



Role of employer organisations in apprenticeships

Chiara Riondino, Robert Plummer, Liliane Volozinskis, Rihards Blese,
Andrea Oel-Brettschneider, Anja Trier Wang, François Falise

Date: 25 November 2020

Location: Belgium, Latvia, Germany, France, Denmark

Employment,
Social Affairs
and Inclusion

This presentation covers:

- 1. Welcome and a brief introduction**
Chiara Riondino, European Commission
- 2. The role of BusinessEurope in apprenticeships**
Robert Plummer, BusinessEurope
- 3. The role of SMEunited in apprenticeships**
Liliane Volozinskis, SMEunited
- 4. National best practice examples from Latvia, Germany, Denmark and France**
- 5. Q&A session**



Welcome: The importance of social partners for apprenticeships

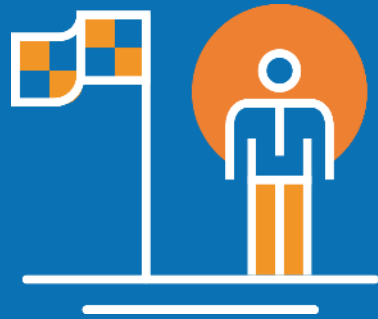
Chiara Riondino, European Commission



The role of BusinessEurope in apprenticeships

Robert Plummer, BusinessEurope

Introducing BusinessEurope

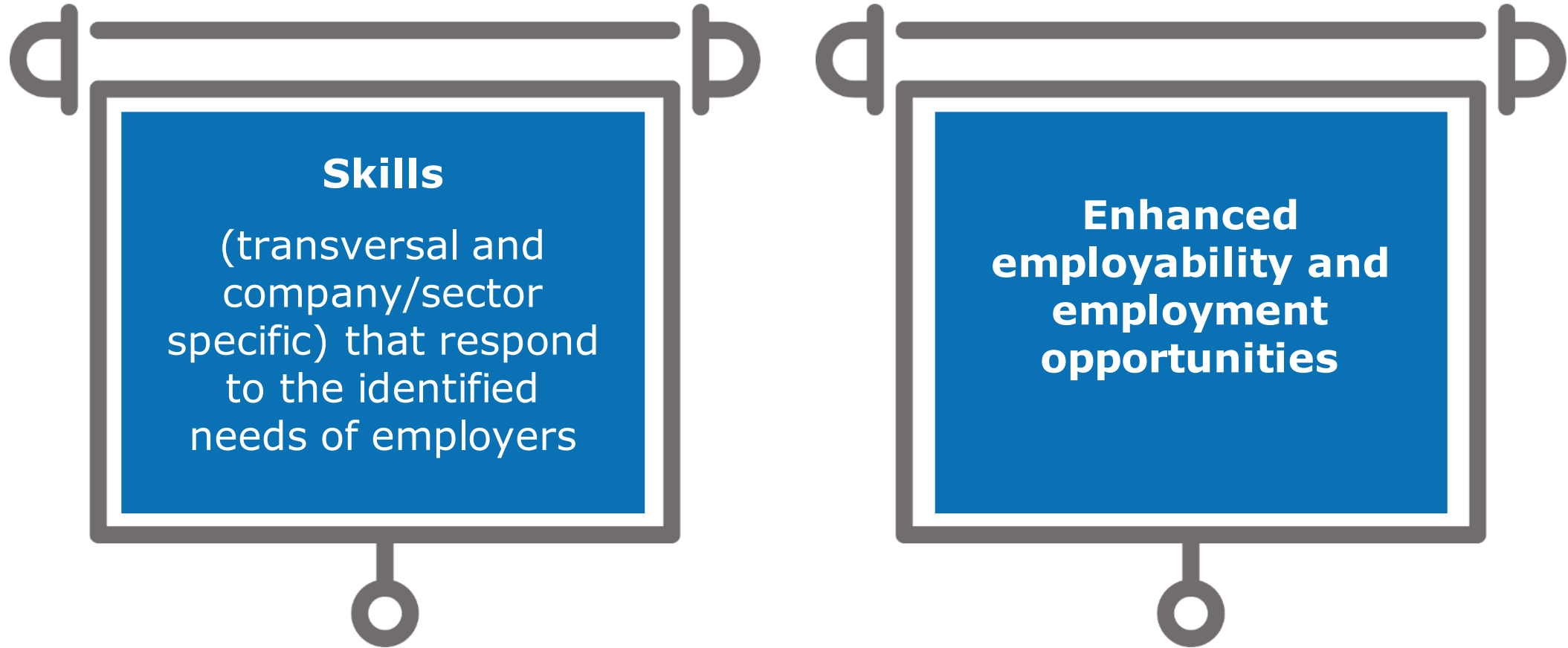


Recognised European cross-industry social partner, established in **1958**



40 members from **35** countries, including European Union and European Economic Area countries

The value of apprenticeships



Engaging employers



**Cost-effectiveness of
apprenticeship schemes**
Investment not a cost



**Employer involvement in
governance structures**
Design and delivery of
training

Promoting quality and effective apprenticeships



Joint work of the **European social partners**

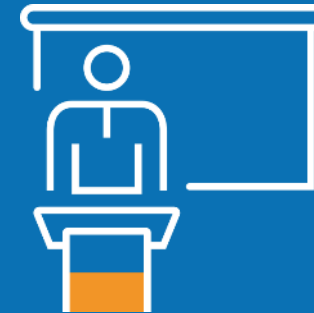


Increasing **in-company training** time so that the majority is spent in the company

Apprenticeships and COVID-19



In the era of COVID-19,
apprenticeships remain an
essential way of providing
skills



