



European
Commission

Representation of apprentices in Vocational Education and Training (VET)

Ilona Murphy and Patricia Vale

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Employment,
Social Affairs
and Inclusion

This presentation will cover:

1. **Main objectives of the study and method of approach**
2. **The representation of apprentices**
 - ▶ Apprentice representation structures – current state of play
 - ▶ Inspiring practices from case studies
 - ▶ Main conclusions and suggestions for action
3. **European Apprentices Network (EAN)**
 - ▶ EAN: current state of play
 - ▶ Main conclusions and suggestions for action





Question 1:

Were you aware of the European Apprentices Network (EAN) before today's presentation?

Main objectives of the study

- ▶ Undertake a mapping of the representation of apprentices across the EU 28, candidate and European Free Trade Association (EFTA) countries;
- ▶ Draw conclusions and make suggestions for action on how representation could be further developed and strengthened at national level and in which way, and how the European level could support this;
- ▶ Draw conclusions and make suggestions for action on how the European Apprentices Network (EAN) could further grow to enhance its added value in the relationship between national developments and the European policy debate.



Method of approach - overview

Method	Coverage	Interviews/Case Studies
Desk Research	37 countries	N/A
Key Informant Interviews (KIIs) National Level	26 EU Member State (MS), candidate and EFTA countries (ES, IT - no interviews)	79 interviews
KIIs European Level	EAN members/support staff, EU level stakeholders	20 interviews
Case Studies	Denmark, Netherlands, Austria, Canada	4 case studies



The representation of apprentices

Apprentice representation structures

- 68 structures involved in apprentice representation identified.
- Structures can be categorised using the following typology:

Direct Representation

Representation of apprentices
Representation of VET
students

Indirect Representation: Wider-scope

Representation of
(secondary) students or youth
Representation of
employees/professionals

Indirect Representation: Consultation through wider bodies

Consulting bodies at national,
regional or local levels
Associations of VET schools
and social partners
Other entities



Question 2:

To your knowledge, are there any structures that directly represent apprentices or VET students in your country?

Apprentice representation structures

	Direct Representation		Indirect Representation: Wider-scope	Indirect Representation: Consultation through wider bodies
Coverage	Apprentices	VET students	Representation of (secondary) students or youth Representation of employees/professionals	Other (incl. consulting bodies at national, regional or local level; associations of VET schools and social partners; other entities)
Structures	6	7	24	31
Countries	AT, DE, DK, ES, FR, UK	DK, FI, NL, NO	BE _{nl} , BE _{fr} , HR, IE, IT, LU, LV, PT, SI, RO, UK, CH, IS, LI, NMK, NO, RS	BE _{fr} , CZ, CY, EE, EL, FI, FR, IE, LT, SE, SI, SK, RO, UK, CH, NO, NMK, TU

Direct representation structures

Apprentices' interests are **better safeguarded** through structures that **represent apprentices or VET students directly**, but only a few exist.

		Structures
Direct Representation	Apprentices	<p>Austria: Youth representatives in trade unions at different levels</p> <p>Germany: Young Employees and Apprentices Representatives (JAV) in trade unions at company, regional and national levels</p> <p>Denmark: Apprentice representatives in several trade unions</p> <p>Spain: Spanish Apprentices Network - 'We are dual VET' (Somos FP Dual)</p> <p>France: National Association of Apprentices of France (ANAF)</p> <p>UK: National Society of Apprentices (NSoA)</p>
	VET Students	<p>Denmark: Danish Vocational and Technical School Students Union (EEO); local school education committees</p> <p>Finland: Finnish National Union for Students in Vocational Upper Secondary Schools (OSKU); National Union of Vocational Students in Finland (SAKKI)</p> <p>Netherlands: National School Student Union of the Netherlands focusing on VET (JOB)</p> <p>Norway: National Council for VET (apprentice representative); Councils for vocational programmes at upper secondary level (apprentice representatives)</p>

Indirect representation structures



In wider-scope structures apprentices are generally not well-represented



There is an imbalance in the participation of apprentices compared to other students



Consulting bodies are often required to include students in their composition, it is **not specified that they should include apprentices or VET students**

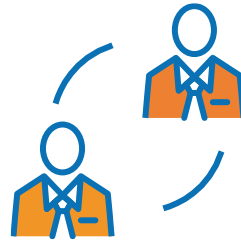


In structures that indirectly represent apprentices, **consultation is often not systematic**

