partite sectoral agreements

Trade Committees - Denmark

Core responsibilities:

- Creating and renewing VET courses, including formulating learning objectives and final examination standards
- Deciding the regulatory framework for individual courses
- Approving enterprises as qualified training establishments
- Functioning as gatekeepers to the trade as they are responsible for issuing journeyman's certificates.



Bi-partite sectoral agreements - France

Agreements covering a variety of different issues:

- The apprenticeship contract
- The obligations of the apprentice and the enterprise
- The choice, role and tasks of the in-company mentor
- Financing apprenticeships
- Sharing learning pathways between two enterprises
- The responsibilities of the apprenticeship training centres and their accreditation by the sector





How do trade unions engage in the development of apprenticeship training?

At the enterprise level, trade unions are engaged in:

- Participating in consultative bodies
- Negotiating bi-partite enterprise agreements

Consultative bodies – Germany

Works Constitutions Act

‘The employer and the works council shall promote the vocational training of the staff within the framework of the staffing needs of the enterprise and in collaboration with the bodies that are competent for vocational training and for the promotion of vocational training’ –

Article 96



Enterprise agreement - Italy

ENEL

‘an experimental programme combining on and off-the-job training leading to a technical diploma with theoretical contents more aligned with industrial needs and practical, technical training characterised by better correspondence with the needs of the world of work.’

The agreement also covered a series of issues, including:



Duration of
the apprenticeship



Remuneration



Holidays



Sick leave



Termination

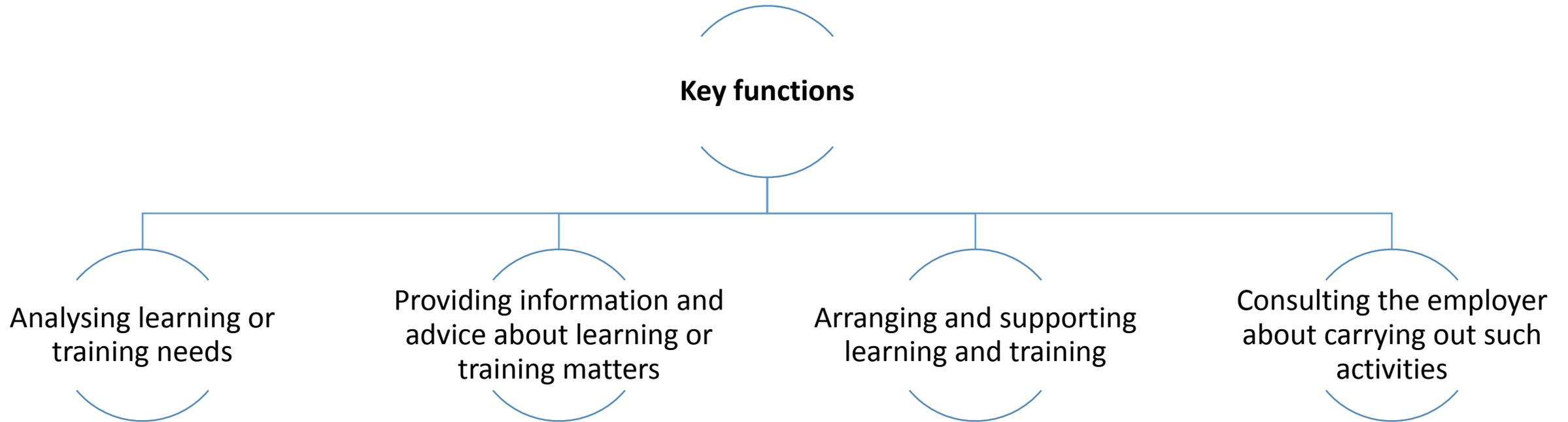


Role of the
in-company trainers



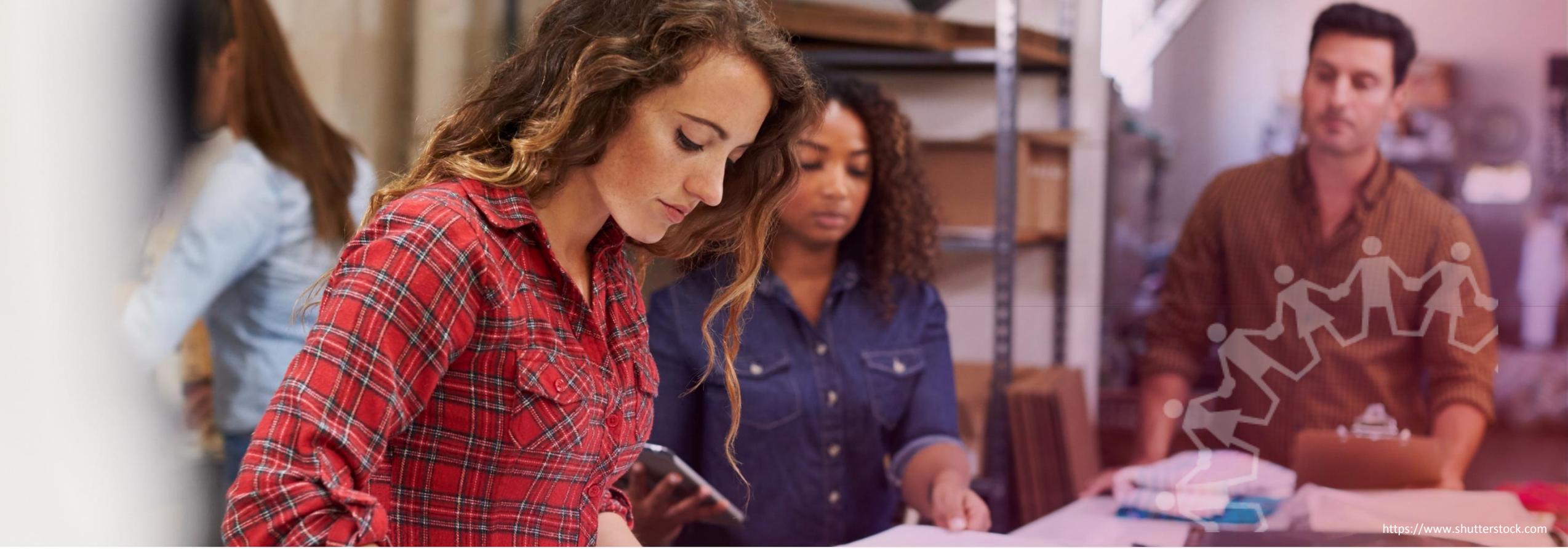
Health and safety

Union Learning Representatives - UK



Question 1:

What does your trade union do, or what do trade unions in your country do, to engage in apprenticeship training at the European, national, sectoral and/or enterprise level?



What are the barriers to trade union engagement in the development of apprenticeship training?

Barriers to trade union engagement



Access to decision making

- Lack of participation in regulatory and/or consultative bodies
- No opportunities for collective bargaining



Trade union priorities

- Negotiating and participating in collective bargaining on other issues, such as:
 - Dealing with health and safety issues
 - Safeguarding jobs
 - Defending wages
- Organising and recruiting new members



Capacity and expertise

- Quantity (people, time and economic resources)
- Quality (skills and technical knowledge)

Question 2:

What are the barriers to trade union engagement in the development of apprenticeship training in your country at the European, national, sectoral or enterprise level?





What are trade unions doing to overcome barriers to engagement in the development of apprenticeship training?