Combining face-to-face and
digital learning options



Role of SMEUnited as promoter of apprenticeships

Liliane Volozinskis, SMEUnited



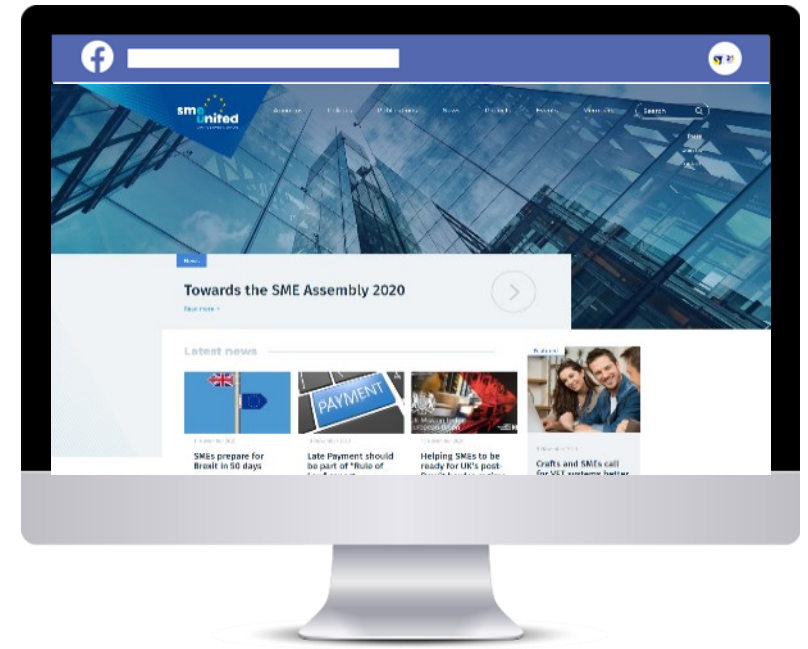
Who are we?

SMEunited is the umbrella organisation of Crafts and SMEs in Europe

SMEunited represents **65 member organisations** (national cross-sectoral Craft and SME federations, European SME branch organisations and associate members) heavily involved in apprenticeships in over **30 countries**

SMEunited speaks on behalf of **24 million SMEs**

SMEunited is recognised as European **cross-industry** social partner



SMEs are the backbone of the economy and the main providers of apprenticeships

24 million SMEs represent 99.8% of all companies in Europe

93% micro-enterprises (less than 10 employees)

5.9% small enterprises

67% of employment

Almost 60% of added value

Apprenticeships are a strong tradition in the Craft sector and are still very innovative

SMEs challenge: A lack of skilled staff

APPRENTICESHIPS

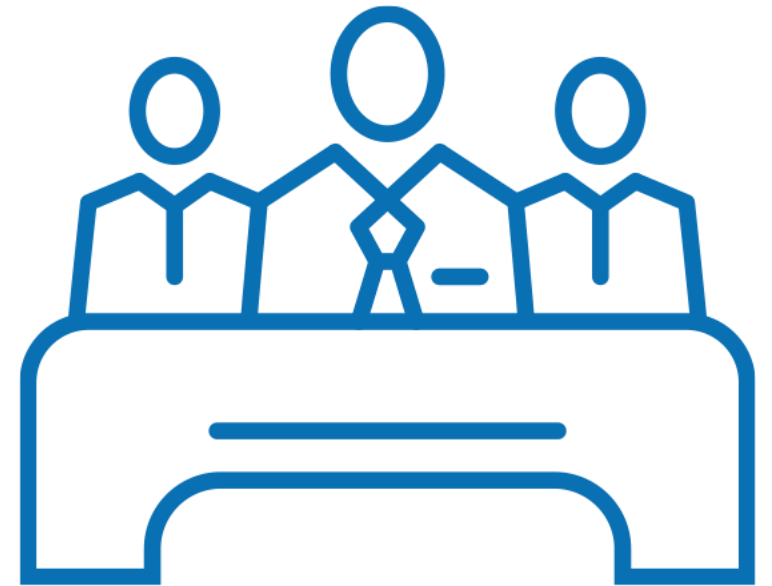
- The best way to equip young people with the skills required by businesses, thanks to their dual dimension, alternating learning in schools and businesses
- Reinforce the employability of learners and facilitate a swift and smooth transition from school to work
- Most cost-effective if demand-led and if employers are directly involved in governance



SMEs challenge: A lack of skilled staff

Crafts and SMEs

- The main providers of apprenticeships, but require concrete support (financial and non-financial) from business organisations and skilled crafts chambers
- Strongly value apprenticeships for recruiting well-prepared young collaborators and future entrepreneurs



SMEunited are a strong promoter of apprenticeships for the benefit of youngsters and entrepreneurs

- A strong push for parity of esteem between apprenticeships and general education in the Copenhagen Process
- Involvement in an EU employers' study on cost-effective apprenticeships
- Provided meaningful contributions to the EU Framework for Quality and Effective Apprenticeships
- Signatory member of the EAfA, active in the Support Service and Benchmarking processes
- New challenges: Updating apprenticeships in light of the digital and green transitions and the impacts of the COVID-19 crisis

QUICK POLL 1

Do you use employer organisations' support for apprenticeships?