1. Organisations representing apprentices differ in terms of:



Geographical scope



Sectoral coverage



Membership requirements

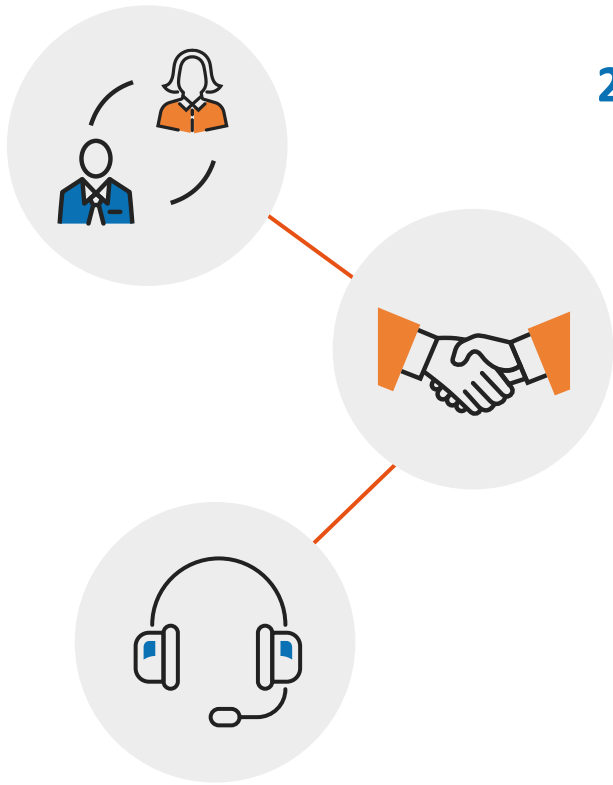


Funding arrangements



Policy priorities

Apprentice representation structures – key messages



2. Methods and processes for apprentice representation also differ in terms of:

- ▶ Type and frequency of meetings involving apprentices;
- ▶ Method(s) of selecting apprentices to participate in consultation forums;
- ▶ Activities undertaken by organisations to consult apprentices;
- ▶ Aspects discussed with apprentices during consultations.

Apprentice representation structures – enablers and barriers



Enablers

- A well-developed apprenticeship system with high levels of participation;
- The existence of strong representation structures at the organisational level;
- Awareness raising and capacity-building;
- Mechanisms for the effective participation of apprentices in the governance of apprenticeships.



Barriers

- Lack of development of the apprenticeship system and a low number of apprentices;
- Lack of tradition of apprentice/youth representation in the country;
- Legal requirements related to apprentices' age or status;
- Financial barrier;
- Difficulty in engaging apprentices, and;
- Lack of support and capacity-building from relevant stakeholders.

Inspiring practices: Apprentice representation structures



JOB
in the Netherlands



Danish Union of
Electricians



Australian Apprentices
Ambassadors



Canadian
Apprenticeship Forum



National Society of
Apprentices (UK)

Inspiring practices



JOB in the Netherlands: Direct representation of VET students

- ▶ JOB is the VET student representative body (including apprentices)
- ▶ Representation of apprentices is guaranteed by legislation
- ▶ Variety of consultation methods are used - the 'JOB Monitor' has a wide reach
- ▶ JOB activities include engaging in policy discussions and have close links with key players in this field