Overcoming barriers to trade union engagement

Recommendations from the ILO Bureau for Workers' Activities



Enhancing membership activity and representation



Influencing state policy on education and training



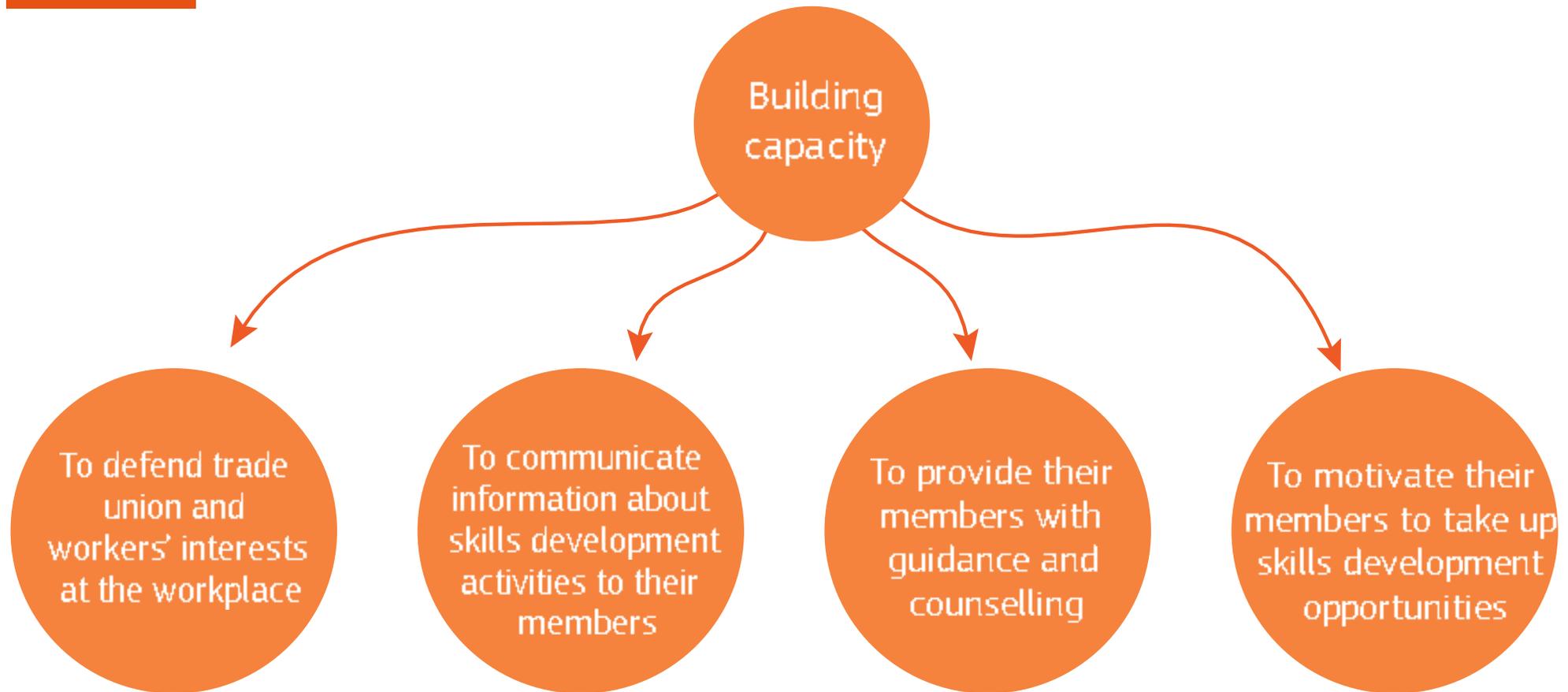
Focusing on the institutionalisation of learning with employers



Integrating the learning agenda with other union functions



Enhancing membership activity and representation





Influencing State policy on education and training

Lobbying government

To introduce legislation or policy which:

Provides for clear, streamlined policies and structures for the **engagement of workers' organisations in skills development**

Enables workers' representatives to play a **determining role in skills development**