- Never
- Rarely
- Regularly

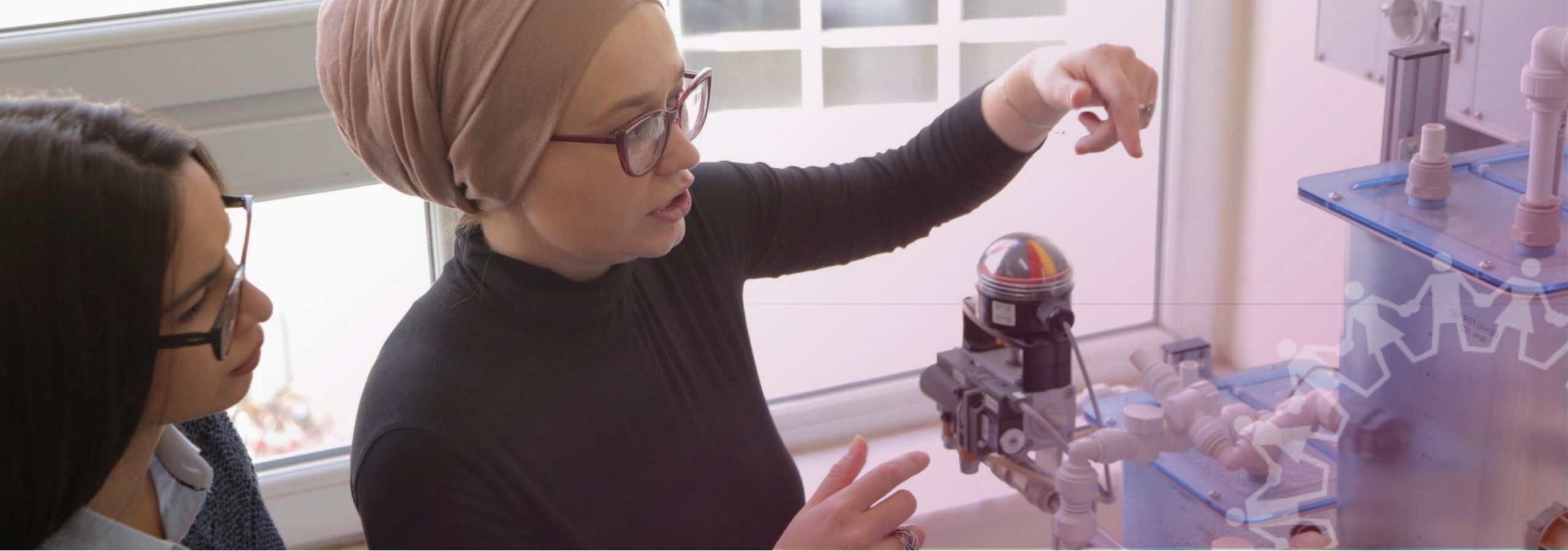


QUICK POLL 2

If you regularly use employer organisations' support, what is the aim?

- For more information on apprenticeship places
- For the practical organisation of apprenticeships at company-level
- For information on relations between the enterprise and the training centre
- For information on the assessment of the apprenticeship outcomes
- For information on the role of employers in the examination





National best practice examples

Rihards Blese, Employer's Confederation of Latvia,
Member of BusinessEurope

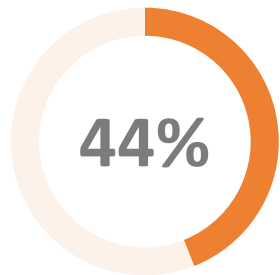


Employers' Confederation of Latvia

The largest association of employers' organisations that represent employers in Latvia

Social partner to the Government and to the Free Trade Union Confederation of Latvia (LBAS)

Members employ



of all employees in Latvia

LDDK members include



companies

LDDK members include



sector-based associations

Members annual turnover



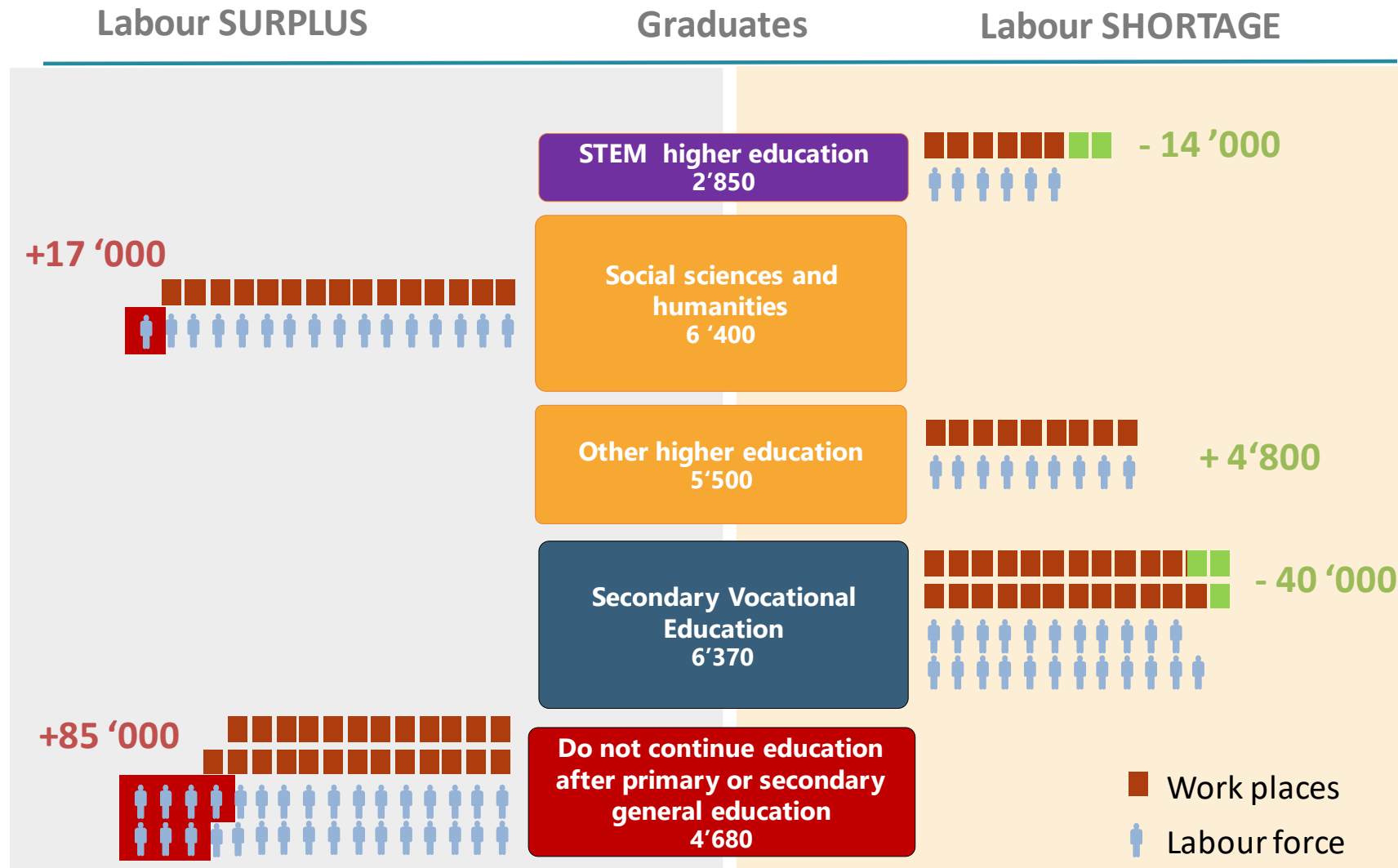
billion euros



Key figures and facts on Latvia's education system



Skills mismatches 2027



Apprenticeships in Latvia

In Latvia there are three schemes that are considered as apprenticeships in the national context:

WORK-BASED LEARNING

as an apprenticeship type scheme (part of the vocational education and training (VET) system)

The term 'work-based learning' (WBL), used in the national context to refer to the new apprenticeship scheme, means that the student acquires practical skills and knowledge primarily in a real working environment of the company – at least for 25% of the duration of an initial VET programme.

