



European
Commission



Apprenticeship coalitions: Experiences and advantages

Date: 16 September 2021

Location: Brussels, Barcelona, Copenhagen

Employment,
Social Affairs
and Inclusion

Structure of the webinar

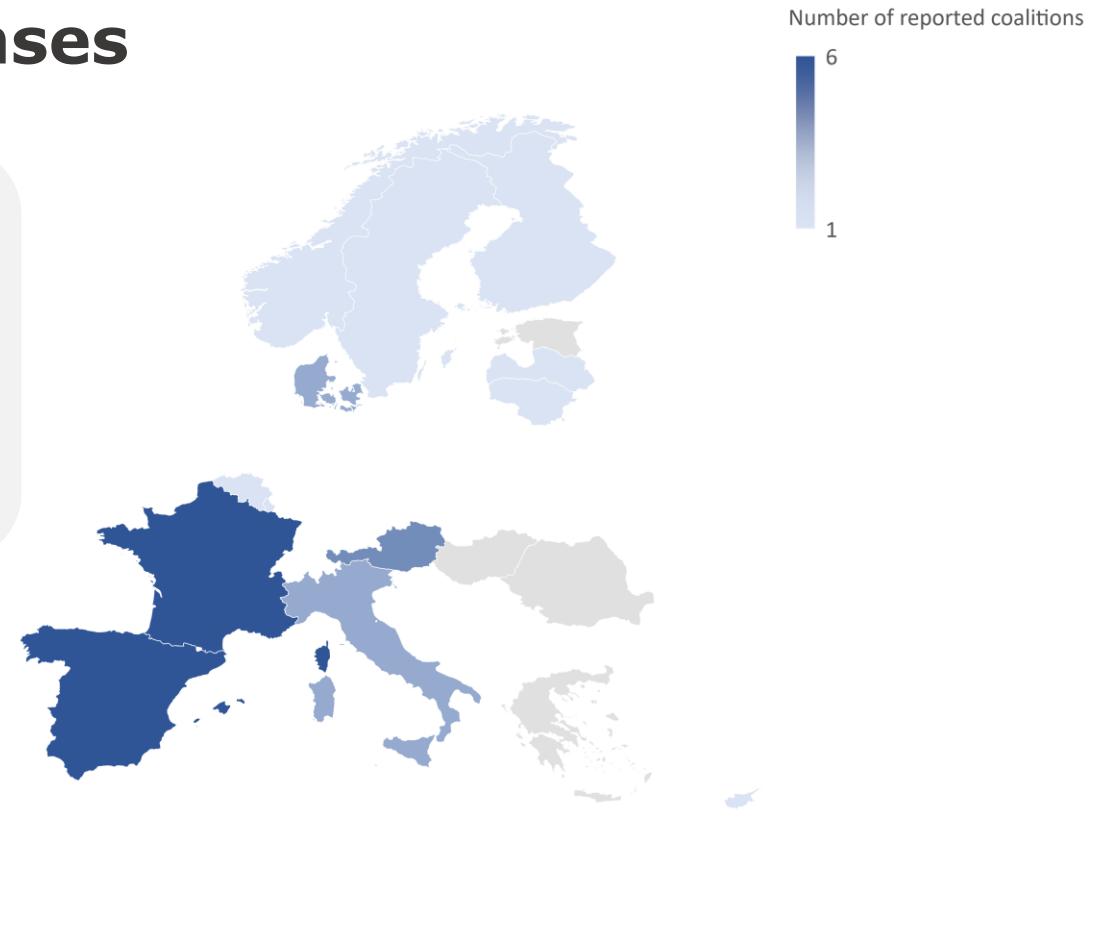
- 1) Introduction (*Tamas VARNAI, EC*)
- 2) Alianza para la FP dual, Spanish national coalition (*Guillem SALVANS, Fundación Bertelsmann Spain*)
- 3) Flemish Partnership on Dual Learning, Belgian regional coalition (*Carl LAMOTE, Department of Education and Training*)
- 4) Galician regional Network for the dynamisation of dual VET (REGADual) in Spain (*Irene DERUNGS OLLERO, Advisor for the Galician Regional Secretary-General for VET*)
- 5) Local Training Committees in Denmark (*Torben SCHUSTER, Ministry of Children and Education*)
- 6) Q&A



Introduction

Survey of February 2021 – Responses

- **30** coalitions identified in **13** countries (**blue**)
- **4** countries reported no coalitions (**grey**)
- **18** at national, **8** at regional, **6** at local level
- International coalitions?