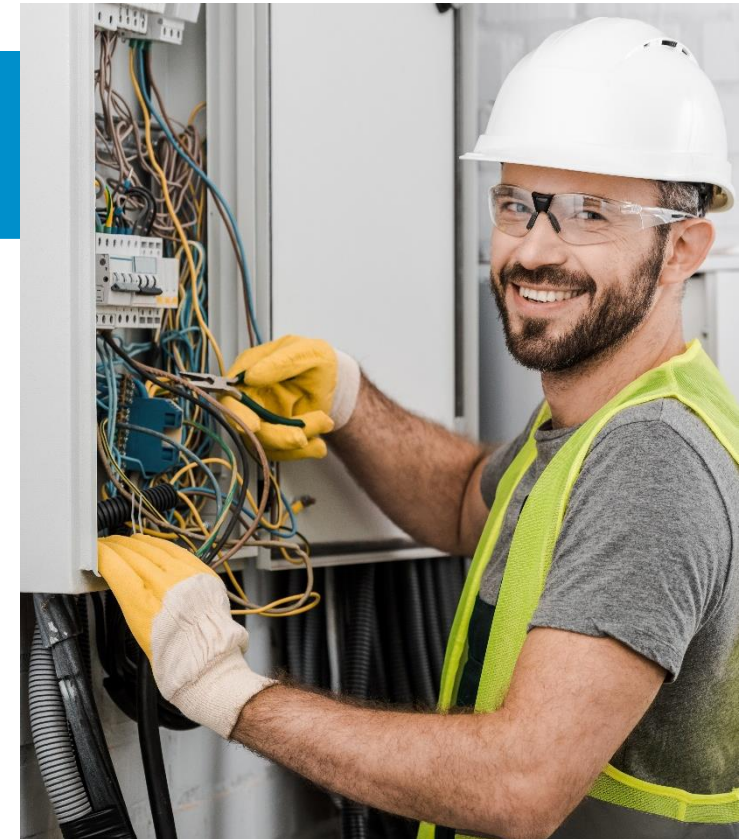


Inspiring practices



Danish Union of Electricians (DUE): Direct representation of apprentices

- ▶ All members of the Danish Confederation of Trade Unions have units devoted to apprentice representation
- ▶ In the DUE, this role is undertaken by the national youth committee (DEFU)
- ▶ The DEFU coordinates the work of the 11 local youth committees across the country
- ▶ DEFU ensures that apprentices' interests are considered in collective agreements
- ▶ DEFU provides capacity building for representation of apprentices (training)
- ▶ DEFU contributes to apprenticeship policy developments

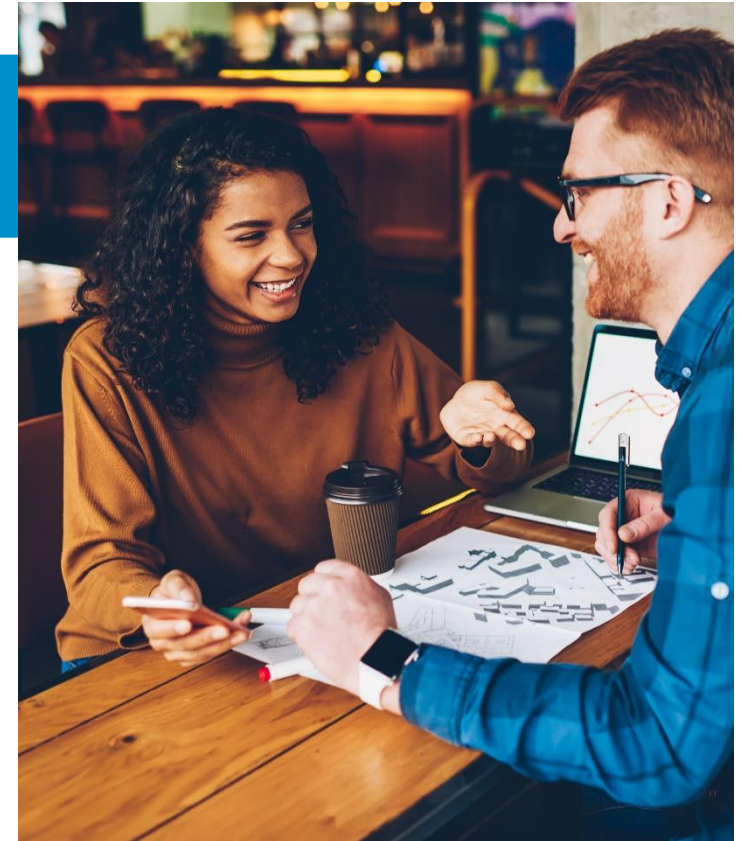


Inspiring practices



Australian Apprenticeship Ambassadors Programme (AAP):
Indirect representation – consultation through wider bodies

- ▶ This programme is a communication platform to raise the attractiveness of apprenticeships as a career pathway
- ▶ There are 288 Australian Apprenticeships Ambassadors – all are former apprentices and/or still in training
- ▶ Ambassadors contribute to policy discussions on apprenticeships