WORK PLACEMENT

At the employer at least 6 months

Work placement the acquisition of the practical part of the relevant vocational training programme in or outside the educational establishment, With the exception of the practice of qualification

TRADITIONAL CRAFTSMANSHIP

regulated by a specific Law on Crafts, implemented separately from the formal VET system that is supervised by the Ministry of Education and Science

As defined in the Law on Crafts, 'craft apprentice' is a person who, in order to acquire the craft, has joined a crafts company or an educational institution and has signed a training contract.

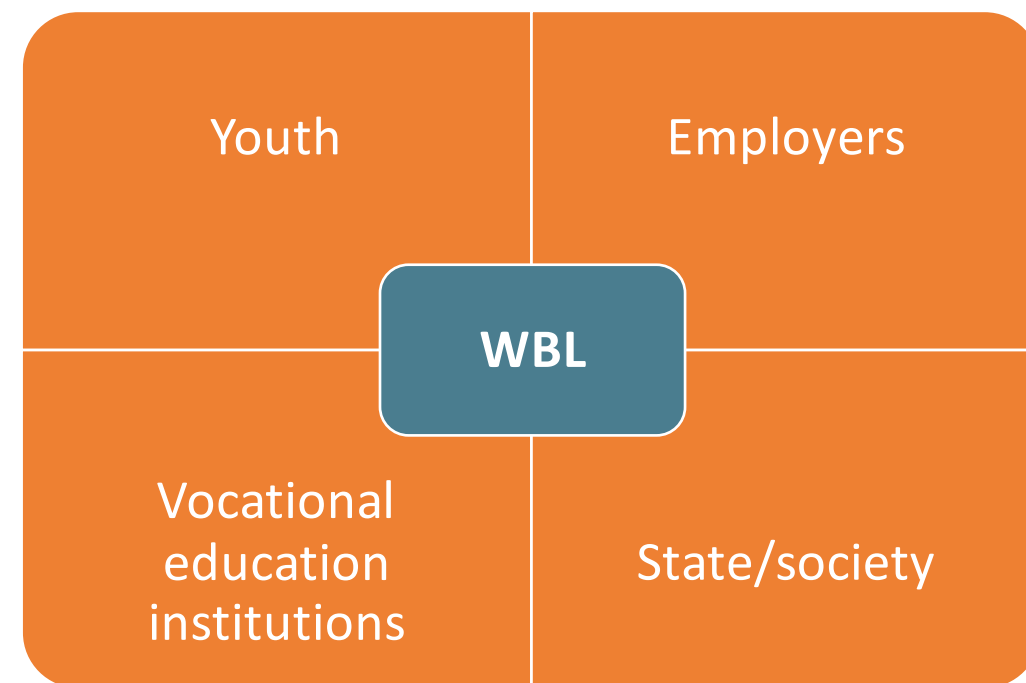
ESF project «Involvement of VET students in work-based education and work placements in companies»

No. 8.5.1.0/16/I/001 pursuant to SDO 8.5.1

Why are we implementing this project?

- ~ **70%** of young professionals are **employed** in their field of studies soon after graduation
- To promote employment and future workforce competencies in line with the labour market demands
- To reduce youth unemployment
- To raise prestige of vocational education

