



# European Alliance for Apprenticeships

*'Get Together!'* event

**Date: 13 February 2020**  
**Location Thon Hotel Brussels City Centre, Brussels**

Employment,  
Social Affairs  
and Inclusion





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# Welcome session

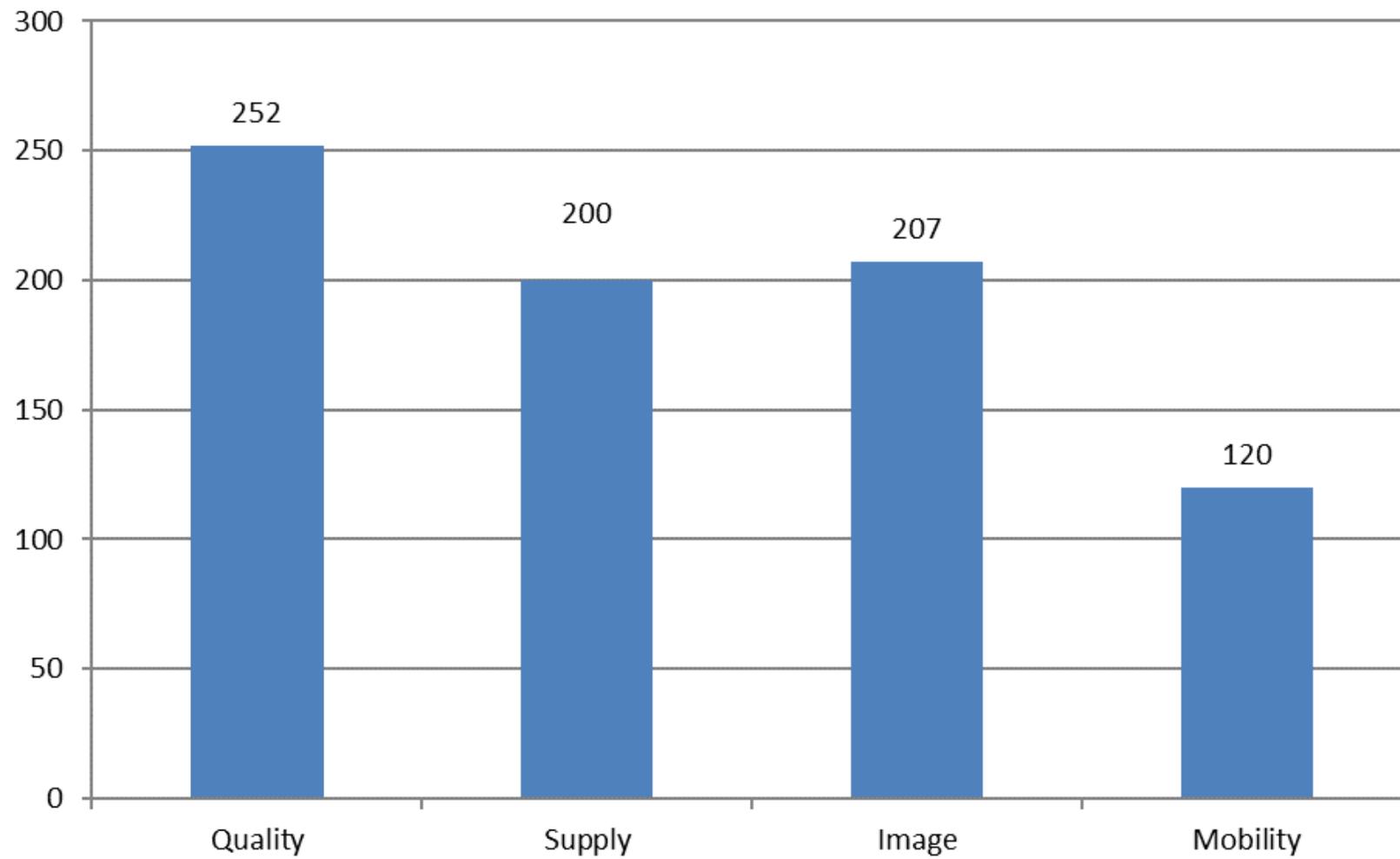
Nörbert Schöbel  
Team leader, DG EMPL  
European Commission

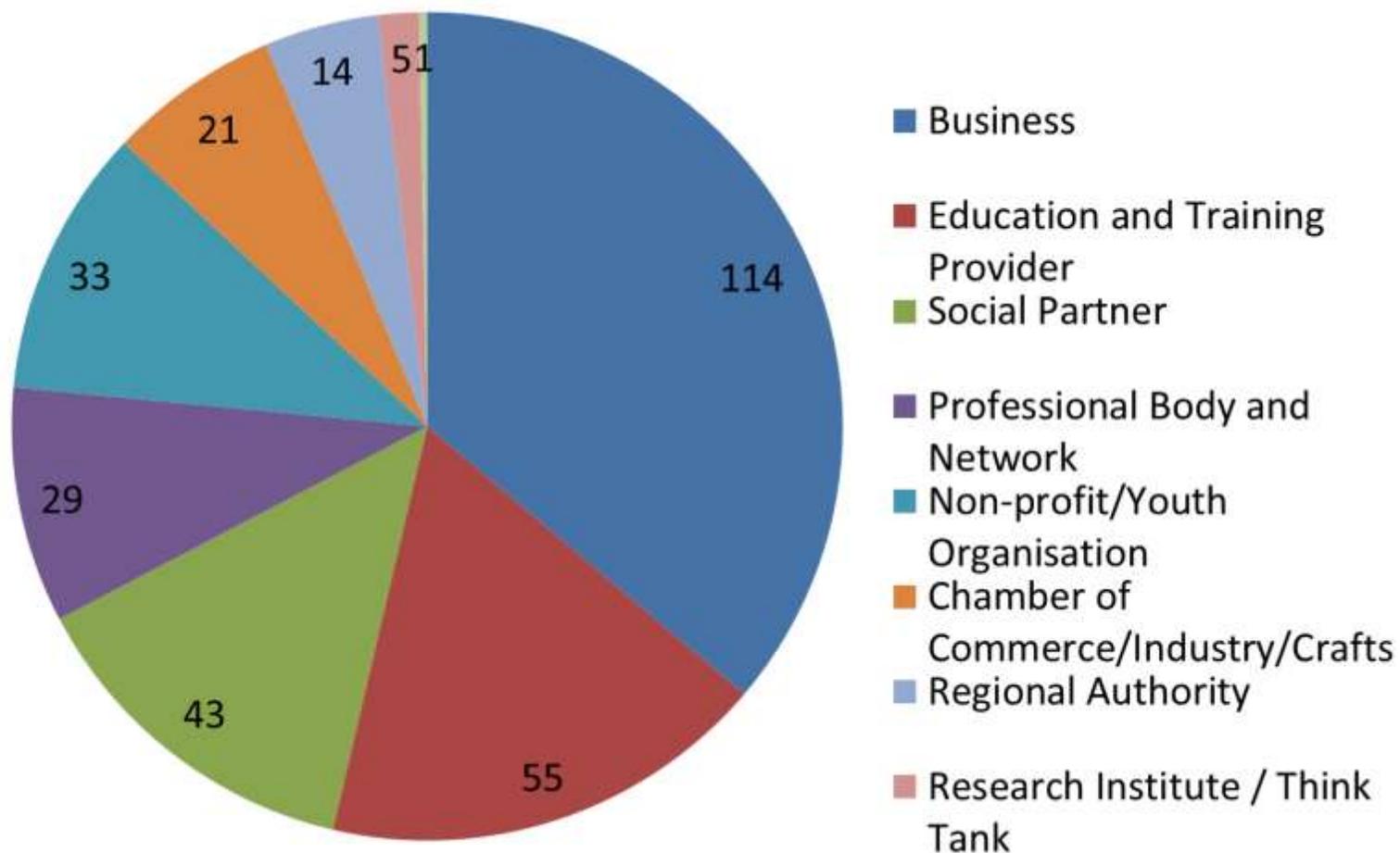


36  
countries

314  
pledges

>906,000  
offers





# Apprenticeship Support Services

## Knowledge-sharing

Library of resources

Online training modules

Inspiring examples

## Networking

Online networking

Events: high-level, stakeholder meetings, learning seminars

## Benchlearning

Targeted support and capacity building

Self-assessments and mutual learning

Progress reviews



# Knowledge sharing activities in 2020

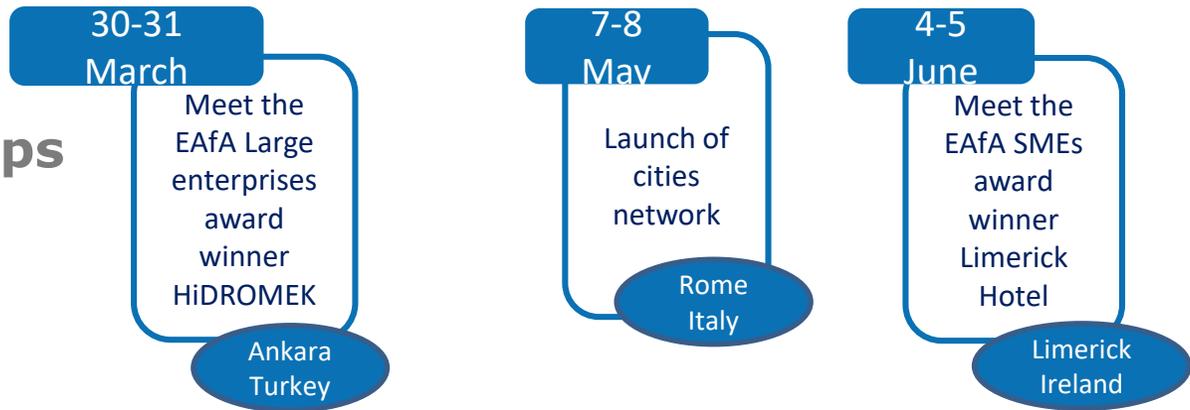
	Webinars	Online training	Live discussions
January	EaFA 2020		
February	Adult learning in the workplace: benefits and implementation strategies	Apprenticeships in the EU: M1) Key figures and approaches M2) Critical success factors M3) Key resources	Live discussions between experts and relevant stakeholders  Coming soon!
March	Apprentices representation		
April	Pedagogical support for teachers and trainers	How to submit a new pledge	

# EaFA events in 2020

## Main network meetings



## Workshops

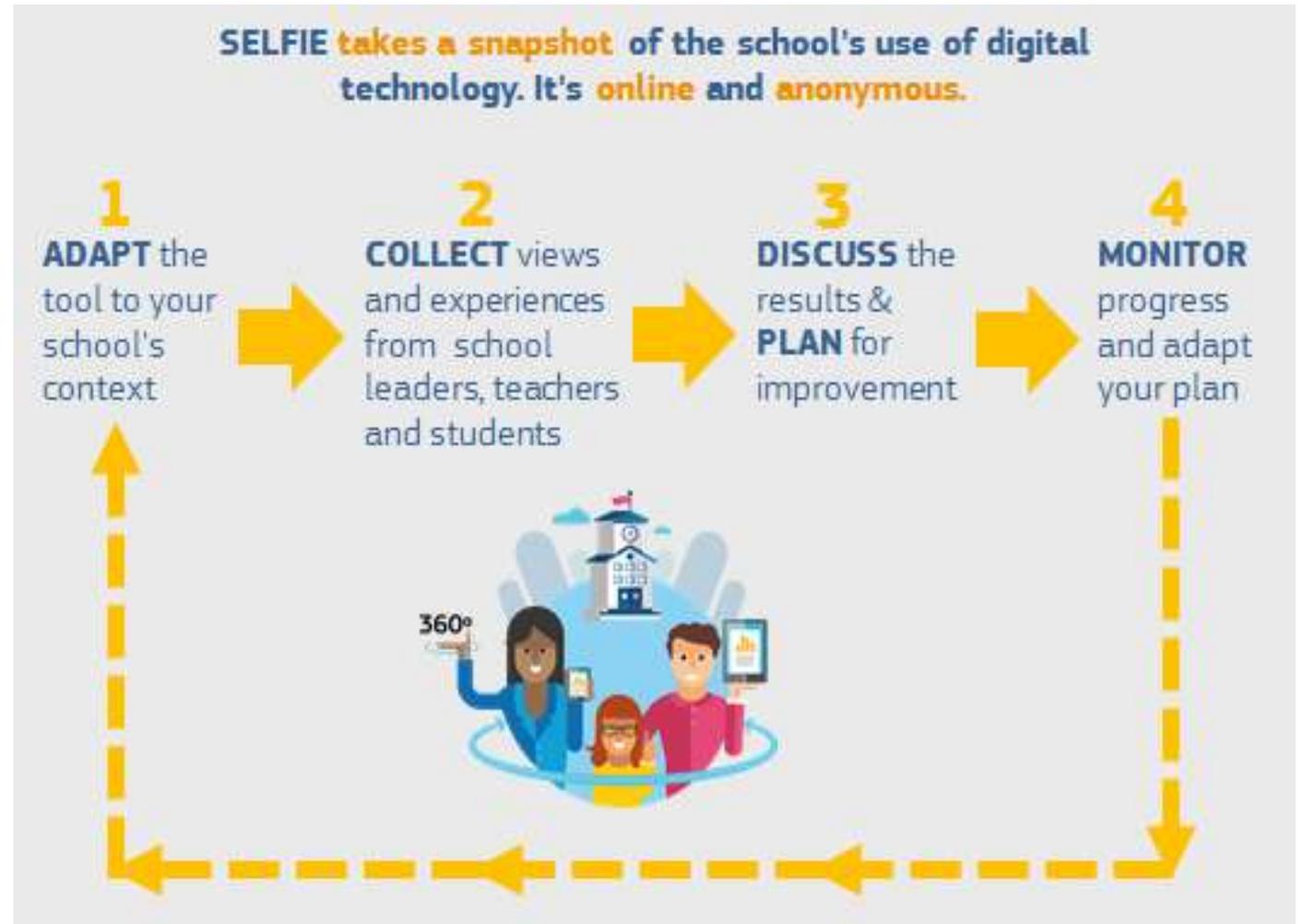




## Benchlearning: the 1<sup>st</sup> cycle

- Participating countries: AT, BEfr, BEnl, EL, MT, RO
- Feb-Mar 2020: country self-assessments
- 27 Mar 2020: meeting of benchlearning coordinators
- Apr-Jul 2020: matching and team identification for country visits
- Jun-Sep 2020: country visits
- 26 Nov: meeting of benchlearning coordinators
- *Q4 2020: launch of 2<sup>nd</sup> cycle of benchlearning*
- *As of Q3 2021: benchlearning progress reports (1<sup>st</sup> cycle)*

# SELFIE in a nutshell



# Schools using SELFIE

## Participation indicators



544.127

Number of schools



5.584



Number of countries

47

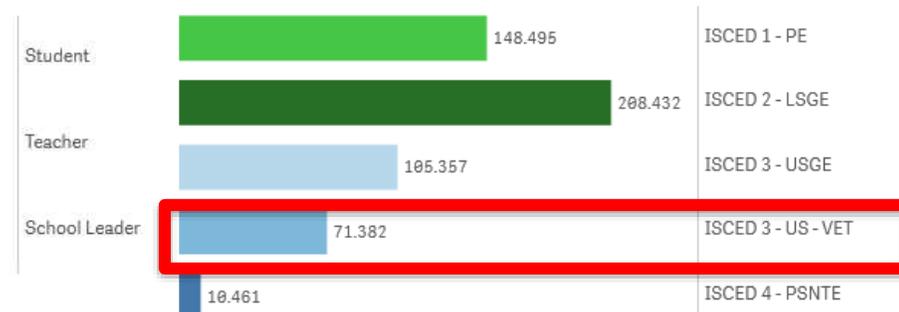
## Participation by user profile

Number of users



## Participation by education level

Number of users



# SELFIE & work-based learning?



- ✓ **Today: SELFIE is available for schools in...**
  - ✓ **Primary**
  - ✓ **Lower & upper secondary (GEN & VET)**
  - ✓ **Post-secondary non-tertiary**
  