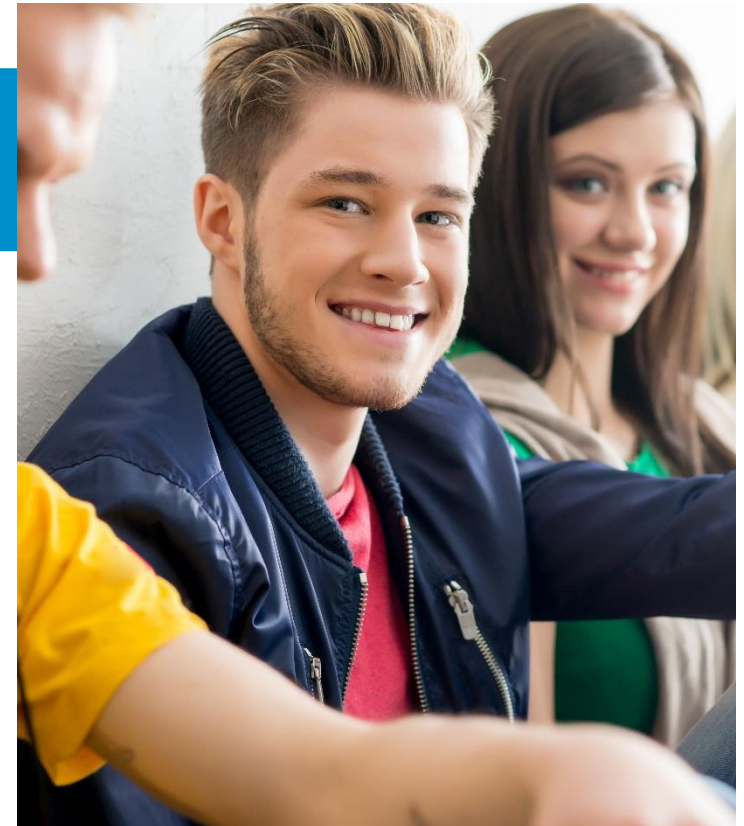


Inspiring practices



Canadian Apprenticeship Forum (CAF): Indirect representation – consultation through wider bodies

- ▶ Centre of excellence conducting apprenticeship research
- ▶ The CAF is a well-recognised body among policy makers, educators and labour unions
- ▶ Research outcomes are used to inform apprenticeship policy development



Inspiring practices



National Society of Apprenticeships: Direct representation
– apprentices

- ▶ Represents over 150,000 apprentices from all sectors and industries across the UK
- ▶ A variety of consultation methods are used, including events and face-to-face contact
- ▶ Members of the NSoA are represented on the ‘Apprentice Panel’ of the Institute for Apprenticeships and Technical Education, providing a direct link and opportunity to contribute to government policy on apprenticeships



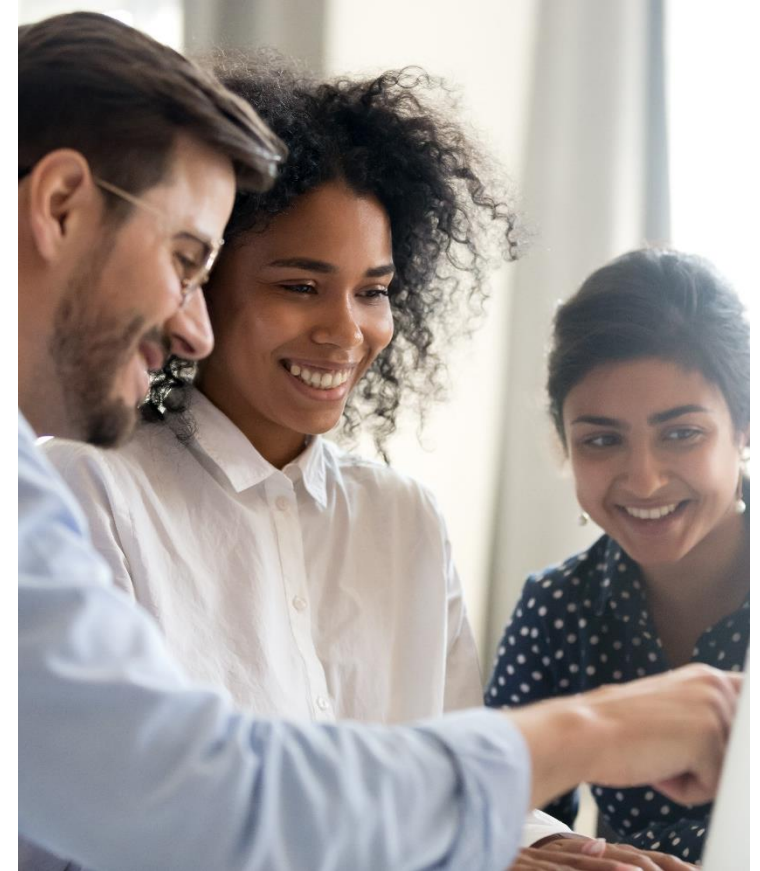


Main conclusions:

Apprentice representation structures
and suggestions for action

Apprentice representation structures:

- ▶ Mapping of apprentice representation structures shows a varied landscape across Europe;
- ▶ Diversity is partially explained by the duality inherent in apprenticeships, which are between the worlds of work and education;
- ▶ Only a limited number of European countries have structures in place that represent apprentices, or VET students overall, directly;
- ▶ Moving forward with apprentice representation in Europe will ultimately mean building similar structures in other European countries.