A change in thinking – cooperation, engagement, openness, responsibility



Students and schools involved in the project since 27th January 2017



2 744

COMPANIES



37

SCHOOLS



11 033

PLACEMENTS

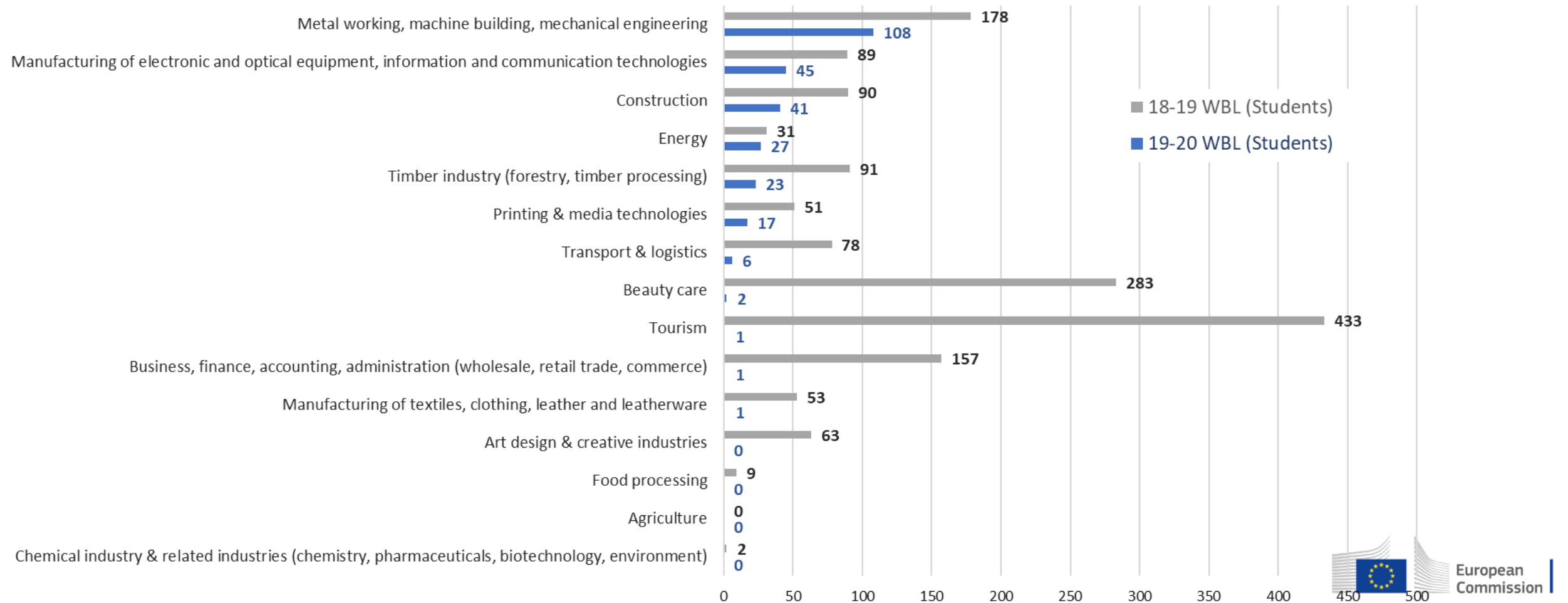


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WBL

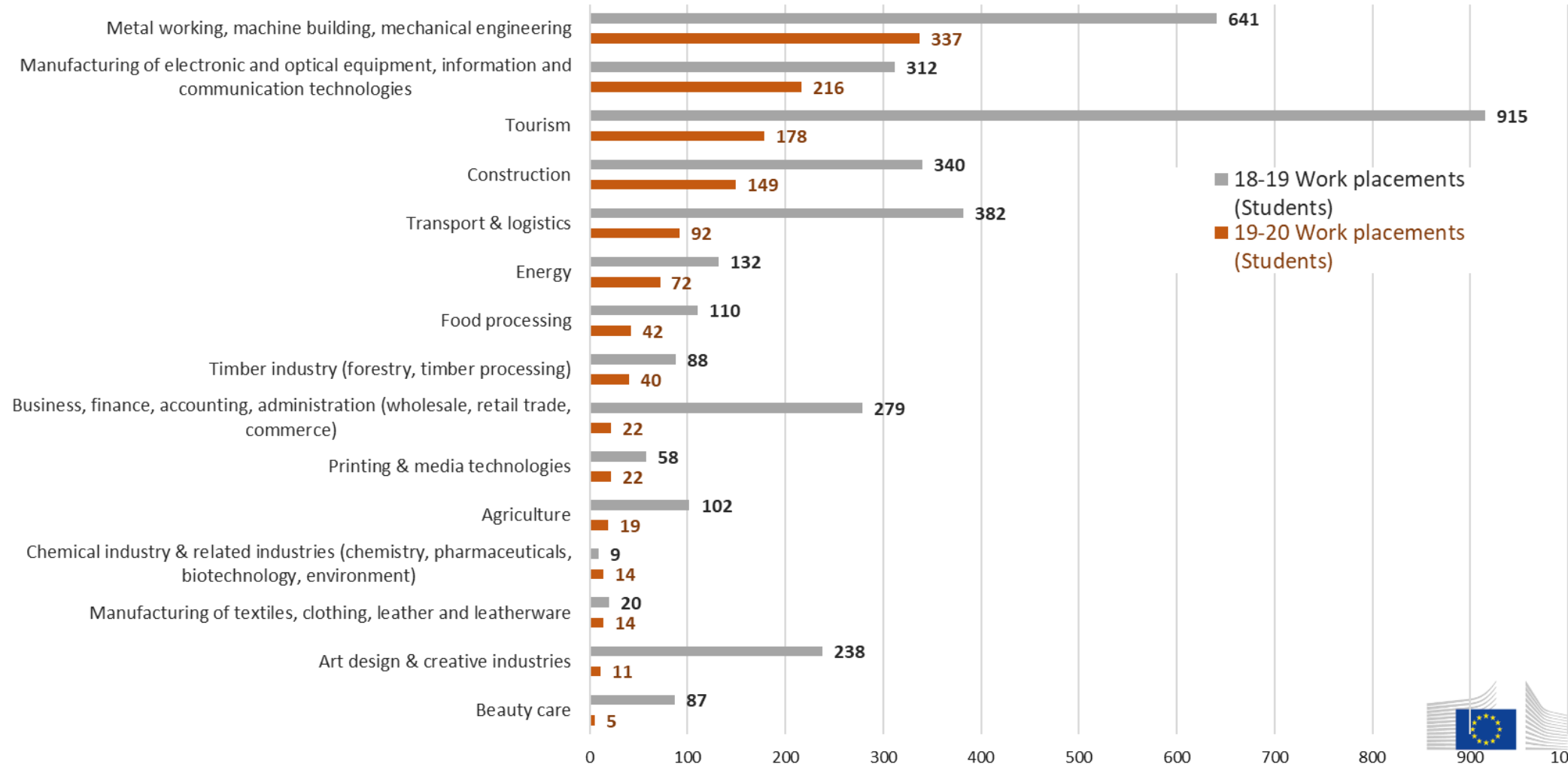
Number of students in WBL, breakdown by sector and school year

(Data as of the end of 2019/20 school year from the Cohesion Policy Fund Administration Information System for 2014-2020 (KPVIS).)



Number of students in work placements, breakdown by sector and school year

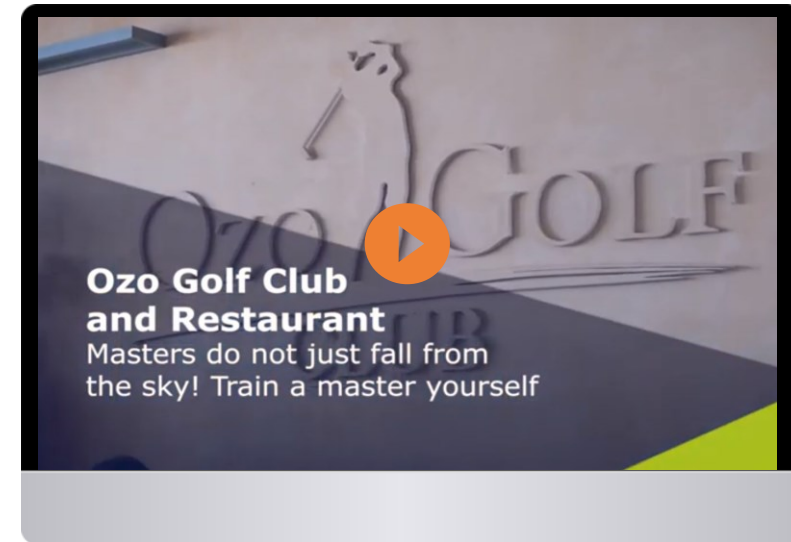
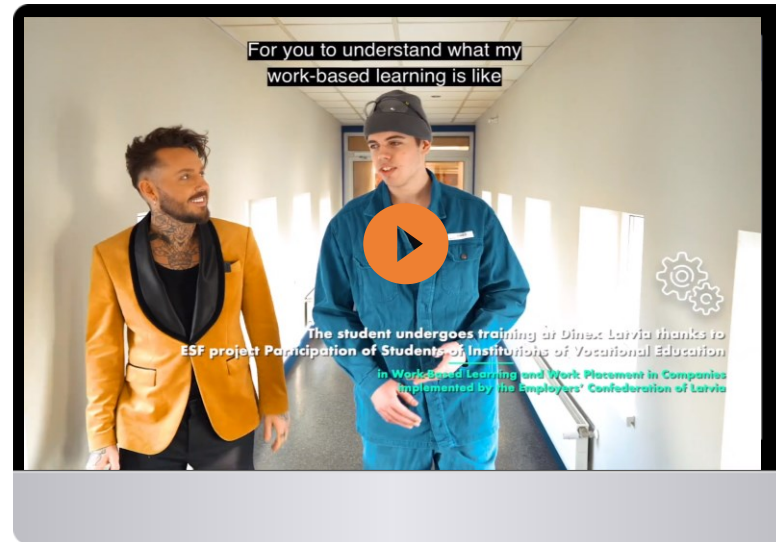
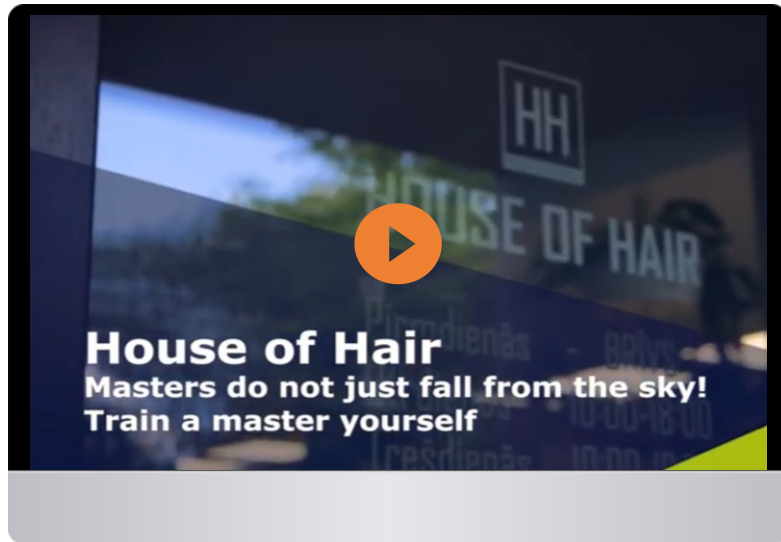
(Data as of the end of 2019/20 school year from the Cohesion Policy Fund Administration Information System for 2014-2020 (KPVIS).)