- ✓ **But...**
  - ✓ **Key feature of VET: very significant proportion of educational time dedicated to learning skills in work-based learning contexts (workplace, VET school)**
  - ✓ **Current SELFIE tool does not accommodate the application in WBL contexts**

# SELFIE for work-based learning?

**Feasibility study** in 2019 by Ockham IPS (jointly with JRC and EMPL, CEDEFOP & ETF - forthcoming)

- ✓ **Result: study shows that SELFIE could also be developed for work-based learning (WBL) contexts:**
  - **(Dual) apprenticeships**
  - **Traineeships, internships**
  - **Training-on-the-job**

# *SELFIE for WBL*

**SELFIE for WBL is being developed **since January 2020****

## **Expert Workshop in Brussels: 9 March 2020**

Focus on

- the design of the questionnaires and the formulation of the items
- other development issues that need to be taken into account (e.g. the tool, broader ecosystem, promotion)

## **Pilots: May – Oct. 2020**

- Call for tenders (to be published soon): focus on Germany, France and Hungary or Poland
- Other countries can take part on a voluntary basis

## **Other activities**

- 2nd SELFIE Forum planned in the autumn
- European Vocational Skills Week Berlin



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# 1<sup>st</sup> Panel Discussion

Moderated by Ann Vanden Bulcke  
DG EMPL, European Commission



# **‘Get together!’ event**

Brussels

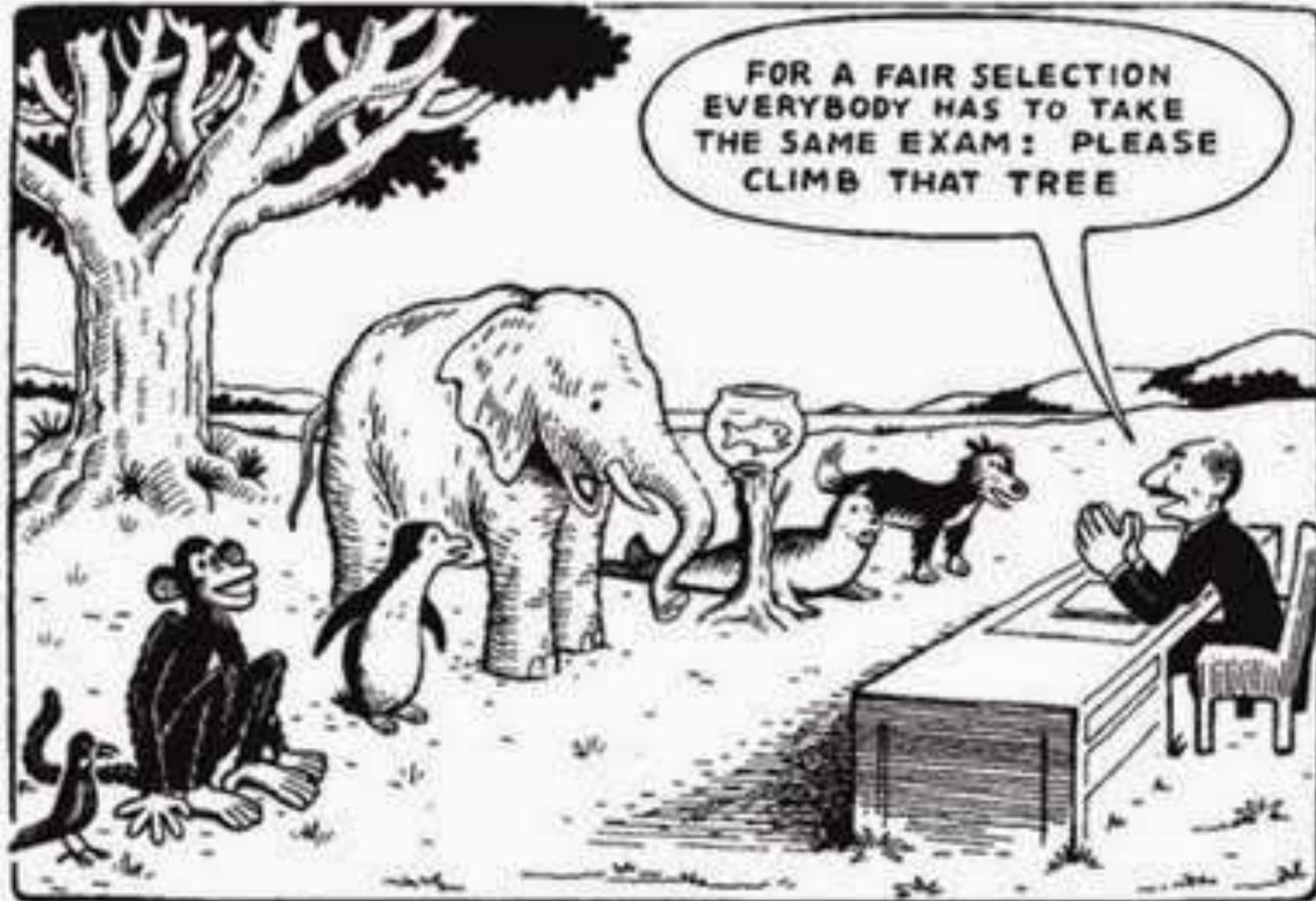
13 February 2020

## **Equality and Apprenticeships**

# EXAMPLES

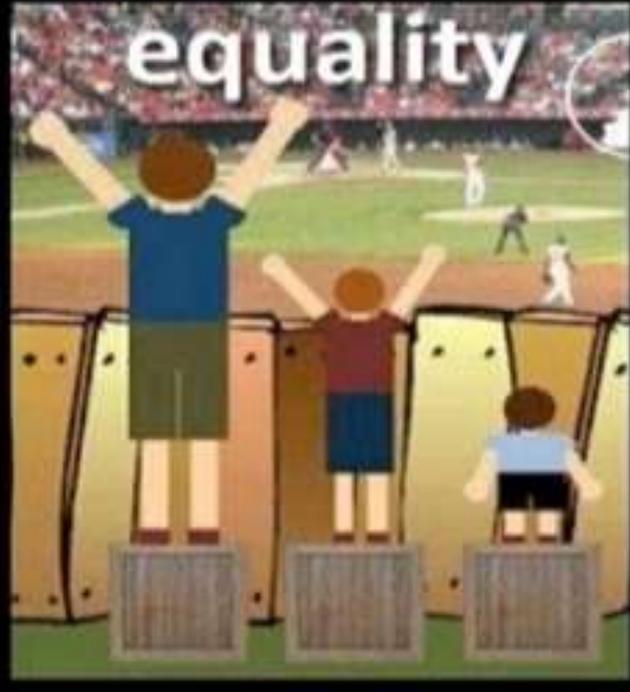


- Gender Segregation and retention in Construction Industries (Scottish Government)
- Inclusion of migrants/refugees (Câmara Municipal de Lisboa)  
Manu Chao: [Clandestino](#)
- Inclusion of vulnerable groups (European Roma Grassroots Organisations (ERGO) Network)
- Accessibility and inclusion of people with disability (Island Panorama Center)



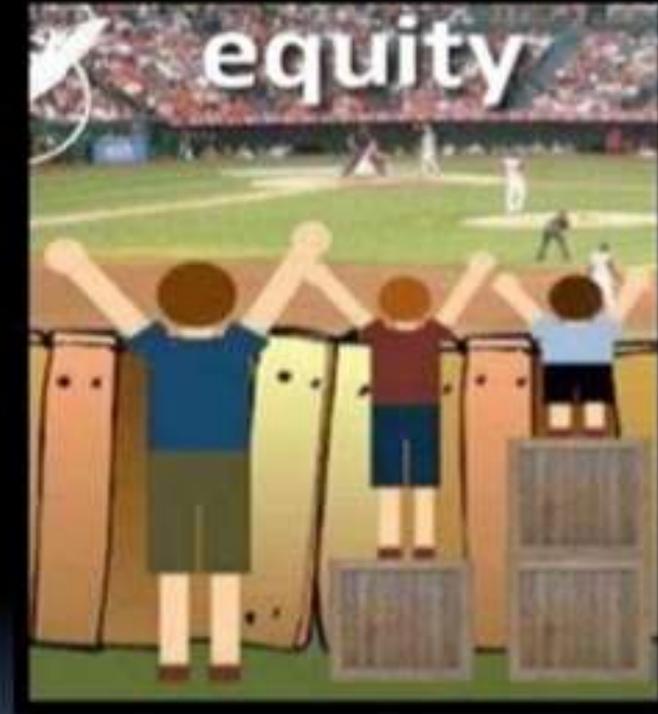


# Equality vs. Equity



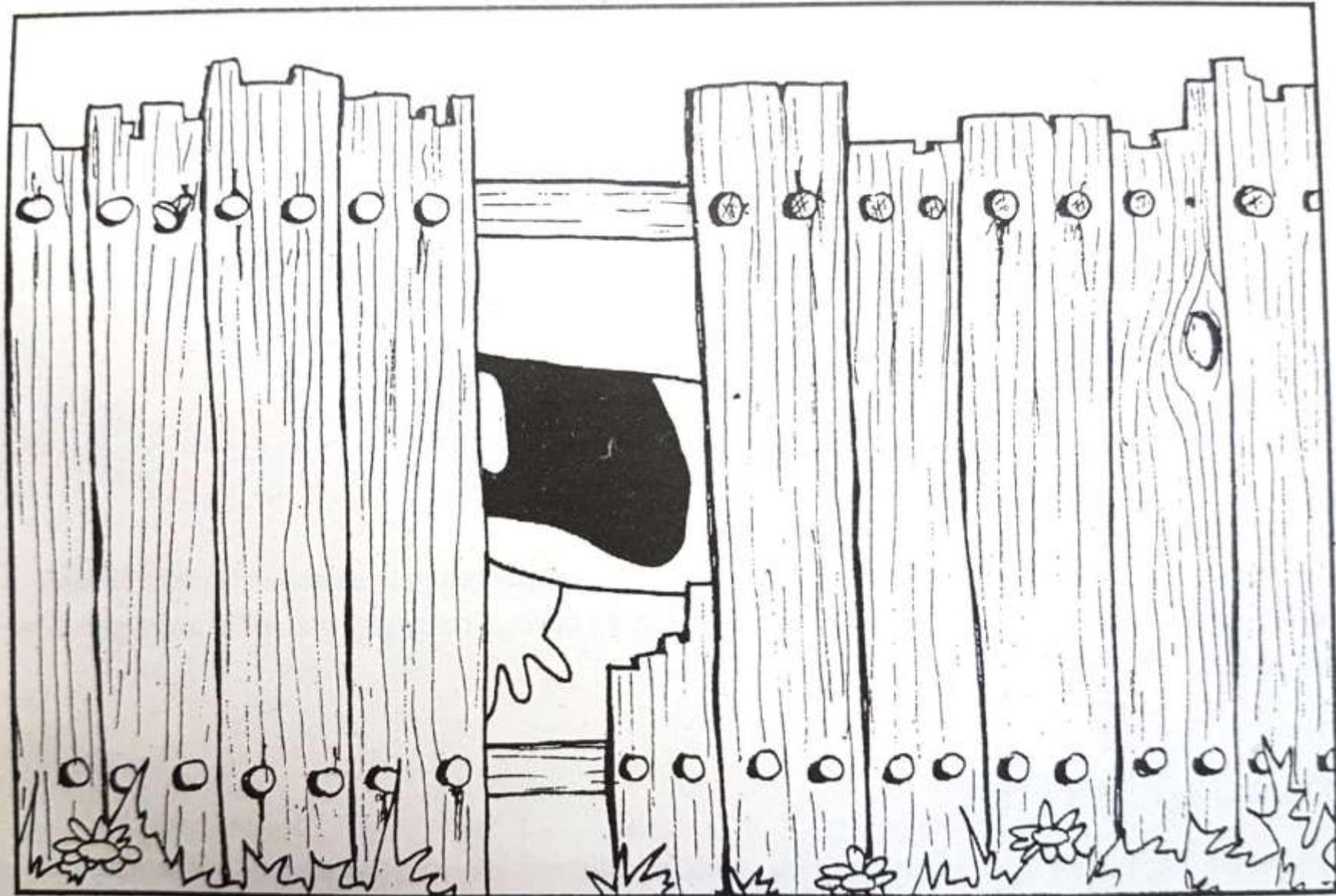
**EQUALITY = SAMENESS**

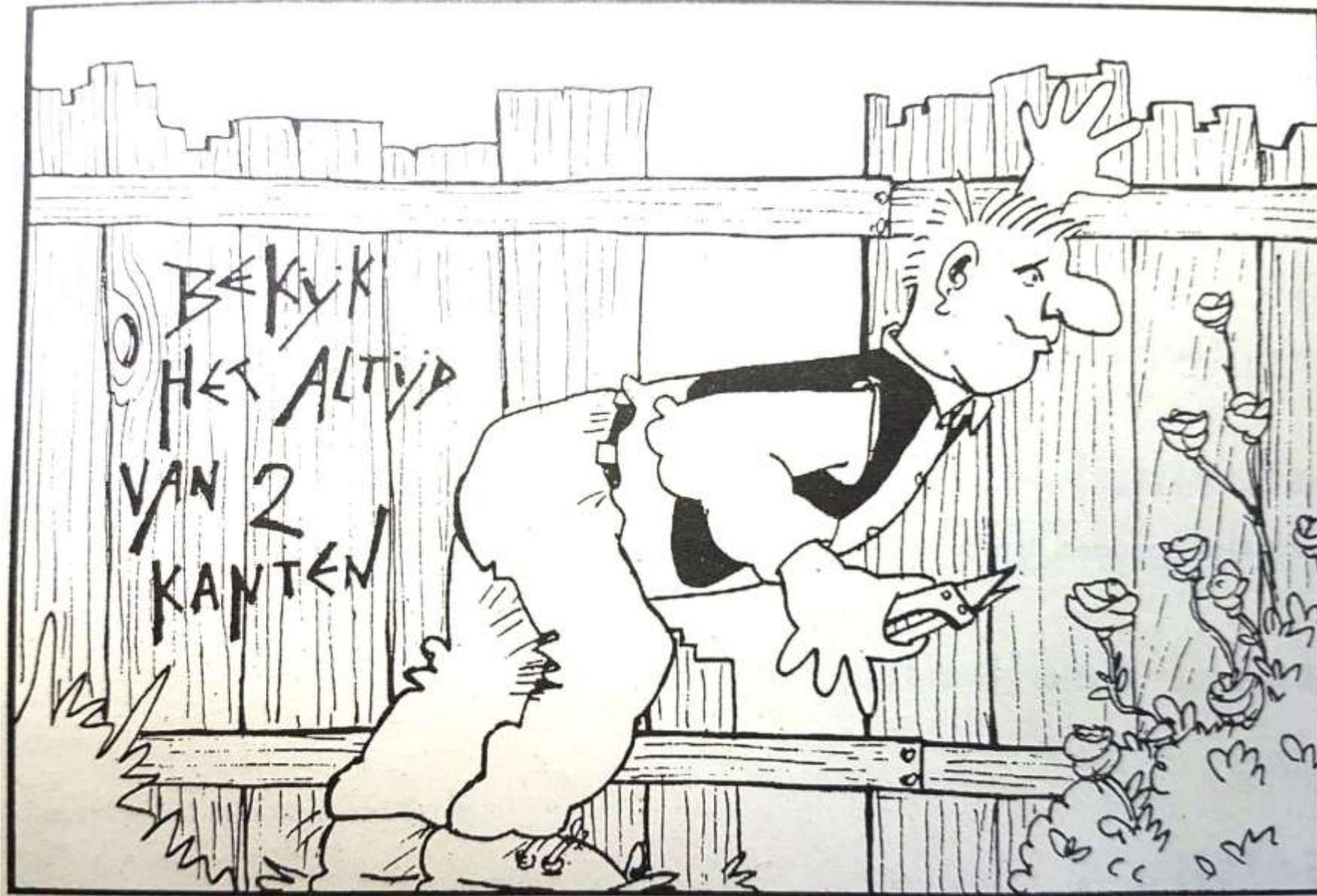
**GIVING EVERYONE THE SAME THING** → *It only works if everyone starts from the same place*



**EQUITY = FAIRNESS**

**ACCESS to SAME OPPORTUNITIES** → *We must first ensure equity before we can enjoy equality*





# **Tackling Gender Segregation and retention in Construction Industries in Scottish Apprenticeships**

**Callum Grigor**

**Senior Apprenticeship Policy  
Manager**

**Scottish Government**



**Scottish Government**  
Riaghaltas na h-Alba  
gov.scot

# Scottish Apprenticeship Equality Priorities

- Enhancing: Access for All
- Equality Action Plan for Apprenticeships
- Gender Commission
- Scottish Apprenticeship Advisory Boards
- Scottish Apprenticeship Week 2020

# Construction Industry Scottish Apprenticeships

- Scotland's largest proportion of Modern Apprenticeship starts were in Construction frameworks 22.4%.
- Only 2% of those starts were female.
- This was up from 1% for the previous year.
- Clearly much to do!