Enables workers to **participate in skills development**

To ensure that sufficient funding is available

To set up good quality **skills development activities**



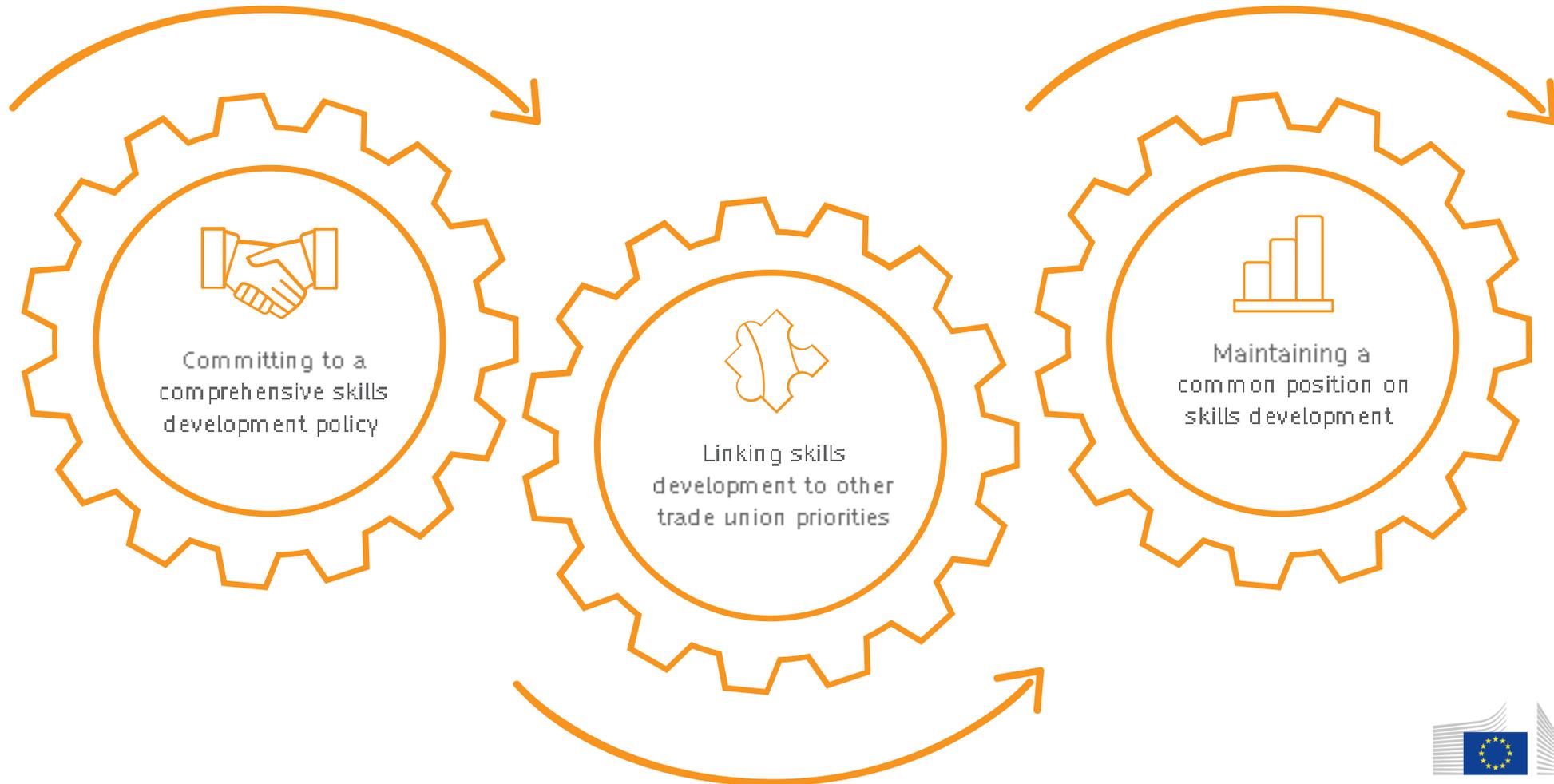
Focusing on the institutionalisation of learning with employers



Seeking out **alliances with employers' associations and employers**, to engage in a process of social dialogue at the European, national, sectoral and enterprise level, so that skills development becomes an integral part of collective bargaining.



Integrating the learning agenda with other union functions



Question 3:

What are trade unions doing in your country to overcome barriers to engagement in the development of apprenticeship training at the European, national, sectoral or enterprise level?

Thank you for your attention & watch out for the upcoming webinar in November on:

EU funding opportunities for apprenticeship: Erasmus+ and ESF