Opportunities and challenges

- Further linking the education system to labour market demand
- Improvement of national legislation to motivate and involve employers more
- Following labour market needs and employers' demand for highly qualified personnel with higher education qualifications
- Availability of ESF funding in the next programming period

Work-based learning (WBL) in Latvia





National best practice examples

Andrea Oel-Brettschneider, German Confederation of Skilled Crafts (ZDH), Member of SMEUnited



The German Crafts' Network ZDH

DHKT: 53 Chambers of Skilled Crafts

- Non-profit corporations under public law
- Crafts register
- Organisation of VET*
- Compulsory membership

UDH: 50 national Confederations of Skilled Crafts

- Voluntary membership
- Represent the sector interests of Skilled Crafts
- Fulfill the function of employers' organisations

Economic and other Institutions

Examples:

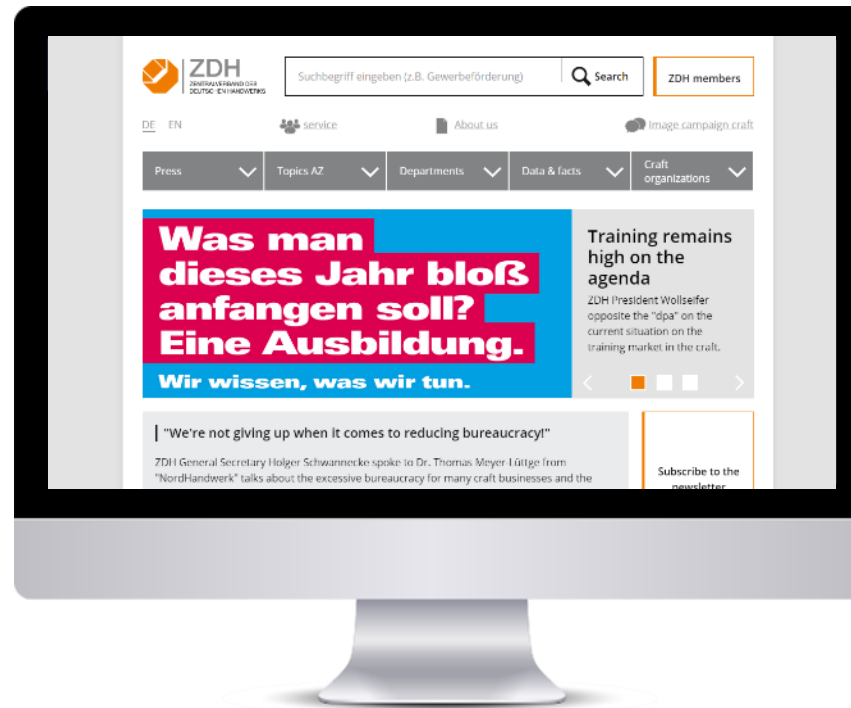
- German Guarantee Banks – German Savings Banks Association (DSGV), Federal Association of German Cooperative Banks (BVR)
- Insurance companies
- Deutsches Handwerksinstitut e. V. (DHI) Central Agency for Continuing Vocational Education and Training in the Skilled Crafts

*VET: Vocational Education and Training in German Skilled Crafts

ZDH - A strong support for apprentices

38 million apprentices in more than 130 professions

-  Building and interior finishing
-  Electrics and metalworking
-  Woodcrafts and plastics
-  Clothing, textiles and leather crafts
-  Food crafts
-  Health and body care, chemicals and cleaning
-  Graphic design



Reward – by allowance

DAS DEUTSCHE
BAUWERBE



As a social partner, the German Construction Confederation (ZDB) negotiates that high physical demands in construction are adequately remunerated

- Binding minimum wages in construction are generally high. Hence, apprenticeship allowances are attractive (average in construction: €800–€1 600 per month)

Reward – by financing the system in solidarity



VET centres are financed in solidarity by all companies, whether they occupy apprentices or not

Reimbursement of trainings costs are financial incentives to enhance readiness for apprenticeships

- For example, on the basis of a 2, 3 or 5 year duration of IVET, 17 months of the apprenticeship costs can be recuperated by a company (comprising social security fees, allowances, commuting fees, fees for training centres)



ZDH
GERMAN CONFEDERATION OF SKILLED
CRAFTS AND SMALL BUSINESSES



European
Commission

Imagekampagne des deutschen Handwerks – Young talents advertising

Pledge to EAfA to strengthen the image of crafts and share this experience Europe-wide. Nationwide awareness raising and image honing campaign.