# Construction

- Projects being undertaken as part of longer term planning commitments by the employer/training provider in Scotland to diversify their talent.
- Look at the talent pipeline from school through to further/higher education and apprenticeships.
- **Employer practices/workplace culture.**



# Equalities & Apprenticeships

- **Apprenticeship Equality Action Plan**
- **Annual Report on progress**



# Scottish Apprenticeship Advisory Board

- Employer Equalities Group
- The aim of this group is to address under-representation in apprenticeships, and support better access to and participation in apprenticeships.
- The Gender Commission was set up in response to findings by the Scottish Apprenticeship Advisory Board (SAAB) Group Board.



# Challenges and Barriers

- Employer behaviour and work place cultures.
- The way jobs are advertised and gender bias in recruitment process.
- Lack of flexibility in some occupations.
- Early year gender stereotyping: As young as 4yrs are much likely to choose occupations typical to their gender.



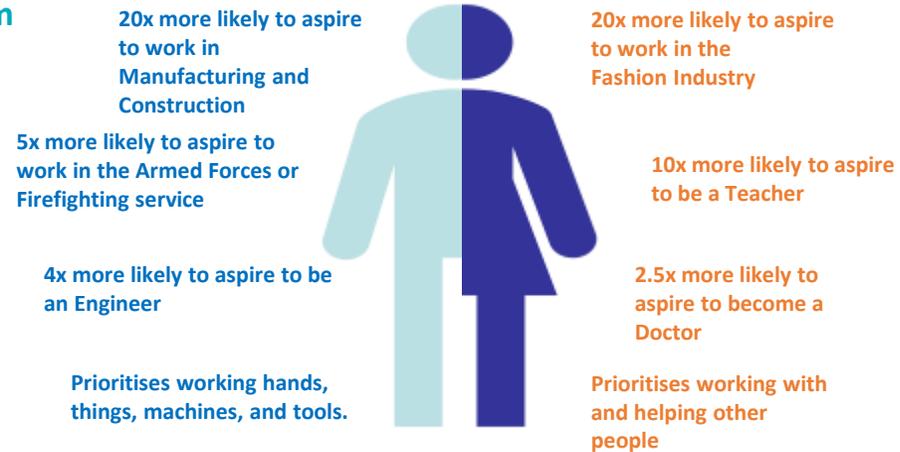
# Challenges and Barriers

- Secondary school consequences: Boys tend to prefer physical mechanical tasks such as engineering, whereas girls tend to prefer nurturing and caring jobs as teaching and childcare.
- Stereotypical career advice in schools, social norms and restricting messages.



**Empirical research suggests that gender stereotyping exists from the age of 7.**

*Aspirations of boys and girls aged 7-11*



Drawing the Future (2018): Exploring the career aspirations of primary school children from around the world.  
The ROSE Project (2010).

**SDS Evaluation and Research**

# Gender Commission

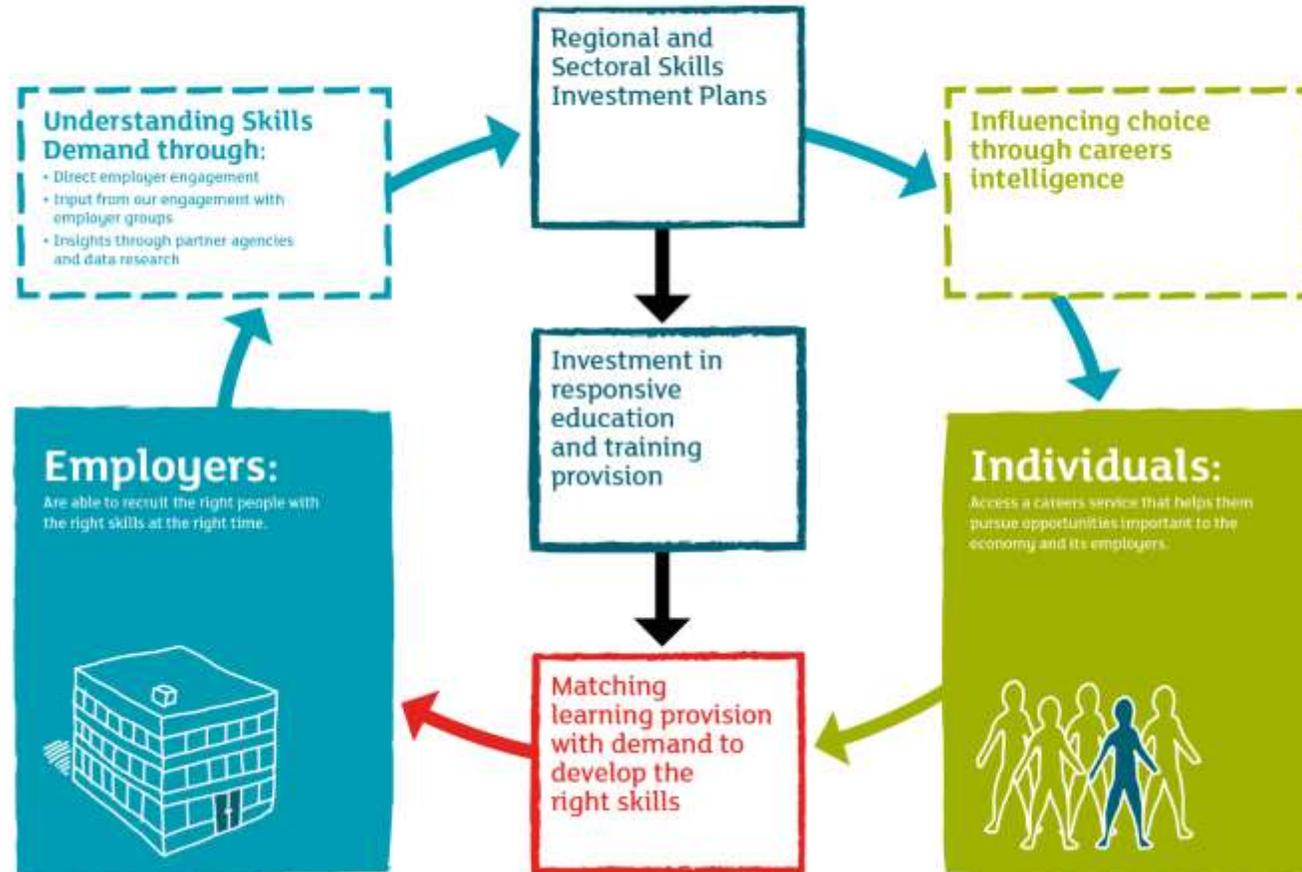
The objectives of the Commission are to develop recommendations and proposals that:

- offer business-ready, practical solutions to what employers can do now, and in the future, to address any real or perceived barriers to improving gender balance in their workforce;



# The Skills Planning Model

## The Skills Planning Model Making Skills Work for Scotland



# Finally

- To learn more about Gender and Scottish Apprenticeships  
visit: <https://www.skillsdevelopmentscotland.co.uk/media/45850/apprenticeship-equality-action-plan-annual-report-2019.pdf>
- or contact: [callum.grigor@gov.scot](mailto:callum.grigor@gov.scot)





# LISBOA

TRAINING AND DEVELOPMENT  
DEPARTMENT

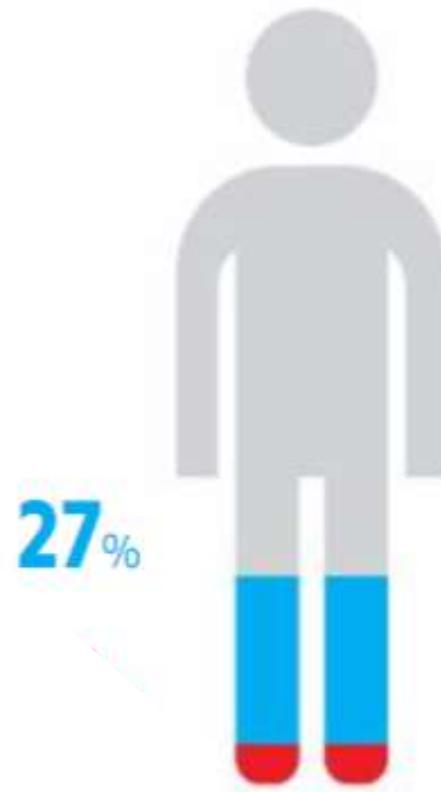
February 13th 2020

# AGENDA

LISBON

OUR STRATEGY TOWARDS  
INCLUSION

# LISBON at a glance



Metropolitan area population

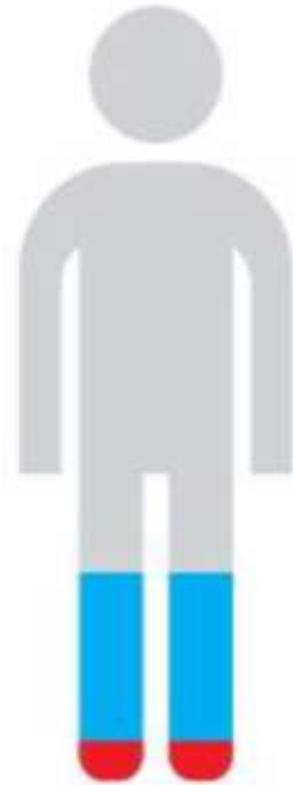
# LISBON at a glance

Lisbon (City)

**516.815**

Lisbon (Region)