Suggestions for action



Expand knowledge on apprentice participation



Overcome barriers to apprentice representation



Ensure that apprentices' voices have an impact on the governance of apprenticeships and other policies impacting young apprentices

Expand knowledge on apprentice participation



National level

- ▶ **To national and regional governments:** analyse to what extent consultation bodies consult apprentices; monitor if participation methods are being adequately implemented; gather knowledge on the barriers to apprentice participation.
- ▶ **To organisations** (student associations and unions, and youth organisations): collect data on the level of participation of apprentices and barriers to apprentice representation.
- ▶ **To trade unions:** analyse if apprentices have access to representation structures and gather knowledge on barriers.
- ▶ **To VET providers and companies:** Reflect on representation structures available for apprentices and gather knowledge on barriers.
- ▶ **To consultation bodies:** analyse the extent to which apprentices are consulted and the mechanisms used; gather knowledge on barriers.

EU level

- ▶ Conduct further research on barriers to apprentice/youth participation in Europe.

Overcome barriers to apprentice representation



National level

- ▶ To national and regional governments: raise awareness; provide funding to representation structures; strengthen apprentice representation in VET providers; review legislation on apprentice representation.
- ▶ To organisations: raise awareness targeting apprentices; ensure balanced participation and representation of apprentices.
- ▶ To trade unions: ensure the balanced participation and representation of apprentices.
- ▶ To VET providers and companies: inform apprentices about representation structures and support their participation.
- ▶ To consultation bodies: apply consultation systematically and collect feedback directly from apprentices.

EU level

- ▶ Raise awareness of the benefits of apprentice representation among national and European policy makers and stakeholders.
- ▶ Further disseminate EU actions to encourage active citizenship and support youth organisations to reach out to a diverse group of young people, including apprentices.

Ensure apprentices' voices have an impact on the governance of apprenticeships



National level

- ▶ To national and regional governments: define decision making processes on the governance of apprenticeships and other policies impacting on young apprentices; consider the use of surveys to gain the views of apprentices/VET students on their learning experience.

EU level

- ▶ Consider ways to facilitate cross-country collaboration (e.g. through networking and mutual learning activities on apprentice representation), including through the Apprenticeship Support Services.



European Apprentices Network (EAN): Current state of play and future development

EAN: Background

The EAN was created in 2017 in the context of a range of measures to ensure:

- ▶ Quality apprenticeships;
- ▶ That apprentices have the opportunity to contribute to, and make their voices heard in, discussions related to apprenticeship policy at European level.

The main roles of the EAN are to:



Develop the views of young people on apprenticeships

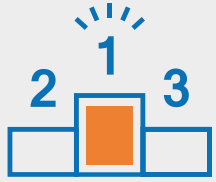


Function as an informal consultative body of the European Commission on apprenticeships



Facilitate contact between youth organisations and other actors in apprenticeships, especially members of the EAfA

EAN: Current state of play



The EAN is recognised for its contribution to EU priorities related to apprenticeship policy



The EAN is perceived as a dynamic network, serving as ambassadors for apprenticeships



The EAN is considered an umbrella organisation of elected/nominated apprentice representatives from all European countries and an entity with a dual role of representing apprentices at European level and contributing to youth related policies



The EAN is seen as a critical partner to the European Commission, OBESSU and EYF

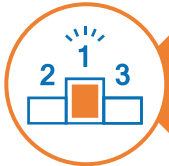


The EAN is perceived as a centre of expertise with potential to be part of a wider approach to developing the representation of VET learners more broadly.

EAN: Future development – suggestions for action



Provide a role for the EAN to support the development of apprentice representation structures through sharing of best practices and peer learning



Raise the profile of the EAN at European and national levels



Strengthen the overall governance of the EAN



Review the EAN membership and selection procedure



Enhance the working methods of the EAN

Questions?



For any additional questions, please contact:

Ilona Murphy: (Ilona.Murphy@icf.com)

Patricia Vale: (Patricia.Vale@icf.com)

Link to study:

<https://ec.europa.eu/social/main.jsp?catId=738&furtherPubs=yes&langId=fr&pubId=8245>

Thank you for your time and attention!



Look out for our upcoming webinar in April on:

Pedagogical support for teachers and trainers