- Brings crafts back to the focus of public attention
- Highlights development and career opportunities

<https://handwerk.de/>



Competitions - Making apprentices want to perform

ZDH is official partner of the European Vocational Skills Week 2020

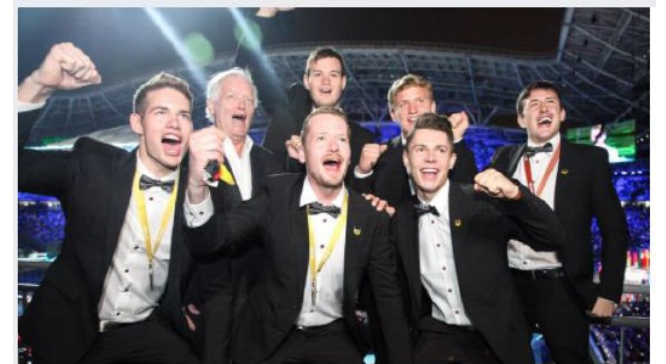
3 000 young crafts(wo)men participate in the annual practical performance competition (PLW)

www.der-berufswettbewerb.de

ZDB is also engaged in several initiatives supporting the performance and team spirit of apprentices in construction

<https://www.zdb.de/berufswettbewerbe>

The best from each region compete with professional teams at European or World Championships



Skills Blueprint – Making apprenticeship curricula fit for the Green Deal

- Evaluating the state-of-the-art of job profiles
- Defining skill gaps and closing skills needs
- Adjusting curricula according to modern needs in digitalisation, energy efficiency and circular economy

In particular, ZDB is partner of the EU-Project the ERASMUS+ '**Skills Blueprint for the construction Industry**' project, a sector alliance of the 'Blueprint for sectoral cooperation on skills', addressing gaps in the construction sector and adapting qualifications.

- Best practices are shared
- A MOOC (Massive Open Online Course) for awareness raising of new 'green' skills

<http://constructionblueprint.eu/>



'Berufsstart Bau' – Integration of low-performing young people

It is forecast that the German construction industry will require an additional workforce of around 70 000 people in the coming years

A central problem in Germany is a lack of 'training maturity' among leavers from secondary school (Hauptschule, in particular)

- A new approach before IVET, **'Berufsstart Bau'**, aims to provide basic qualification measures at inter-company training centres for young people with low levels of education, accompanied by work experience on site, in order to help them qualify for apprenticeships.

'Willkommenslotsen' (Welcome guides) – Integration of young foreigners

Demographic change, competition and limited employment opportunities for older or female employees (due to physical requirements) mean that the construction industry's demand for a labour force can no longer be met with domestic workers

Specific programmes have therefore been developed to attract young people from third countries

'Willkommenslotsen' guide companies in hiring and training refugees and asylum seekers, in particular

- The programme arranges placements in entry qualifications
- Flexible recognition of practical experience
- Flexible reduction or extension of training

COVID-19 crisis-specific ad hoc measures for apprentices

In order to encourage companies to continue offering apprenticeships despite financial restraints related to the COVID-19 crisis, ZDB negotiated higher reimbursement rates for training centres with trade unions

The centres have higher expenses due to the requirement to comply with distancing and hygiene rules

- New Apprenticeships 2020: decrease 14 % in total
- despite financial incentives for companies; therefore: prolongation of application phase till November/December; however in construction +0,3 %

Crafts(wo)men do amazing things every day – for us, for everyone, for our future

That includes (and is especially true) in times of crisis

With this thank you video, the image campaign for German handicrafts would like to thank all crafts(wo)men