**2.807.525**



Population



**63% ACTIVE  
POPULATION**

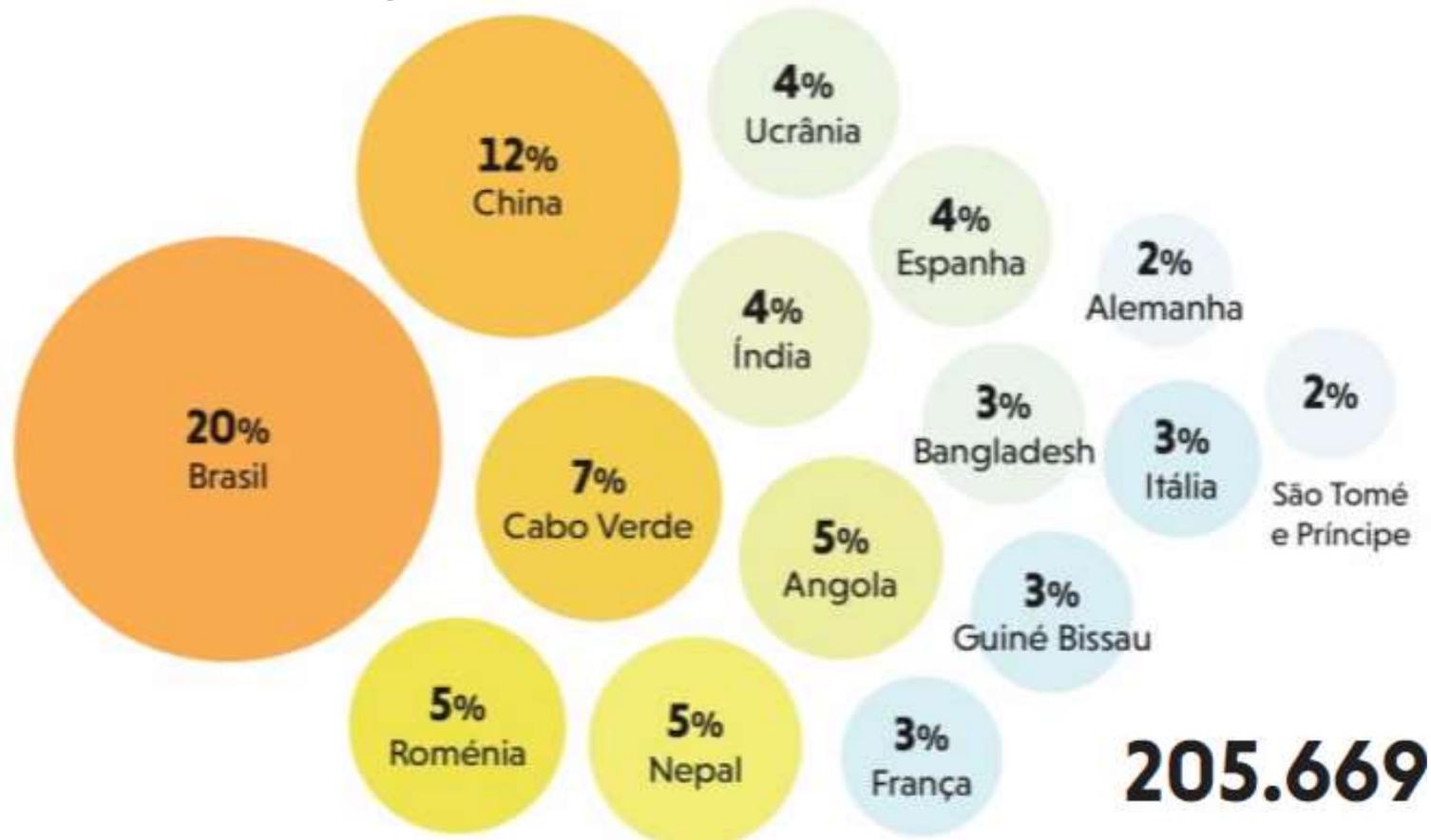




# CITY OF DIVERSITY

# LISBON at a glance

## Diversity



# LISBON at a glance

## Diversity



**205.669**

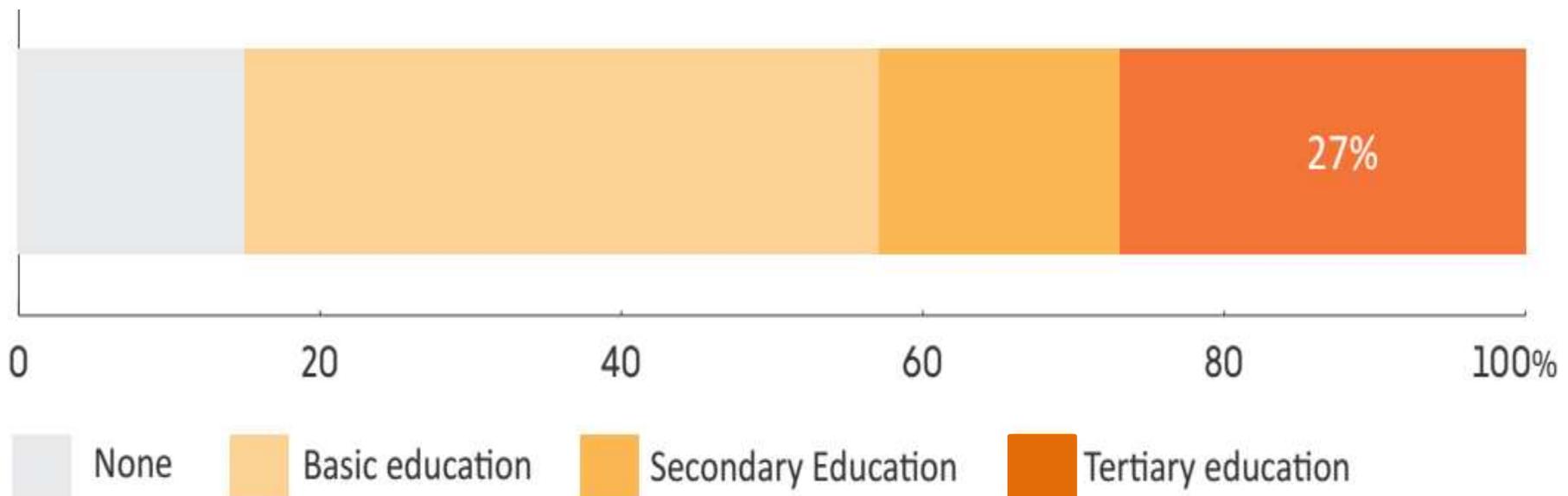


# CITY OF OPPORTUNITIES



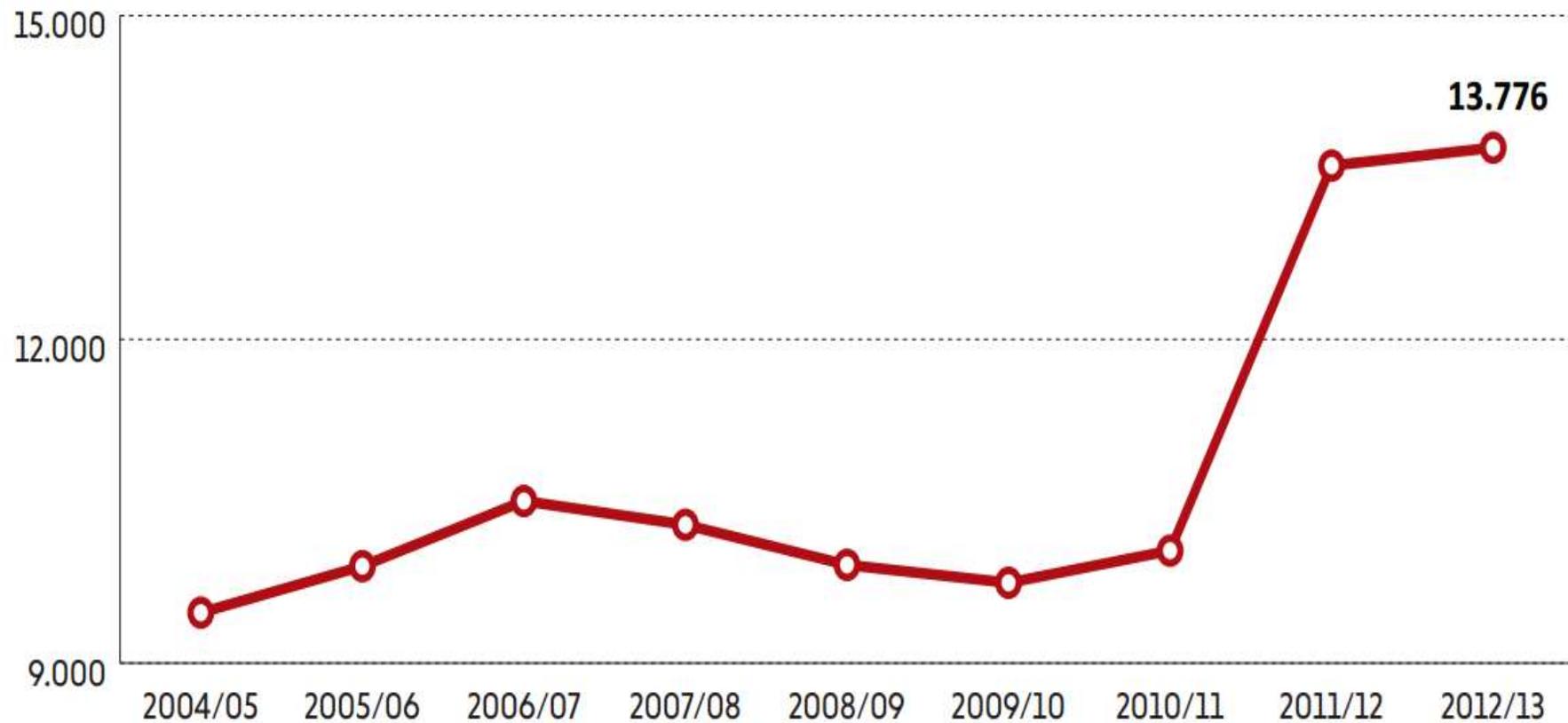
# LISBON at a glance

## Highest completed level of education



# LISBON at a glance

## Evolution of foreign nationality students enrolled





# LISBON CITY COUNCIL



Lisboa is a Learning City

The background features a teal-to-blue gradient. Scattered across it are several abstract, angular shapes in shades of orange and red, resembling stylized birds or paper airplanes in flight. The shapes are layered, with some appearing more prominent than others.

Qualified and Inclusive City



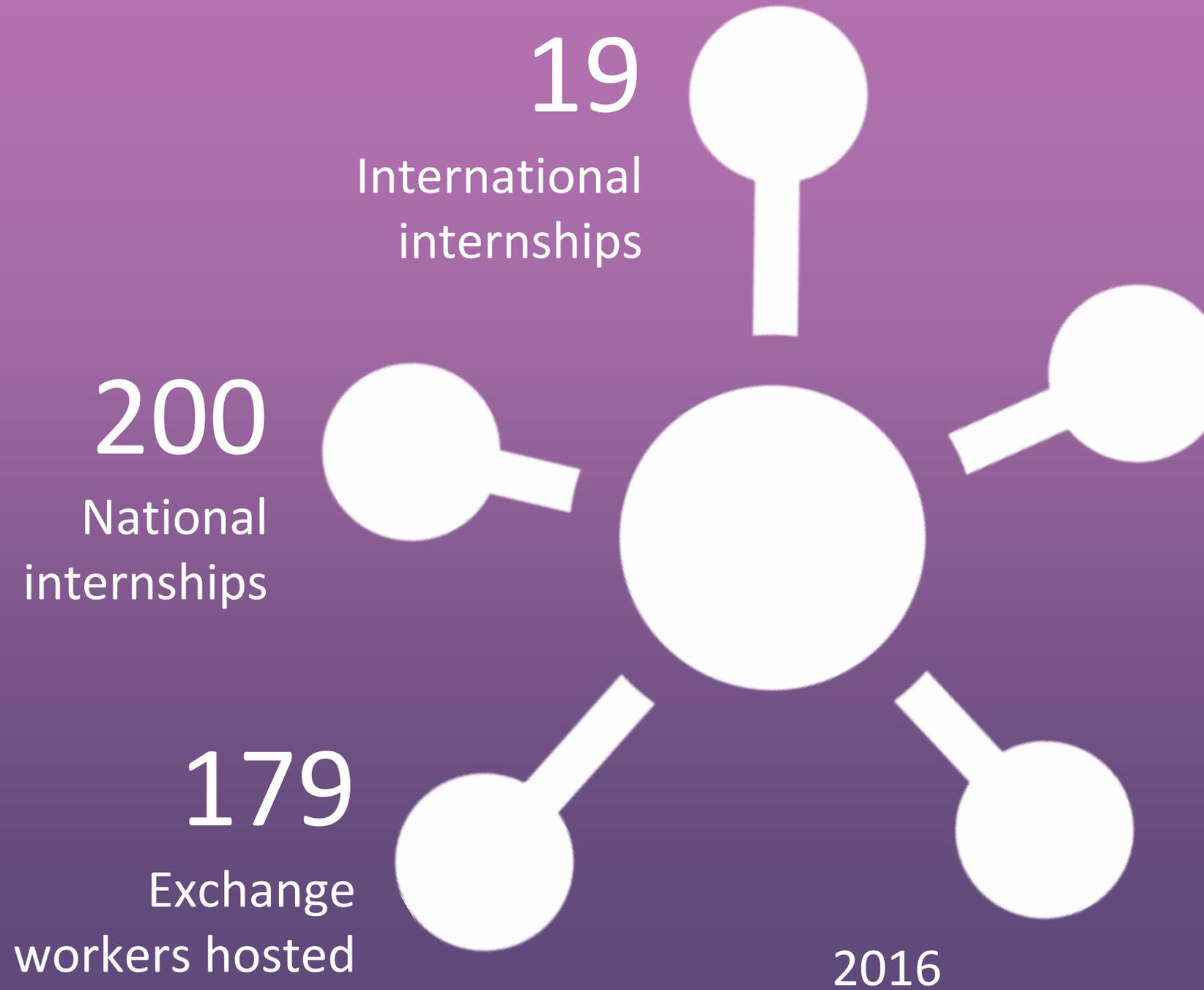
LLL is about people first



**5300** trainees  
city council  
workers

**1340** trainees  
citizens

**400**  
Internships and  
exchanges



19

International internships

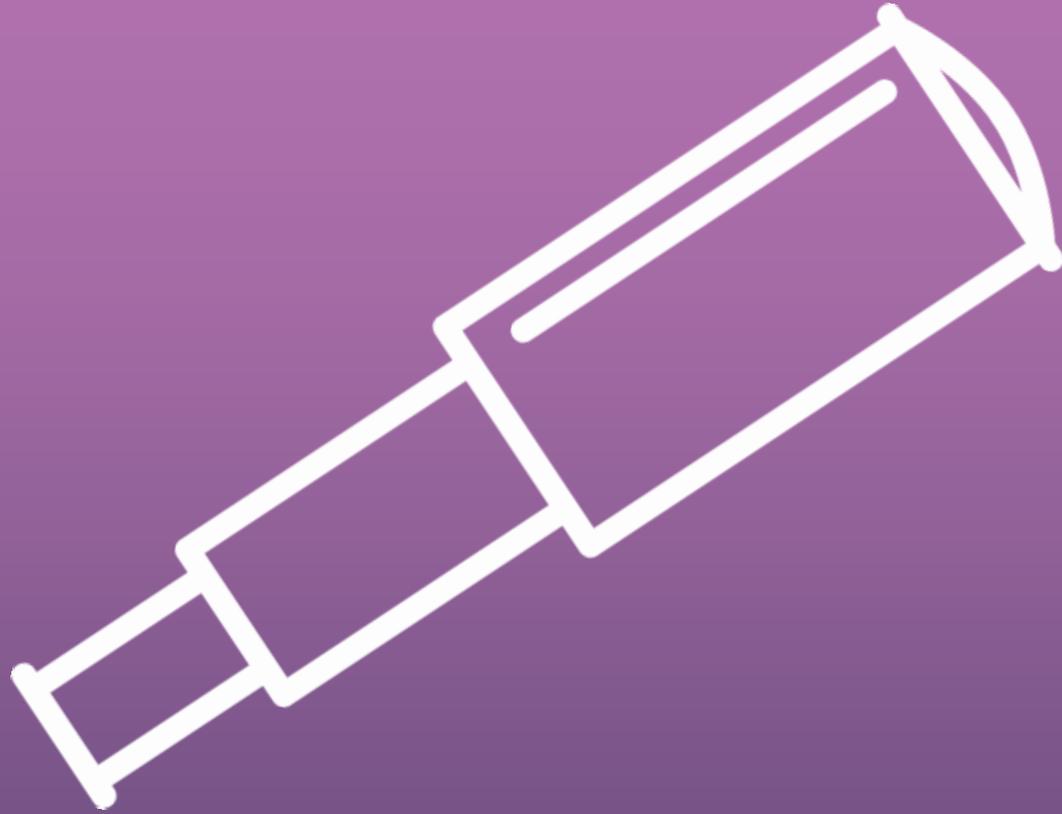
200

National internships

179

Exchange workers hosted

2016



Our strategy towards  
inclusion



Our goals



600 certifications



# Participation & Collaboration



# Language courses

Home Sobre a EPALE Política na UE Atividades da comunidade Temas Ferramentas e portais Pesquisar

Autorização de contacto a favor dos NSS: Yes

Cidade: lisboa

Todas as atividades As minhas publicações Os meus comentários A minha sala de imprensa Os meus eventos no calendár O meu conteúdo votado

Drafts

NOTÍCIAS

**Alfabetização para imigrantes no CEPAC**



A CMLisboa, através do seu Departamento de Desenvolvimento e Formação, está a realizar ações de alfabetização para público migrante em situação irregular, em parceria com o Centro Padre Alves Correia e o Departamento dos Direitos Sociais da CML. As ações são dirigidas a cidadãos e cidadãs que pretendem adquirir conhecimentos de português como língua segunda. O conhecimento da língua portuguesa possibilita uma melhor integração da população migrante, a nível comunicacional, mas também cultural e na procura de emprego.

22 de março de 2018 by [Maria Manuel Ma...](#) (pt)

Etiquetas: Imigrantes Inclusão social Línguas

Like 0 Dislike 0

# Alphabetization projects

# Erasmus+ Projects



**Build motivation, digital and language skills in migrant adults, to  
favour work and social inclusion**

# Partnerships



Construimos Esperança



ENGAGE  
PARTNERS





# Thank You

[www.cm-lisboa.pt](http://www.cm-lisboa.pt)

[maria.manuel.ribeiro@cm-lisboa.pt](mailto:maria.manuel.ribeiro@cm-lisboa.pt)

[luisa.dornellas@cm-lisboa.pt](mailto:luisa.dornellas@cm-lisboa.pt)



**See you in Lisbon**



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## **Inclusion of vulnerable groups**

*Amana Ferro, European Roma Grassroots Organisations  
(ERGO) Network*



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## **Accessibility and inclusion of people with disability**

*Akeem Cujo Oppong, Island Panorama Center*



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# Coffee break



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# 2<sup>nd</sup> Panel Discussion

Moderated by Per Nordmark  
Vestland County Council, EARLALL

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## 2<sup>nd</sup> Panel Discussion: Apprenticeships of the future

- **Skills for the future, match better with future skill needs** – *Arja Krauchenberg, Vice-President, LLP Lifelong Learning Platform.*
- **Ai and learning methodologies** – *Vior Alhandra, Vice-President, APETEC.*
- **Self-Employed Apprenticeship Model and pathways** – *Irvine Abraham, Enterprise & International Manager, Northern Regional College.*

# Skills for the future, match better with future skill needs

Panel: Apprenticeships of the future

EAfA – get-together, Brussels, 13th February 2020

Arja Krauchenberg, Vice-President LLL Platform



# WHO WE ARE

“We promote a holistic vision of lifelong learning, from cradle to grave, by facilitating European-wide cross-sector cooperation among civil society organisations in the field of education & training and voicing citizens’ concerns”



Founded in  
2005

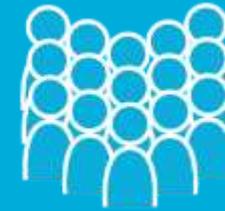


42 European  
networks (CSOs)



50.000+ education &  
training institutions

# OUR MEMBERS



The Lifelong Learning Platform is a cross-sector umbrella organisation consisting of over 40 European networks that represent wide variety of actors and stakeholders in the education & training field

Learners



Educators



Practitioners



Teachers



Parents



Volunteers



# OUR OBJECTIVES



The Lifelong Learning Platform carries out its activities pursuing the following overarching goals



Building inclusive and democratic education systems



Widening access to quality education for all citizens



Increasing the relevance of education to modern societies

# OUR EDUCATION SECTORS



The LLL Platform operates through a holistic approach that touches upon all sectors related to education

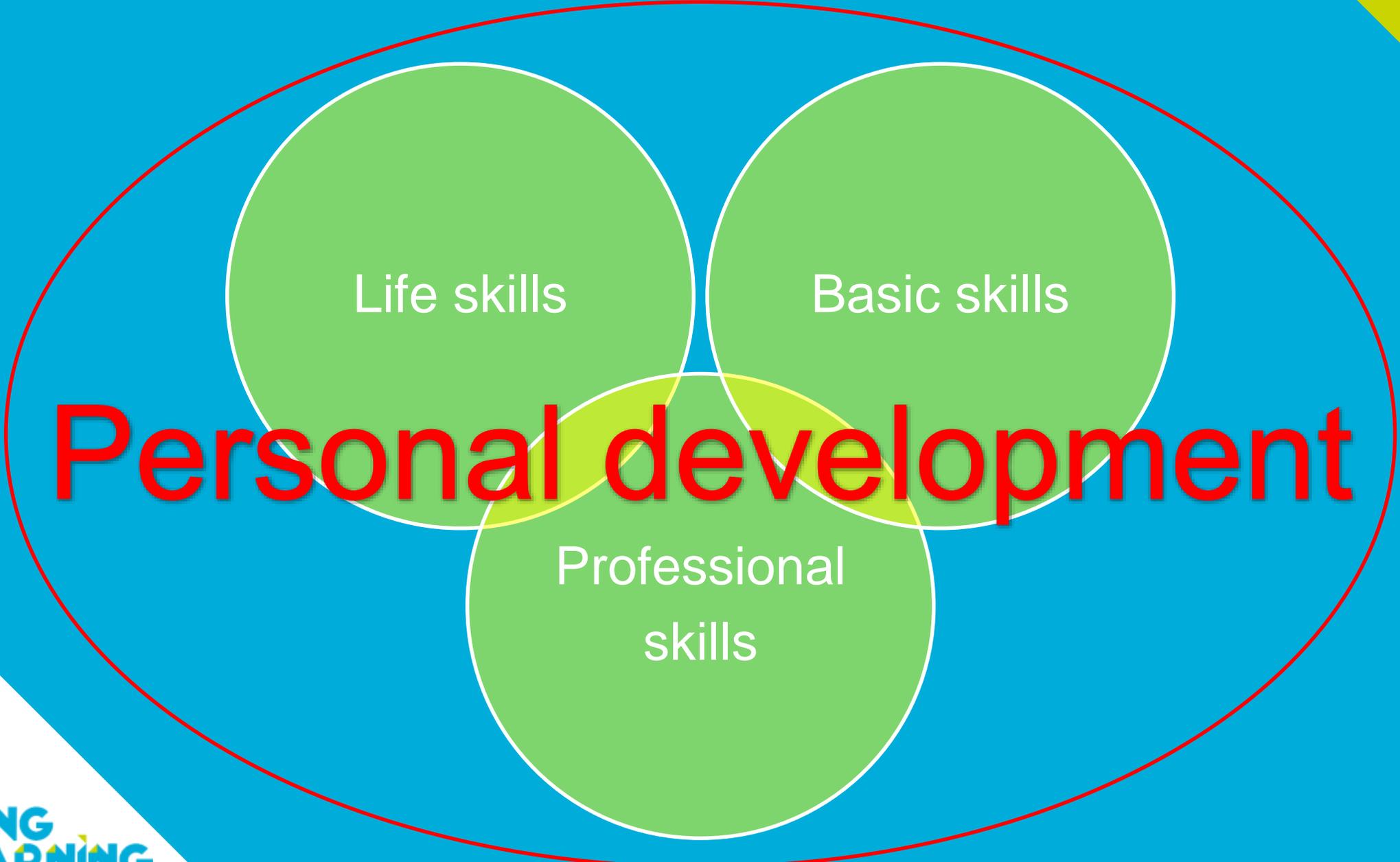
- ▶ Early childhood
- ▶ Schools
- ▶ Higher education

- ▶ Training
- ▶ VET
- ▶ Adult education



# General reflection

- Mankind hasn't changed very much over the past centuries maybe even millennia: we're still the same social-emotional beings who love and hate, are happy, angry, jealous, sad...
- During the Enlightenment, a lot of emphasis was put on rationality and reason, reasonable behaviour, scientific explanations ↔ superstition and black magic => devaluating emotions, forming negative image of emotional behaviour
- Critics during that period: Immanuel Kant : "Critic of the pure reason"
- Today "emotional turn" or just new tools?

A Venn diagram consisting of three overlapping green circles. The top-left circle is labeled 'Life skills', the top-right circle is labeled 'Basic skills', and the bottom circle is labeled 'Professional skills'. The central area where all three circles overlap is highlighted in a lighter shade of green. The text 'Personal development' is written in large, bold, red letters across the center of the diagram, overlapping the intersection of the three circles. The entire diagram is enclosed within a thin red oval border.

# Personal development

Life skills

Basic skills

Professional  
skills

# Skills for the future What do we know?

## Many jobs will be automated

- Between 14% and 47% of current jobs will be automated by 2050

## Other jobs will change drastically

- 35% of workers will need 6 months up-skilling or re-skilling, 9% will need 6 – 12 months training, 10% will need more time to adapt

## New jobs will appear that we don't know of yet

Skills for the future  
How do we prepare?

## Employers' expectations:

Good basic  
skills

Literacy and numeracy  
health and financial  
literacy

Willingness and  
ability to learn

Learning to learn,  
creativity, interest,  
dedication

# Skills for the future

## Skills in demand

- Analytical skills:

Critical thinking

Data analysis

- Organisational skills

Goal setting

Prioritising

- Professionalism

Integrity

Reliability

- Teamwork/building skills

Respect

Flexibility

# Skills for the future

## Apprentices' expectations

1. Quality education and quality assurance
2. Rights, responsibilities and protection
3. Legally binding agreements
4. Representation
5. Promoting apprenticeships
6. Anti-discrimination
7. Accessible information

# Skills for the future

## Apprentices' expectations

### Equal opportunities for all

- inclusiveness
- excellence

### Transversal skills

- Not only specific skills for one workplace
- Guarantees flexibility

### Informally or non-formally acquired skills

- Recognition and validation
- Support for lifelong learning

## Skills for the future Conclusions

Rising demand for social-emotional skills (estimated +22% by 2030) can only be met by flexible learning environments making the learner the centre of attention

Fostering self-regulated learning, competences such as the ability to critically engage with different perspectives or understand and respect social and cultural diversity. This further reveals the broader societal purpose of learning environments next to meeting individuals' learning needs

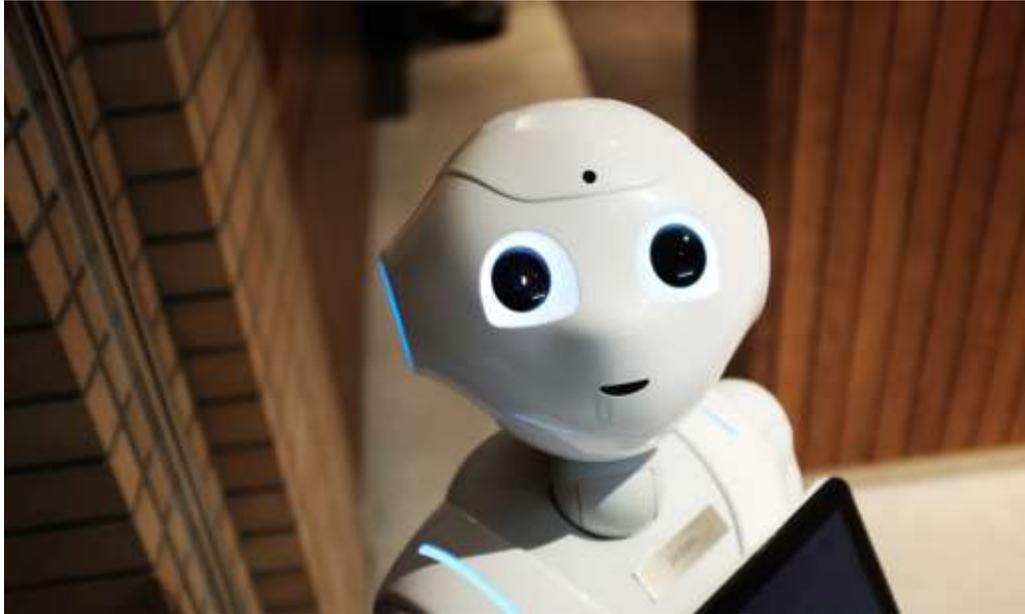


Looking forward to seeing you at the workshop on skills this afternoon and developing further ideas.

[www.llplatform.eu](http://www.llplatform.eu)

arjakrauchenberg@hotmail.com

# AI and Learning Methodologies



**What is  
Artificial  
Intelligence?**

Photo by Alex Knight

**APETEC**



ASSOCIAÇÃO PORTUGUESA DE E-LEARNING, APRENDIZAGEM PELA TECNOLOGIA E INTELIGÊNCIA ARTIFICIAL

# AI and Learning Methodologies



## Artificial Intelligence and Trainee Skills

Photo by Miro Alt

<https://>

**APETEC**



ASSOCIAÇÃO PORTUGUESA DE E-LEARNING, APRENDIZAGEM PELA TECNOLOGIA E INTELIGÊNCIA ARTIFICIAL

# AI and Learning Methodologies



**The State of  
the Art of  
e-Learning  
and its Future**

<https://>

**APETEC**



ASSOCIAÇÃO PORTUGUESA DE E-LEARNING, APRENDIZAGEM PELA TECNOLOGIA E INTELIGÊNCIA ARTIFICIAL

# AI and Learning Methodologies



## The Future Role of e-Learning Trainers

Photo by Jan Vašek

<https://>

**APETEC**



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# AI and Learning Methodologies



## The e-Learning Assessment System

Photo by Gerd Altmann

<https://>

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[https://www.youtube.com/watch?v=5tZn\\_oslNXw&t=12s](https://www.youtube.com/watch?v=5tZn_oslNXw&t=12s)

# AI and Learning Methodologies



Photo by Gerd Altmann

<https://>

**APETEC**



**Vitor Alhandra**

**Email: [info@apetec.online](mailto:info@apetec.online)**

ASSOCIAÇÃO PORTUGUESA DE E-LEARNING, APRENDIZAGEM PELA TECNOLOGIA E INTELIGÊNCIA ARTIFICIAL



# Northern Regional College

Enterprise and International Manager



## **Self-Employed Apprenticeship Model and pathways**

New approaches to apprenticeships

Evolving work patterns

Acquisition of skills and knowledge

What does this mean?





painting by Louis-Emile Adan (1839-1937).





painting by Louis-Emile Adan (1839-1937).



Belfast (1978-1983)





Time Based - Fixed End Date



Standards Based - Assessed Outcome

UK Circa 1990



## Competence – What we have learnt since 1990?

A systematic analysis of the research literature synthesized transversal competence through the four lenses: **vocational, organisational, societal and learning**. These interlocking lenses relate to a cross-over of transferal competencies that enable individuals to:

1. Engage in independent planning and problem-solving
2. Work with organisation and strategy
3. Work with other people in changing groupings
4. Continuously learn and develop



Mentor / Apprentice dependency model no longer relevant

Rise in self-employment in creative sector

Ind 4.0 driving innovation and entrepreneurship

Collaboration in society changing enterprising living and working behaviours

Technology enabled connectivity bringing projects together in global collaboration

JiT learning and developing skills by doing



Solutions Based – Delivered Outcome



UK Circa 2020!



Problem-Based Learning – Solution-Based Outcomes



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## 2<sup>nd</sup> Panel Discussion: Apprenticeships of the future

- **Skills for the future, match better with future skill needs** – *Arja Krauchenberg, Vice-President, LLP Lifelong Learning Platform.*
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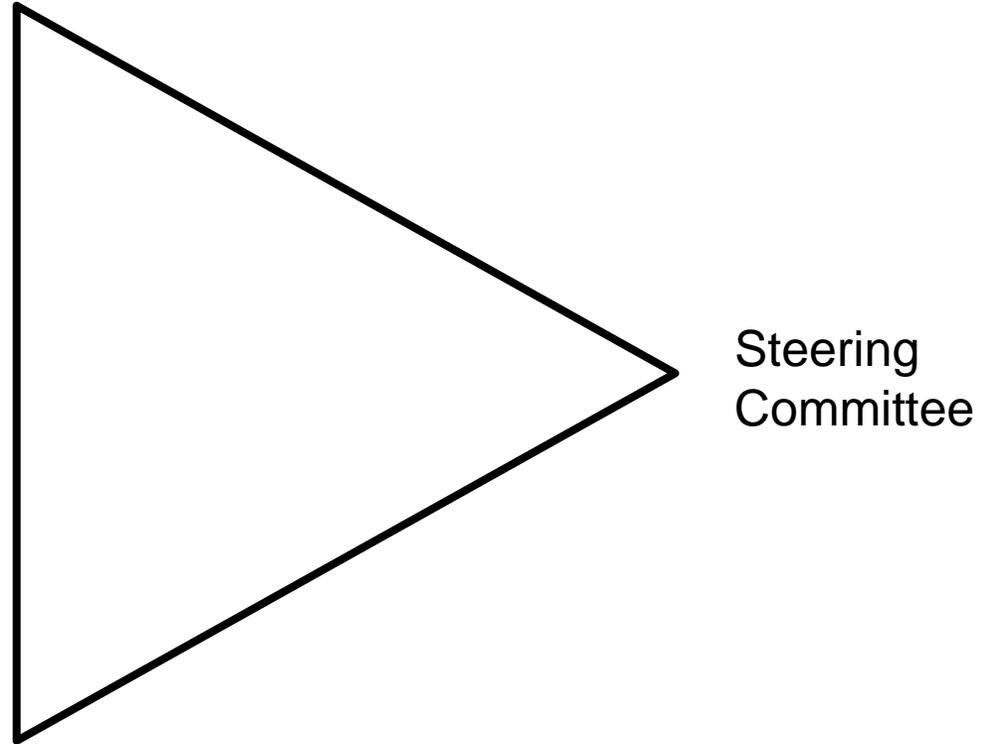


Adam Skokan  
Leonardo Miodrag  
Matthäus Frandrejewski



# Pillars of representation

- European Member
- National Members
- Individual Members



# Objectives to be worked on

- Advocating for quality apprenticeships
- Support for the independent apprentices representation
- Promoting the image of apprenticeships
- Building partnerships with other stakeholders

# Individual experience

- From VET to EAN
- Personal development after EAN
  - President - StudyLife
  - Head of Danish department - Association of Croatian students abroad
  - EU2020HR

# How to become one of us

- Current/recent apprentices or VET students or active on national/international VET/Apprenticeship policy
- Meaningfully contribute to EAN
- Motivate to engage other apprentices in creation of national representation bodies

# How? What? Why?

- Launch meeting
- Once a year meeting with all EAN Members
- Steering committee - parallel to EAfA Meetings
- All members working online

# Apply!

- Questions? [ean@obessu.org](mailto:ean@obessu.org)
- <http://bit.ly/2OgLSIZ>







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# Networking Lunch

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# Presentation: Higher education and apprenticeships

*Moderated by Tamas Varnai, Policy Officer, DG EMPL, European Commission*

- **Lucília Santos** – *European University Continuing Education Network.*
- **Alicia-Leonor Sauli-Miklavčič** – *European Association of Institutions in Higher Education.*



## Supporting Apprenticeships in PHE

EAfA *'Get Together!'* Event, Brussels, 13 February 2020

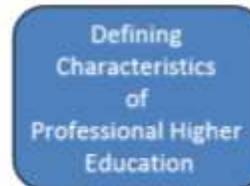
**PHE**

**Professional Higher Education**

# Definition

a distinct form of **Higher Education** that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the overarching Qualifications Framework of the European Higher Education Area. Its function is to **diversify learning opportunities, enhance employability, offer qualifications and stimulate innovation, for the benefit of learners and society.**

# PHE Characteristics Framework



- The framework consists of 5 dimensions describing PHE
  - **Policy and Strategy:**
    - How is PHE *embedded and represented* in the overall strategic framework and policies of higher education institutions?
  - **Teaching and Learning:**
    - How is teaching and learning *influenced* through specific characteristics of PHE?
  - **Research:**
    - How is Research integrated as part of a sustainable PHE, recognising that it might differ from level to level and is not implemented in all institutions yet?