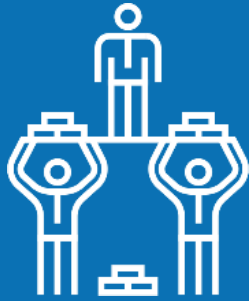




National best practice examples

Anja Trier Wang, Confederation of Danish Industry,
Member of BusinessEurope

VET in Denmark – the essential 3 points



Dual system –
apprenticeships in
Danish Labour Market
Model



Governed and financed
by the state and the
social partners



Apprenticeship covers
all sectors and all
age-groups
15 – 50+ years



Confederation of Danish Industry

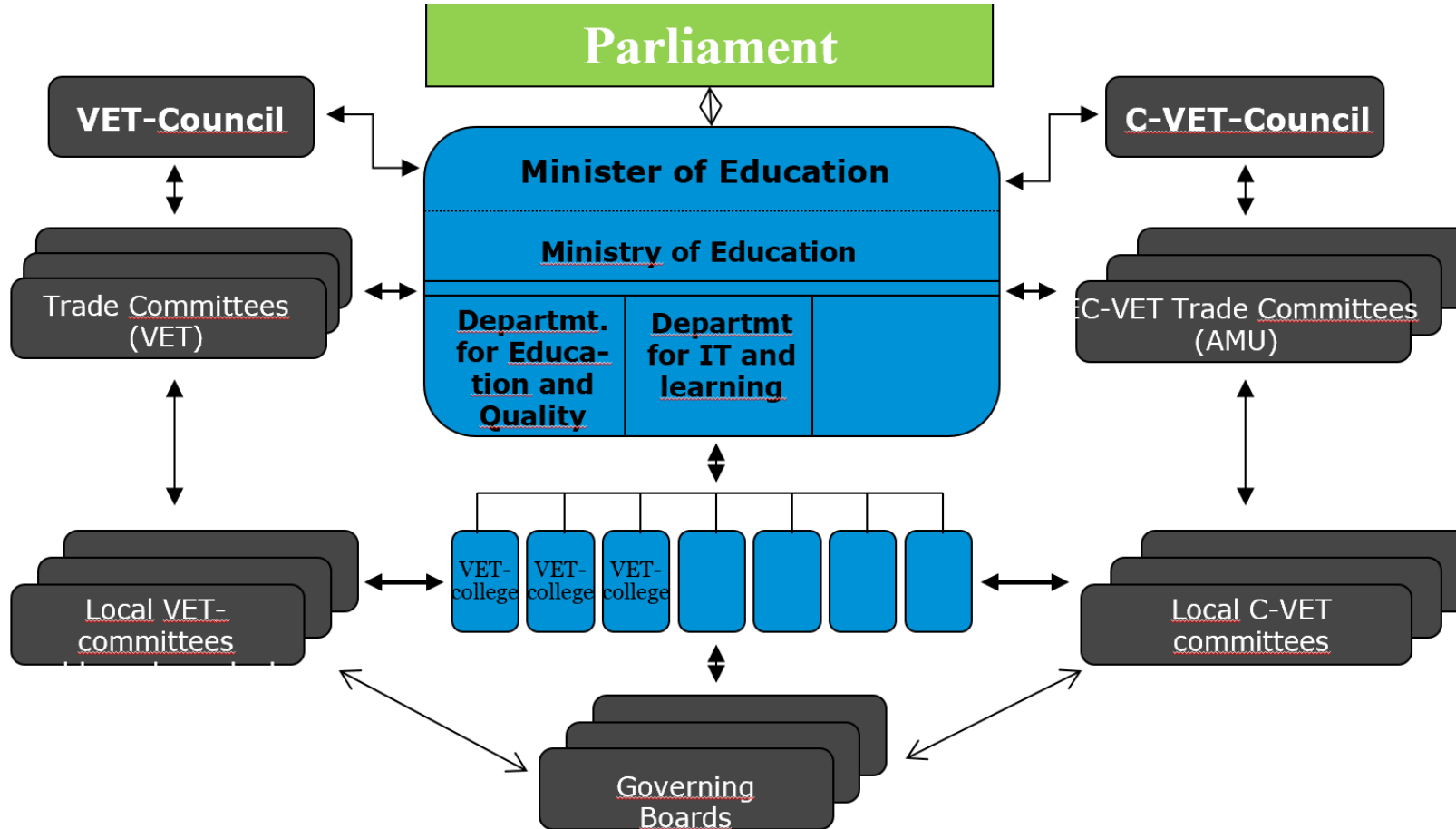


The role of Danish Industry in VET

- DI is the largest Danish employer organisation, representing SMV's to multinationals in manufacturing, trade, services, construction, consulting, transport etc.
- Support, advocacy and advice to member companies
- Governance, curricula, quality control and conflict resolution in VET
- Representation, lobbying, image-campaigns – towards Parliament, Ministry, Trade Unions, Providers, Media etc



Participation in governance of VET



Defining content and quality in VET (with trade unions)

- Certification of companies for apprenticeships
- Design, structure and content of apprenticeships (in companies and VET-colleges)
- Assessment of final exams



Confederation of Danish Industry



Participation in conflict resolution in VET

- Mediation between company and apprentice
- Collective bargaining system
- Legal representation of companies





National best practice examples

François Falise, Confederation of Small and Medium-sized Enterprises (CPME), Member of SMEunited

Prior to 2018: a strong focus on qualifications and regional job market

Apprenticeships controlled by regions

- Only regions were authorised to open new classes
- Financial accountability

Apprenticeships limited to a specific range of qualifications

- Mainly developed on the lower skills level

Companies consider apprenticeships as:

- Cheap manpower
- A talent pool for future recruitments

As a result, its development remains limited, but includes:

- Political and financial measures to support companies
- The development of new qualifications

Since Jan 2019: A new, liberal approach to apprenticeships

Major innovations:

The requirement for new sections is based on a **sectoral approach**

- Sectoral or company-based approach

Training centres:

- Mandatory certification
- Opportunity to open apprenticeships up to a wider scale of qualifications
- Public participation in financing maintains financial accountability for the centre
- Competition between centres to find both talents and companies

Key role and actions of small- and medium-sized enterprises in France regarding apprenticeships

Activities organised by companies or employers' organisations



Apprenticeship promotion among companies



Communication of actions, promotion and organisation aimed at young people and their families to help them to discover the sector, activities and profession



Organising 'job dating' with training centres



Compilation and dissemination of information about evolution of activities and skills



Organisation of master's training for the companies

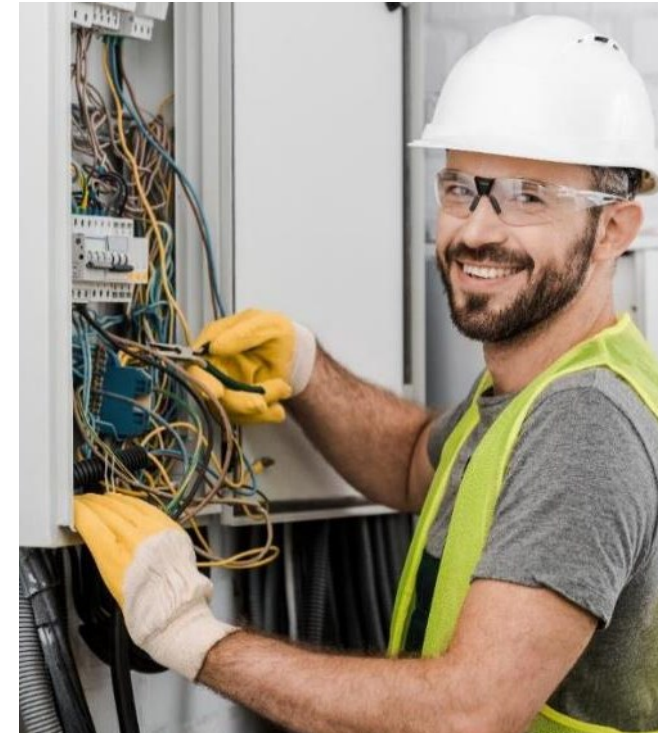
Key role and actions of small- and medium-sized enterprises in France regarding apprenticeships

Activities organised by social partners

(sector agreement with or without financial arrangement)

- Promoting communication among young people and their family
- Financing for Master's training
- Support quality of training improvement, innovation
- Investment project financing

Due to the competitive environment, engagement rules must be transparent and accessible to all centres



Conclusion



The new legal environment promotes the development of apprenticeships in France

2019/2018: + 16%



Competition between sectors is intense to attract young people who are more interested in apprenticeships



Companies need to get involved if they want to develop apprenticeships

QUICK POLL 3

If you rarely/never use employers' support, did the seminar encourage you to seek it?

- Yes
- Not really
- No



Questions?





Thank you for your time and attention!

Watch out for our next webinar in December on
Rights and Protections for Apprentices at Work

The next online training module is on '**In-company trainers:
roles and responsibilities, skills required and training
needs**'

More information how to register can be found on EAfA website,
in the 'knowledge sharing' section.