## Themes

- Work-based Learning (Charter)
- Digitalisation (key challenges)
- Teaching and learning
- Social role and inclusion of PHE institutions
- European universities initiative
- Applied research, innovation and skills for sustainable development
- Permeability between VET and higher education
- Integration of SCHE
- Regional and community engagement
- Regional implementation of Research and Innovation Strategy for Smart Specialisation
- LLL, VNFIL, ...

## Activities

- Conferences
- Seminars
- Leadership Fora
- Workshops
- Webinars
- Roundtables
- Communities of Practice
- Croissant events
- Working groups
- ...

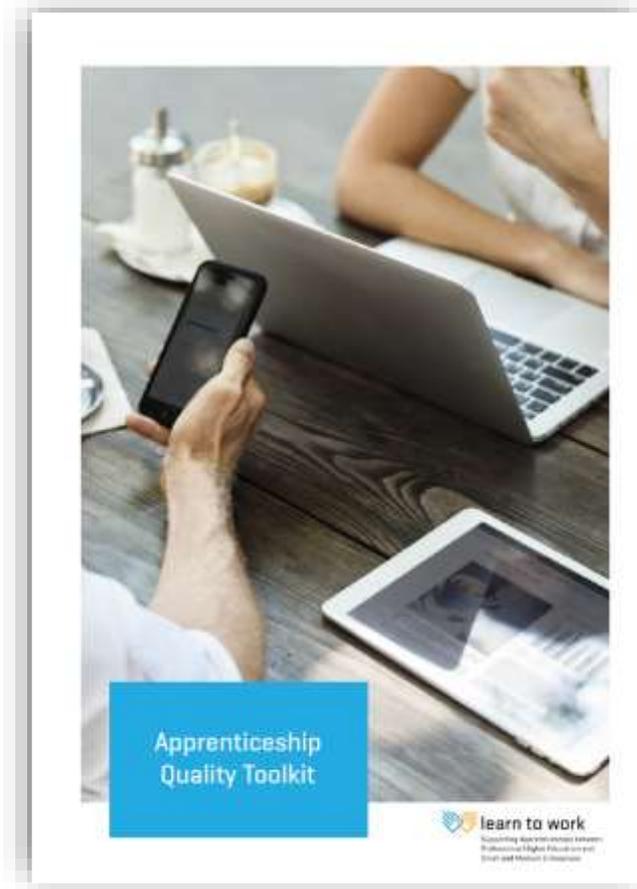
## Three stakeholders → Three perspectives

- **Student:**
  - What do I have to learn to get a job in the area I am highly motivated to work in?
    - field of interest / self-development
- **Employer:**
  - What skills do I need to improve my competitiveness in a globalised world?
    - value interest / business development
- **PHE institution:**
  - What do I need to offer to attract students to my institution?
    - Institution development

# Initiatives/Projects



- PHE profile, characteristics, mapping (**HAPHE**)
- PHE policy development in Central and South-Eastern Europe (**PROCSEE**)
- Models of strategic alliances with world of work (**BEEHiVES**)
- Promotion of WBL & Apprenticeships among SMEs (**SAPS**)
- Supporting WBL & apprenticeships in higher education & quality (**SPRINT, ApprenticeQ, WEXHE, ApprenticeTrack, MENTORTrain**)
- Quality assurance, ESG promotion and implementation, transparency, role of stakeholders (**EQUIP, DEQAR, ESQA, QALead**)
- PHE self-reflection (**BuildPHE, UASiMAP**)
- Recognition of prior learning (**RPLip**)
- Regional engagement and partnerships (**UASiMAP, Boundary Spanners**)
- Research staff capacity development (**RECAPHE**)

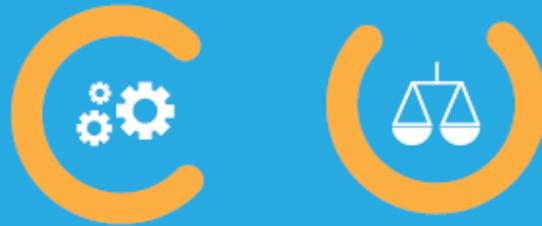


## Apprenticeship Quality Toolkit:

- **Apprenticeship Quality Checklist for PHEs**
- **Apprenticeship Quality Checklist for SMEs**



## Apprenticeship Quality Checklist for SMEs



### SMEs Processes:

1. Create
2. Negotiate
3. Manage







Enostavna praktična izobraževanja za majhna podjetja

1 **Kako začeti**  
Vzpostavitev in zagon praktičnega izobraževanja

Enostavna praktična izobraževanja za majhna podjetja

2 **Povečanje poslovnega uspeha**  
Oblikovanje donosnih programov praktičnega izobraževanja

Enostavna praktična izobraževanja za majhna podjetja

3 **Učinkovita predstavitev vašega podjetja**  
Uvajanje študentov

Enostavna praktična izobraževanja za majhna podjetja

4 **Pomoč študentom pri učenju za delo**  
Učinkovito mentorstvo

learn to work



APP -  
REN -  
TICE -  
SHIP -  
Q

APP -  
REN -  
TICE -  
SHIP -  
Q

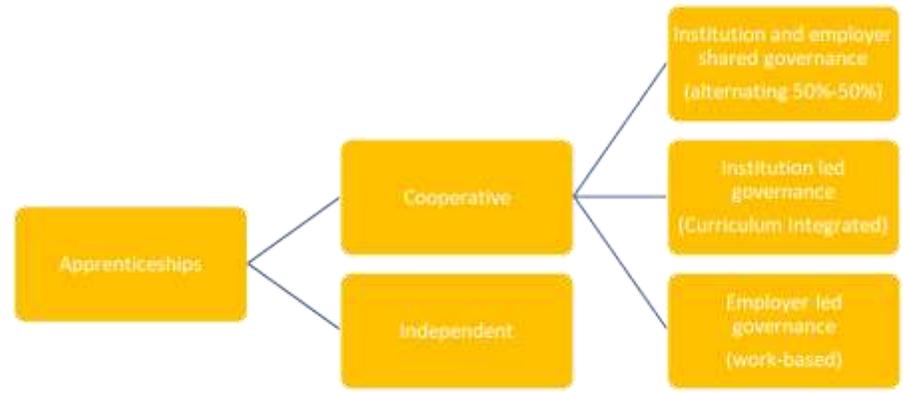


## Mainstreaming Procedures for Quality Apprenticeships in Educational Organisations and Enterprises

- **provide a clear framework for quality management of apprenticeships** at the system, provider and company levels ensuring systematic feedback
- foster mutual trust and respect through regular cooperation and **better quality management between the apprenticeship partners**



## Overview Typology Apprenticeships



## Quality Criteria

### HEIs (19)

- Involvement of Stakeholders in Designing Learning Objectives
- Definition of SMART Learning Objectives
- Transparency
- Definition of Standards for Placements
- Identification (finding) of Placement-Positions
- Capacity building for SMEs
- Management of Placement-Supply Database
- Data Protection
- Establishing the Agreement
- Matching Students to Placements
- Monitoring of SMEs Activities
- Monitoring of Student Activities
- User Support and Issue Resolution
- Evaluation of Apprenticeships
- Assessment design
- Performing and Monitoring the Assessment
- Grading
- Certification and Recognition
- Complaints and Appeals

### SMEs (10)

- Preparation for the Apprenticeship
- Identifying Mentors
- Establishing the Agreement
- Matching Students with Placements
- Integration of the apprentice
- Mentoring
- Records of Apprenticeships
- Assessment
- Evaluation
- Quality Assurance Procedures



APPRENTICE TRACK

## Management Tools for Meaningful Apprenticeships

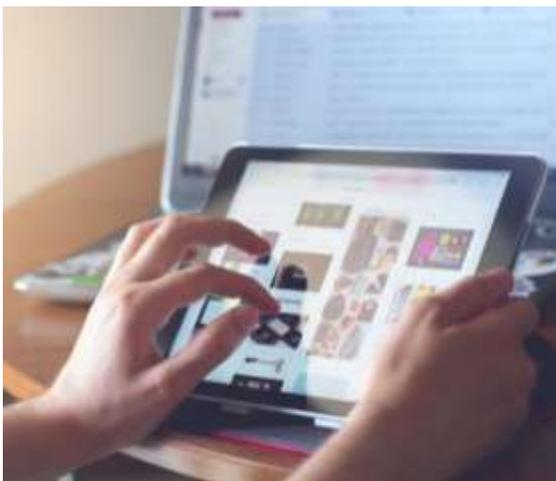


- Our mission is to develop digital management tools that **support Professional Higher Education (PHE) institutions and employers to offer and direct high-quality apprenticeships.**
- Our vision is that the **digital management tools** developed will be recognised as a model to **improve the quality of the apprenticeships** and will be adopted widely; updated and improved in the future by the users; and will **serve as a basis for the development of formal international standards and guidelines.**



APPRENTICE TRACK

## Apprenticeships' Management Support Package



Results of IO1 A4

Indicators & Measurement Criteria



- **Indicators & Measurement Criteria** for Management of Apprenticeships
- **Technological Methods** to Strengthen Management of Apprenticeships
- **Tool-Prototype** for Management of Apprenticeships
- **Course** on Apprenticeship-Management
- **Validation of** the Tool in Live Environments



APPRENTICE TRACK

## Apprenticeships' Management Tool - Functionalities



### Students

- offers
- materials
- instructions
- contract
- plan
- evaluation
- contacts
- report
- certification
- ...

### Companies

- matching
- materials
- templates
- contract
- plan
- evaluation
- assessment
- contacts
- report
- certification
- ...

### PHEIs

- opportunities
- materials
- instructions
- contract
- plan
- evaluation
- assessment
- contacts
- report
- certification
- ...



- Useful links:
- <http://www.skupnost-vss.si/>
  - <https://learntowork.eu/?lang=sl>
  - <https://apprenticetrack.eu/>
  - <https://apprenticeshipq.eu/>
  - <https://mentortrain.eu/>
  - <https://buildphe.eu/>
  - <https://procsee.eu/>
  - <http://haphe.eurashe.eu/>
  - <https://www.eurashe.eu/projects/l5missing/>



# Apprenticeships Support Services (ASS)

## Services supported

- Knowledge-sharing
- Networking
- Bench-learning

## Services to come:

- Modular online training
- Inspiring practices
- Online resource centre
- Learning seminars, webinars
- Online networking community
- Mutual learning events
- Targeted support based bench-learning
- Monitoring and progress reviews

# Opportunities



- An interactive application
- Joining/connecting European tools, instruments and repositories into one interactive tool  
(Europass, EQAVET, ESGs, ESCO, EQF, Erasmus+ Outputs,...)
  - Apprenticeship monitoring
  - Graduate tracking
  - Micro credentialing
  - Competence trends and needs tracking
  - ...

# *Thank you!*

**Alicia-Leonor Sauli-Miklavčič**  
EURASHE/Association of Slovene  
Higher Vocational Colleges  
alicia.miklavcic@skupnost-vss.si

[www.eurashe.eu](http://www.eurashe.eu)





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# Parallel Workshops

# Workshop Room Allocations

- **Workshop A: Image of apprenticeships** – *Claudio Masotti, European Parents' Association*
  - Room **Harald** – *Conference foyer, level 0*
- **Workshop B: Recognition of qualifications** – *Elisabeth Thienemann, EuropeActive*
  - Room **Lillehammer** – *Conference foyer, level 0*
- **Workshop C: Apprenticeships and skills** – *Arja Krauchenberg, LLP Lifelong Learning Platform*
  - Room **Stavanger** – *Conference foyer, level 0*



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## **Workshop A: Image of apprenticeships**

*Claudio Masotti, European Parents' Association*

# The European Parents' Association



## Image of Apprenticeships

Workshop EAfA – Brussels, 13th February 2020



**Claudio Masotti**  
*EPA Vice President*



Next EPA conference  
Chania, Crete  
26-28 April 2020



# European Parents' Association

From **Finland** to **Malta**



EPA represents  
more than  
**150 million**  
European Citizens



From **Ireland** to **Cyprus**



# European Parents' Association

- Founded in Milano in 1985
- Umbrella association for national and regional federations of parents associations
- More than 35 members in 25 countries
- Three categories of membership: full, associated and affiliated member
- Working structure: board of directors: 7 members from 7 different countries, elected for 3 years with possible re-election, maximum 6 years successively on the board

## EPA – Board members



- **Víctor Petuya** (E) - President
- **Valérie Gardette** (F) - VP & Treasurer
- **Elena Odysseos** (CY) – Vice President
- **Aivar Haller** (EST) - Vice President
- **Boštjan Bobič** (SLO) – VP & Secretary
- **Claudio Masotti** (I) - Vice President



# Objectives

## 1. Parent Representation On European Level



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Representation in working groups and seminars (Multilingualism, Early School Leaving, VET...) of different European institutions (EU Commission, ECML,...)

---

Representation at conferences organized by EC (DG EAC, DG EMPL,...), European Parliament, Council of Europe

---

Participation in EU-projects (Erasmus+, Horizon 2020)

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# Objectives

## 2. Fostering exchange among our members

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Cooperation and exchange of experiences

---

Dissemination of good practice examples

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Supporting the creation of parents' representation in all European countries

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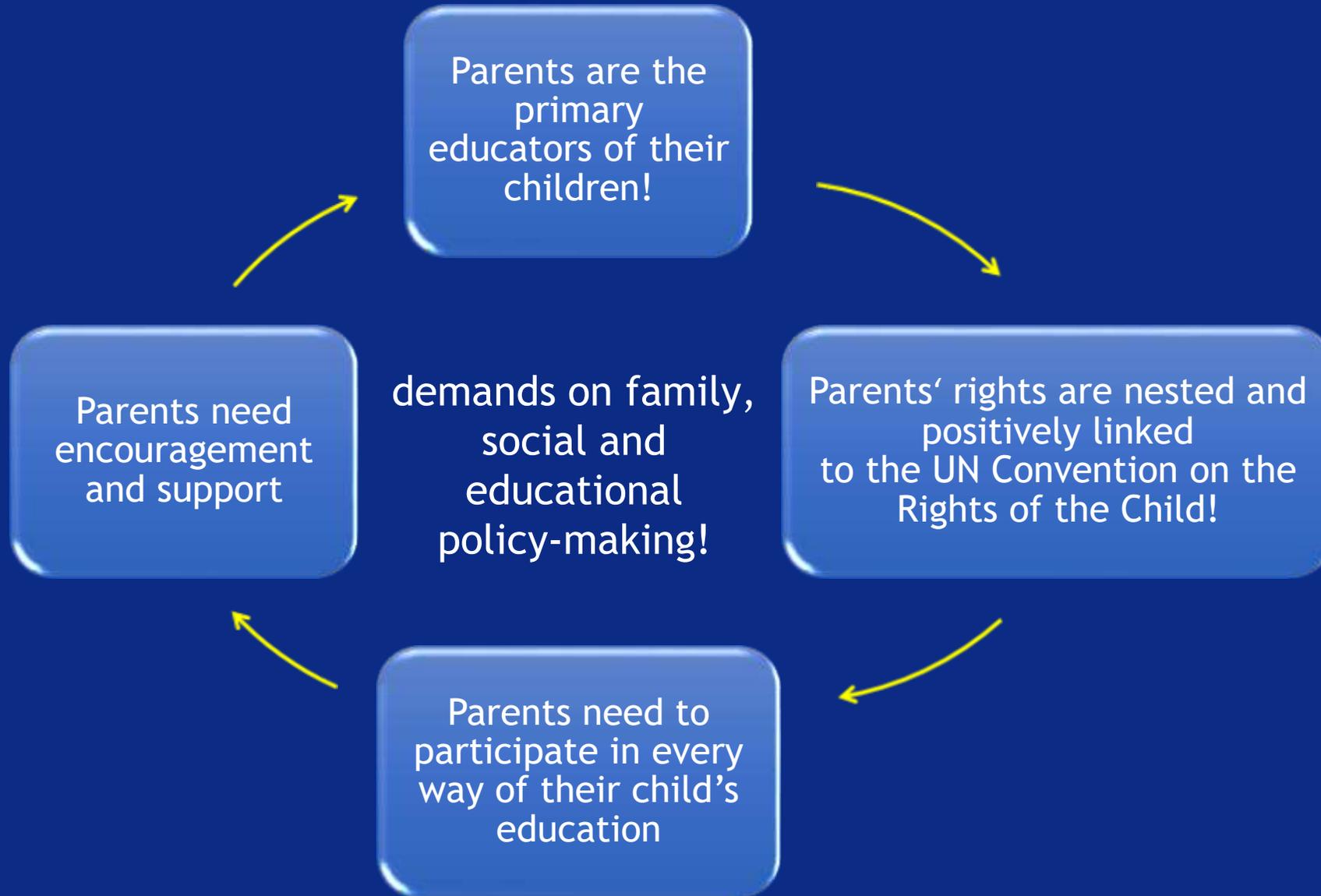
Focus on parental involvement in education

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# Core paradigmas





# Primary Educators?

## Primary?

- **FIRST**  
chronologically
- **BEST**  
most impacting

## Statistician:

“Parents spoil the results of every survey on (public) education.”

(International Conference, Improving Education” Dec. 1<sup>st</sup> 2009)

## EPA:

“Don’t blame *active parents* for impacting on the learning of their children! Rather help *all parents* to do so!”



# Implementation

## Two General Assemblies per year

> Always in a different member's country

> In connection with a conference dealing with the topic of the year

Next conference in Chania, Crete  
26-28 April 2020

Parenting in the digital age

A gate to the world





# Implementation



- Regional meetings (i.e. Nordic countries)
- Participation of Board Members in members' events
- Representation at meetings at European level
- Newsletters
- Blogentries
- Communication on Social Media



# Examples of projects



FamilyEduNet: Erasmus+ Project on inclusion of all children in education

ParentHelp: orientation compass for newly arrived parents with Open Society Foundation

ELPIDA: Erasmus + project for parents of persons with intellectual disabilities, 6 modules on different topics in 7 languages



Thank you for your attention!



Claudio Masotti

[www.euparents.eu](http://www.euparents.eu)

[office@euparents.eu](mailto:office@euparents.eu) - [claudio.masotti@euparents.eu](mailto:claudio.masotti@euparents.eu)



## Group discussion

1. Could you provide country-based examples of the current image of apprentices (is it mainly positive or negative, are apprenticeships seen as second career choice?)
2. What is the role of different stakeholders in promoting the image of apprenticeships to change the image? Are there particular types of stakeholders that should lead in this area? What would be the necessary actions?
3. What are the main challenges associated with changing perspectives of apprenticeships? What are potential pathways/actions for improvement in this area (i.e. communication campaigns, others)?





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## **Workshop B: Recognition of qualifications**

*Elisabeth Thienemann, EuropeActive*

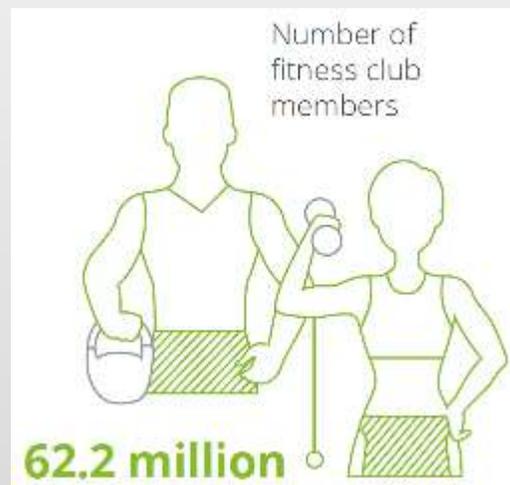


## 4 QUESTIONS AND ANSWERS

### ABOUT RECOGNITION OF INTERNATIONAL AND SECTORAL QUALIFICATIONS

Elisabeth Thienemann – Senior EU Policy Officer at EuropeActive

# About the sector



# About



# SCOPE



**Recognition** – included in National Qualification Frameworks (NQF).



**National qualifications** – included in National Qualification Frameworks.



**International or sectoral qualifications.**

## Q 1 | WHAT ARE INTERNATIONAL OR SECTORAL QUALIFICATIONS?

### International qualification - definition

*...means a qualification awarded by a legally established (competent) international body (association, organisation, sector or company) or by a national body acting on behalf of an international body that is used in more than one country and that includes learning outcomes assessed with reference to standards established by an international body;*

*Council Recommendation on the European Qualifications Framework for lifelong learning May 2017*

## Q 2 | WHY DO WE NEED INTERNATIONAL/ SECTORAL QUALIFICATIONS?



Taylored skills to address needs and gaps



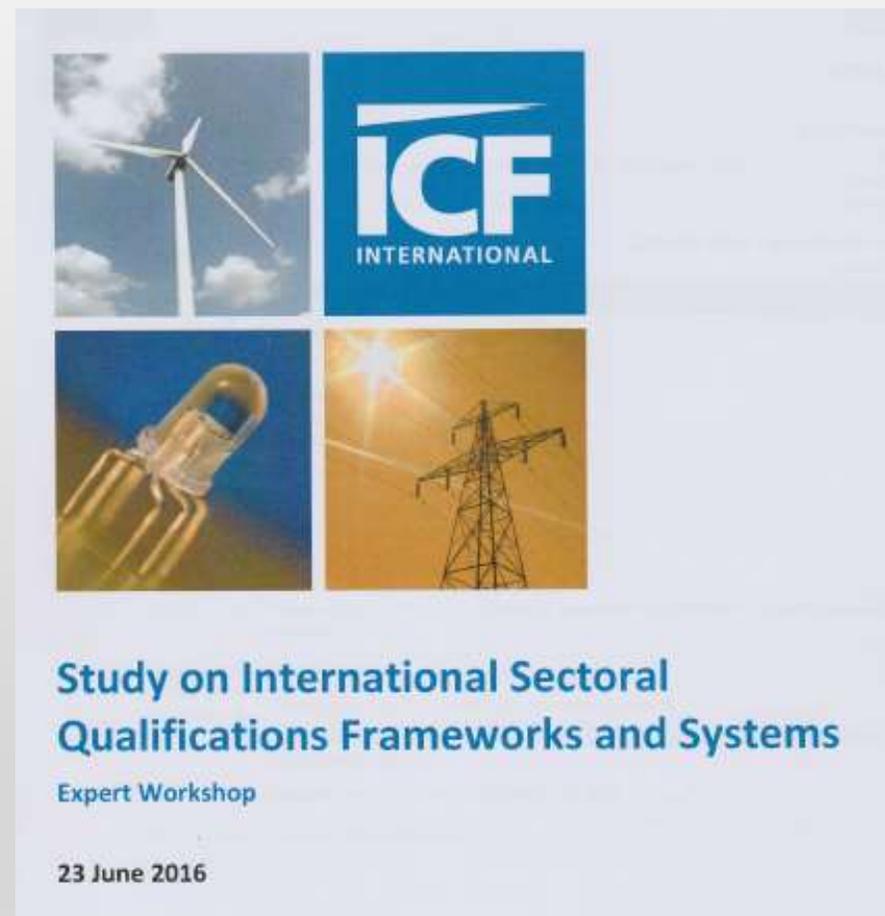
Enhancing labour market mobility of professionals



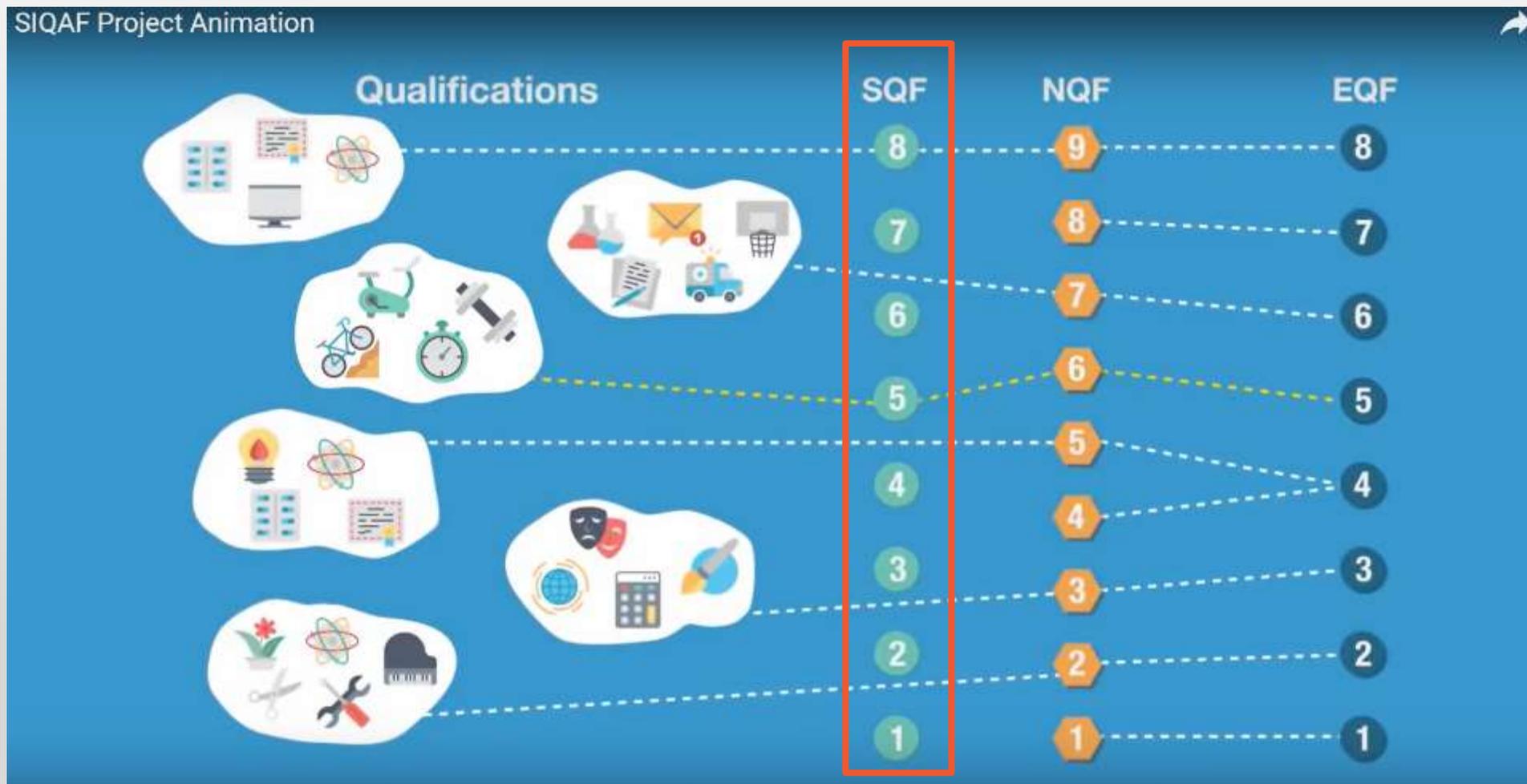
European qualifications

## Q 2 | WHY DO WE NEED INTERNATIONAL/ SECTORAL QUALIFICATIONS?

- 254 international organisations were identified using own standards, qualifications and some use sectoral frameworks.
- Commonly used: structure of learning outcomes & quality assurance principles.
- Alignment with NQFs or (informally) EQF.



# The challenge



## Q 3 | WHAT ABOUT QUALITY ASSURANCE MECHANISMS?



Sector Identification



Sector Skills Alliance



Standards – Qualifications - LO



Apprenticeships



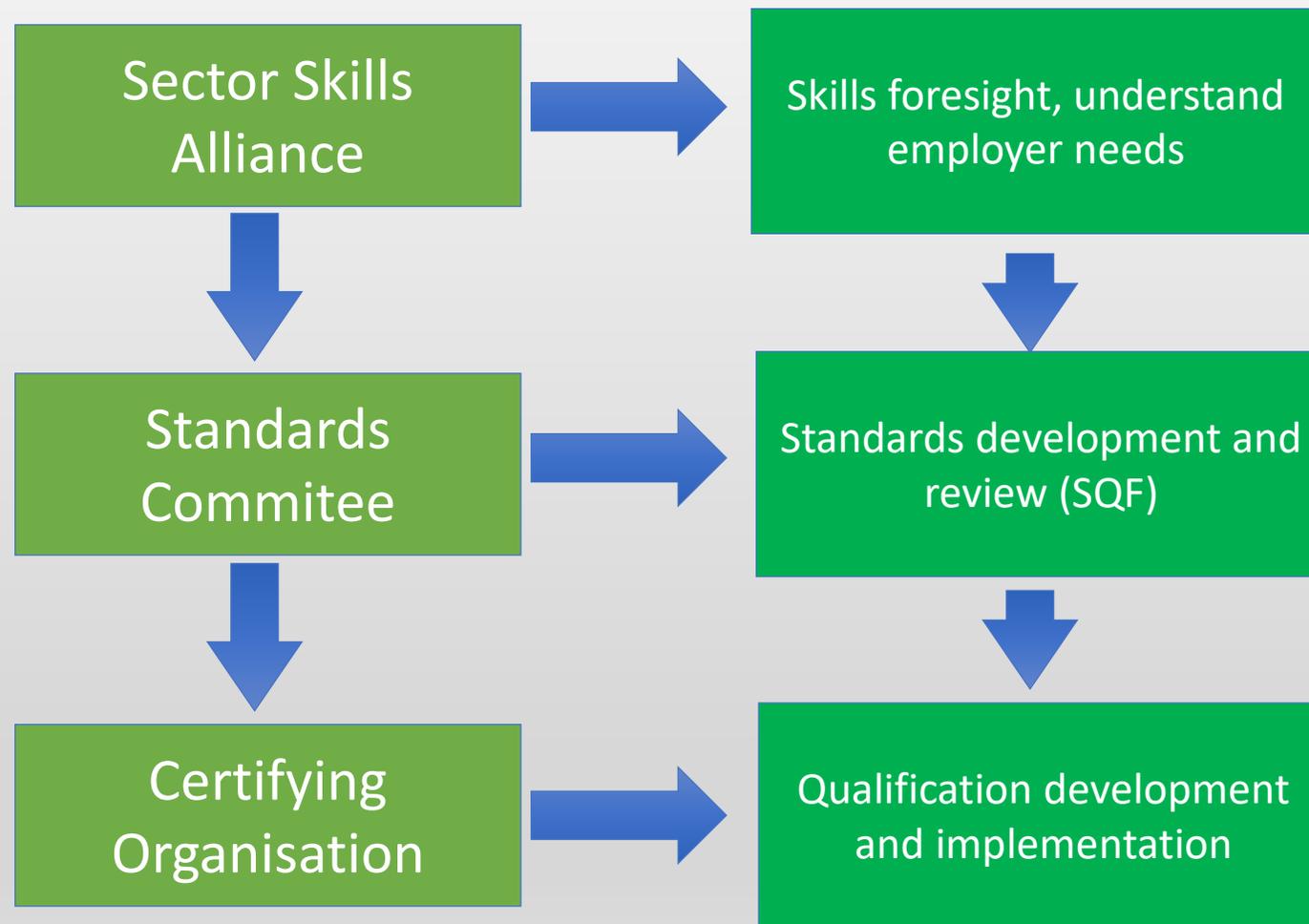
Certifying Organisation



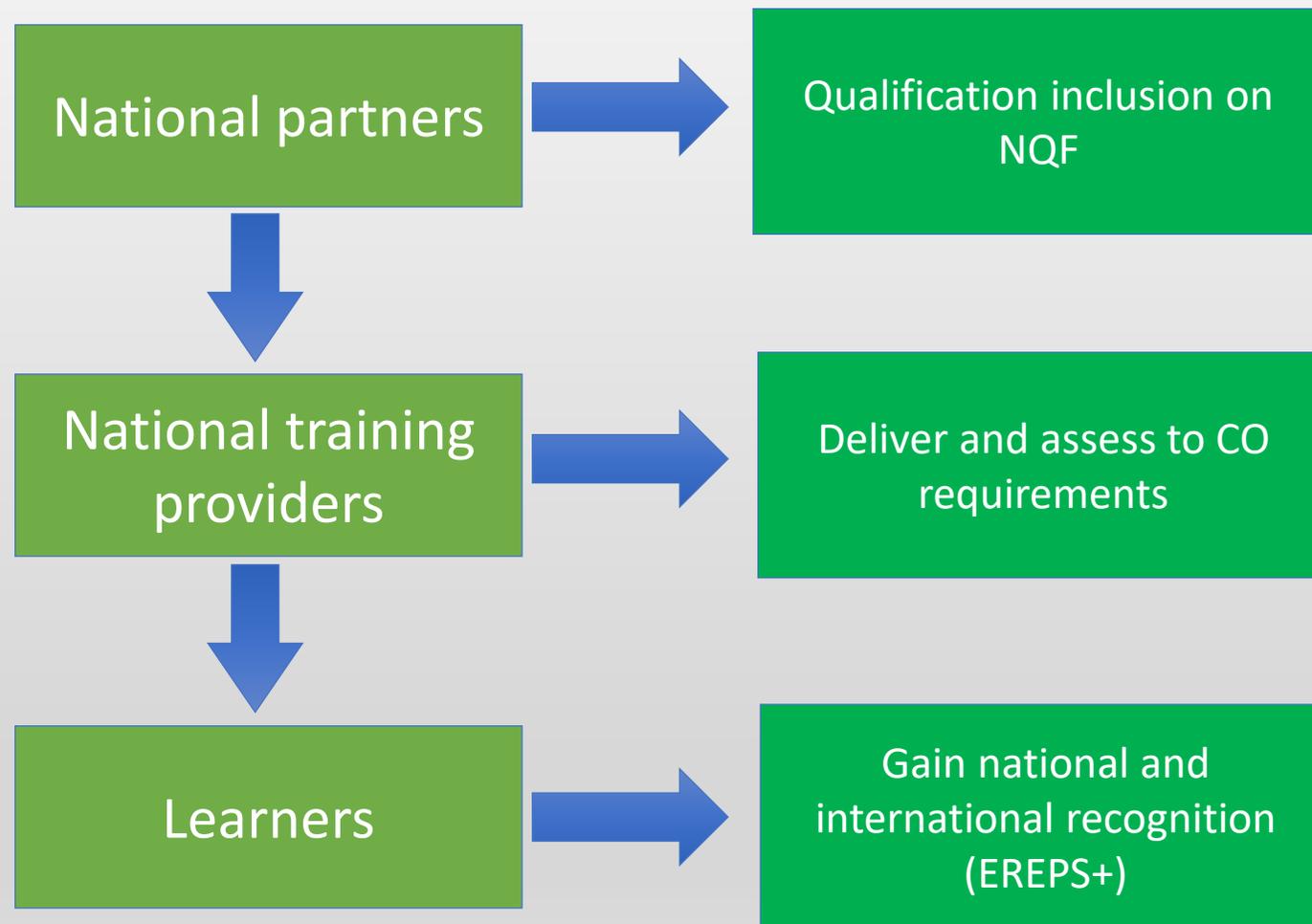
National Partners



## Q 4 | DO YOU HAVE AN EXAMPLE FOR AN INTERNATIONAL/ SECTORAL QUALIFICATIONS??



## Q 4 | DO YOU HAVE AN EXAMPLE FOR AN INTERNATIONAL/ SECTORAL QUALIFICATIONS??



# Sectoral and International Qualifications...

- can enhance relevance and quality of skills
- can facilitate labour market mobility
- require QA principles
- need to be referenced to each NQF

# Conclusion

# Questions?

## More information:

- ✓ Visit <https://www.ehfa-standards.eu/>
- ✓ Visit <https://www.active-leisure-alliance.eu/>

Contact – [elisabeth.thienemann@europeactive.eu](mailto:elisabeth.thienemann@europeactive.eu)



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## **Workshop C: Apprenticeships and skills**

*Arja Krauchenberg, LLP Lifelong Learning Platform*

# Apprenticeships and skills

Workshop EAfA – get-together, Brussels, 13th February 2020

Arja Krauchenberg, vice-president LLLPlatform



# WHO WE ARE

“Promote a holistic vision to lifelong learning, from cradle to grave, by facilitating European-wide cross-sector cooperation among civil society organisations in the field of education & training and voicing citizens’ concerns”



Founded in 2005

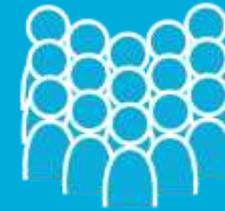


42 European  
networks (CSOs)



50.000+ education &  
training institutions

# OUR MEMBERS



The Lifelong Learning Platform is a cross-sector umbrella organisation consisting of over 40 European networks that represent wide variety of actors and stakeholders in the education & training field

Learners



Educators



Practitioners



Teachers



Parents



Volunteers



# OUR OBJECTIVES



The Lifelong Learning Platform carries out its activities pursuing the following overarching goals



Building inclusive and democratic education systems



Widening access to quality education for all citizens



Increasing the relevance of education to modern societies

# CROSS-CUTTING TOPICS



- Key competences
- Social inclusion
- Citizenship
- Volunteering
- Language learning
- Validation
- Learning Mobility
- Employment
- Sports
- Learning in a digital era

# OUR NUMBERS (in 2018)



**182k** page views  
**121k** sessions  
**104k** users



**7.3k** likes  
**260k** reach  
**11k** engagements



**4.4k** followers  
**382k** reach  
**9k** engagements



**1.1k** likes  
**101k** reach  
**0.6k** engagements



**7.3** subscribers



european university continuing education network



# Apprenticeships and skills

The topic: New skills for new jobs?

The challenges:

We don't know what the new jobs will look like so how do we prepare for them?

Technology keeps changing at an increasing pace – how do we keep up?

## New skills ↔ Old skills ?

Companies stress the need for well acquired basic skills

Literacy

Numeracy

Health literacy

Financial literacy

More emphasis on “soft skills”

Creativity

Critical thinking

Problem solving

Time management

Collaboration

Flexibility

# Acquiring new skills



## Formal learning

- schools
- universities

Intentional, organized, structured, part of curriculum, leads to recognized qualifications



## Non-formal learning

- Work-based training
- Online courses

Voluntary learning, intentional, structured, program delivered by an organization

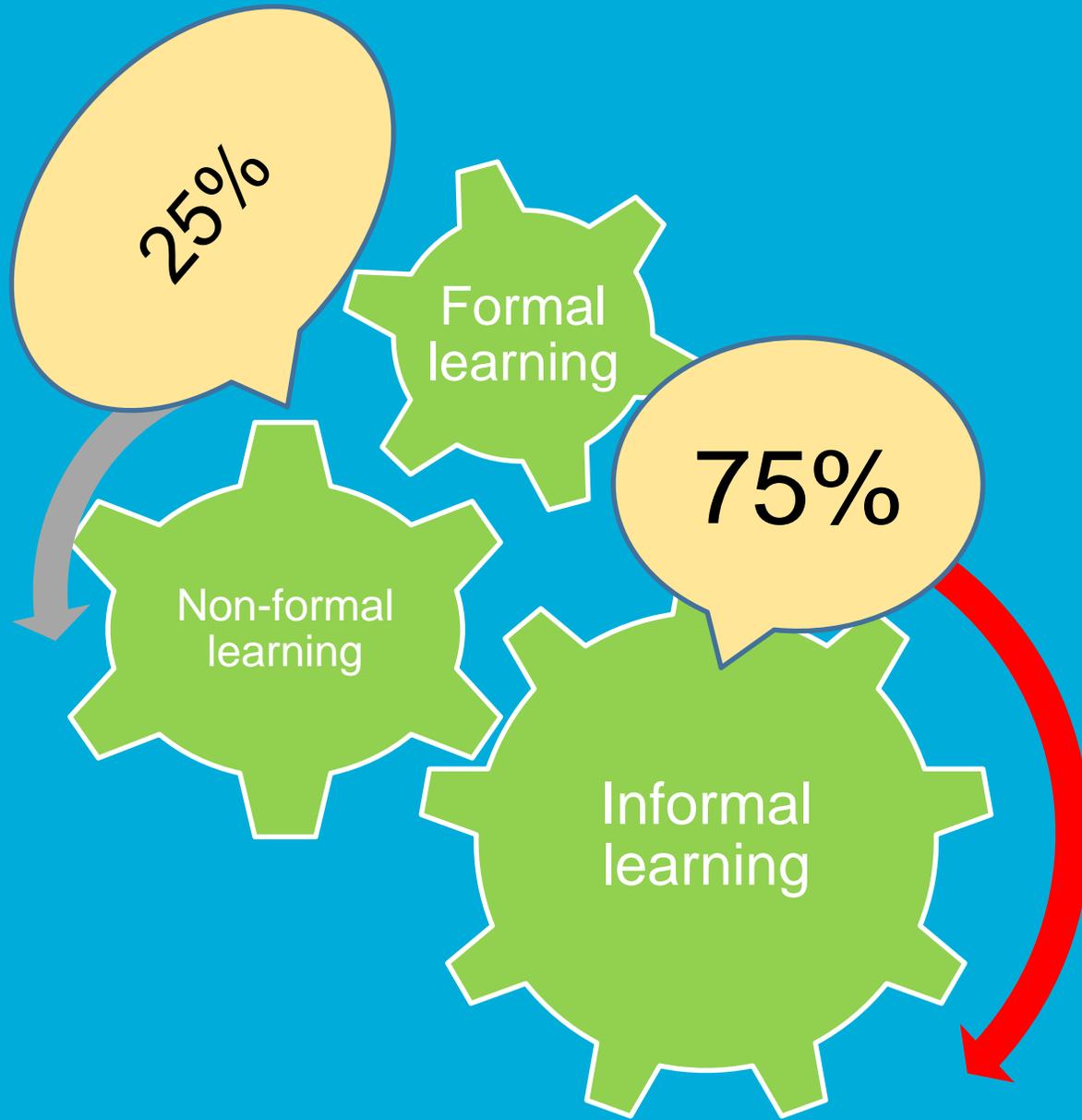


## Informal learning

- Peer-learning
- By “accident”

Experiential, unintentional, unstructured, not institutionalized through everyday's activities and interactions

RECOGNITION - VALIDATION



# Lifelong and lifewide learning

- Long term thinking to improve national lifelong learning systems
- Creating different learning environments also in formal settings
- Valuing and recognizing all learning outcomes also in the informal sector, e.g. through a badge system
- In a rapidly changing world we'll need to co-create knowledge and cooperate in teaching and learning, e.g. digital skills

# Questions

1. What are some of the country-based experiences and best-practices in ensuring that skills are in line with the labour market needs?
2. What are some of the main challenges associated with skills development in apprenticeships? What is the role of different stakeholders in relation to informal / formal training?
3. What are some of the improvements that could be made to communicate the benefits of skills acquired through apprenticeship compared to formal education effectively?



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# Welcoming of new EAfA members

Moderated by Nörbert Schöbel  
DG EMPL, European Commission



Spain

## Confederación Sindical Independiente - Fetico

### Pledge to join the European Alliance for Apprenticeships

- Increasing engagement in regulatory and consultative bodies and networks to promote work-based learning schemes in the field of sectoral collective agreements, by including dual training in the work agenda of the Joint Sectoral Committee for Vocational Education and Training;
- Fostering the dissemination and promotion of dual vocational training opportunities, hence strengthening the image and quality of apprenticeships, by developing a seminar with companies about Dual VET training and a working group on the challenges of apprenticeships in Spain;
- Supporting the implementation of quality work-based learning programmes by developing a training model including five learning modules as well as developing of an online collaborative platform;
- Increasing support and guidance to apprentices in the workplaces by implementing new work-based learning approaches.

**Emilia Martin, European Project Manager**

*13/02/2020, Brussels*



Portugal

## EBA - Formação Profissional, LDA

### Pledge to join the European Alliance for Apprenticeships

- Adding value to vocational education and training by increasingly improving its quality and attractiveness globally and participating in projects and activities with new partners to jointly achieve these goals;
- Forming new partnerships and learning about new realities through participating in Erasmus+ exchange projects which will contribute to the development of our practices;
- Improving our educational programmes by innovating our teaching methods, increasing teachers' skills, strengthening new technologies, improving foreign language learning, focusing on and diversifying (inter-) national experiences, stimulating entrepreneurship, among other factors;
- Increasing our international dimension and contributing to the development of new skills for apprentices, staff, partners and stakeholders through developing mobility projects and exchanging experiences and good practices with other countries;

**Pedro Dias, Project Manager**

*13/02/2020, Brussels*



Italy

## Agenzia per la Formazione, l'Orientamento e il Lavoro della Provincia di Como

### Pledge to join the European Alliance for Apprenticeships

- Extending our international network to other European institutes and exchanging good practices and tools with other actors to help increase apprenticeship opportunities;
- Continuing our internationalisation process and including the Erasmus+ mobility opportunities in the apprentices' curriculum of study which will subsequently increase the number of apprentices utilising mobility opportunities;
- Improving the quality of apprenticeships by operating a selection of companies based on quality requirements as well as signing a 'quality commitment' monitored and evaluated by our training tutors;
- In joining the EAfA, we will grow the organisation by learning from other organisations' experiences of establishing apprenticeship systems.

**Mariachiara Bernasconi, Vice-Director**  
*13/02/2020, Brussels*



Italy

## Accademia Europea di Firenze

### Pledge to join the European Alliance for Apprenticeships

- Increasing awareness about the importance of the impact of international apprentices on local companies by disseminating positive case studies via social channels and sharing information with the local confederations of companies and regional institutions;
- Gaining knowledge on new tools and methodologies to improve learners' entry into the labour market by improving collaborations with existing stakeholders, exchanging experiences and good practices and fostering personal relationships;
- Increasing the supply of apprenticeships from new companies/institutions as well as from new sectors by researching local organisations' needs for apprenticeships and using current collaborators to further expand our network;
- Enhancing the quality of the apprenticeships by improving the matching process prior to the work placement.

**Simone Falchi, Incoming Department Manager**

*13/02/2020, Brussels*



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# Concluding remarks and next steps

Nörbert Schöbel  
Team Leader, DG EMPL  
European Commission