Composition of coalitions

The majority involved at least an employers' association and a trade union
(17 out of 30)

Up to 8 different types of stakeholders

Most cited coalition partners



List of reported coalitions (1)

Austria:

Zukunft.Lehre. Österreich (z.l.ö.) – national

Zukunft Lehre jetzt – regional, local

Da will ich lernen! Initiative Lebensraum Ennstal – local

Lehre mit Feinschliff - local

Belgium:

Flemish Partnership on Dual Learning – national

Cyprus:

Apprenticeship Board (AB) (Συμβούλιο Μαθητείας) – national

Denmark:

Advisory Council on the Initial Vocational Education and Training (Rådet for de Grundlæggende Erhvervsrettede Uddannelser (REU) – national

Professional committees – sectoral

Local training committees – local

Finland:

Apprenticeship Experts in Finland Association – national

France:

Convention de partenariat entre le MENJS et MESRI et l'Opérateur de compétences (OPCO) Mobilités – national

Convention de partenariat MENJS avec le Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics (CCCA BTP) – national

Network of the apprenticeship training centres of building and public works – national

ANAF Association nationale des apprentis de France - national

FNADIR Fédération nationale des associations regionales de directeurs de centres de formation d'apprentis CFA– national

Other national coalitions:

<https://eduscol.education.fr/1899/liste-des-partenaires-du-monde-professionnel-et-conventions>

List of reported coalitions (2)

Italy:

Technical Body for Apprenticeship – national

Regional Network for apprenticeship in Piedmont Region – regional

Technical Table for the Experimentation of the Dual System – regional

Latvia:

Sector expert councils - sectoral

Lithuania:

Cooperation network - national

Luxembourg:

Partnership between the State, Professional chambers and the employees' chamber - national

Spain:

Alianza para la FP Dual (Alliance for dual VET) – national

FP Empresa – national

Consejo General de la Formación Profesional (General Council for VET) – national

Red Gallega de Dinamización de la FP Dual (REGADual) (Galician Network for the dynamization of dual VET) – regional

Consejo Autonómico de la Formación Profesional (Regional Council for VET) – regional

Foro de ciudades con Consejo de Formación Profesional (VET Council City Forum) – local

Sweden:

Multi-level apprenticeship network coordinated by the Swedish National Agency for Education – national, regional, local

Norway:

National council for VET – national



Alianza para la FP dual: Improving Dual VET Quality in Spain

Alianza para la FP dual in short:



Network of companies, VET schools, and other institutions committed to high-quality dual VET

1,500 members
(55% companies)



Funded by four institutions:

- 1. Spanish Chamber of Commerce**
(Cámara de Comercio de España)
- 2. Spanish Business Confederation**
(Confederación Española de Organizaciones Empresariales)
- 3. Fundación Princesa de Girona**
- 4. Fundación Bertelsmann**



Focused on quality of apprenticeships

Principles

Bottom-up approach

**Implementing pilots
and scaling the pilots**

**Combining practical activities
with theoretical approach**

**Sharing knowledge and
working collaborative**

Strategic guidelines



Advising both companies and VET schools to join dual VET (first project)



Innovation Space (network of youngsters, solutions for micro companies)



Communication



Network/Community (online platform, library)



Working Groups (closed)

Challenges

Keeping members involved (number of *active* members is very important)

Detecting innovation through the network

Getting regulators on board

Lessons learned

Relevant umbrella institutions involved from the beginning

Start with a bottom-up approach, giving practical support

Earn credibility to influence policy makers



Flemish Partnership on Dual Learning

Dual learning in Flanders

Legal basis:

- Decree on contracts (2016)
- Decree on dual learning in secondary education (2019)



Shared responsibility and competence: Education and employment

Dual learning = shared responsibility

Shared responsibility on several levels

-  In legislation: Both education and work (advisory body)
-  In governance: Flemish Partnership on Dual Learning
-  In curriculum design: Curriculum Development Commission
-  In informing learners/companies: Sectoral and educational partners

Specific role for social partners

-  In quality assurance: Recognise companies
-  In curriculum: Update the professional qualification

Flemish Partnership on Dual Learning

Representation of social and educational partners

Role:

- Recognises companies
- Follows-up on agreements
- Provides information
- Supports companies
- Monitors supply and demand
- Acts as an advisory body on dual learning

Gives direction to the future of dual learning (curriculum, etc.)

Meets once a month, focuses on operational and strategic topics

Flemish Partnership on Dual Learning

Flemish Partnership: Delegation to sectoral partnerships

- Sector = engine behind dual learning

Composition: Comparable to Flemish Partnership

- Social partners
- Educational partners

Tasks: Comparable to Flemish Partnership

Goal: Delegation of daily work to sectoral partnerships

Currently: 18 sectoral partnerships, but this number is growing

Flemish Partnership on Dual Learning

**Support provided by the Department of Education and Training, and
Department of Work and Social Economy**

**Support for sectoral partnerships mainly provided by sectoral partners
Incentive via sectoral covenant (with separate chapter on dual learning)**

Current challenges

- Making apprenticeships an attractive option
- Implementing dual learning at other educational levels
- Extending dual learning to adult education (incorporation of new partners in the partnership)
- Strengthening dual learning in times of crisis (the 'relevance' of dual learning, and the influence of COVID-19 on new, innovative systems)



Dual VET Dynamization Network in Galicia

Dual VET Dynamization Network

The network was set up in 2019

Its main objective is to strengthen the relationship between VET and companies by supplying a skilled workforce to match labour market needs, enhancing competitiveness and the development of industry



**DYNAMIZATION
TRAINING
SCHOOLS**



DYNAMIZATION AGENTS



FP
dual

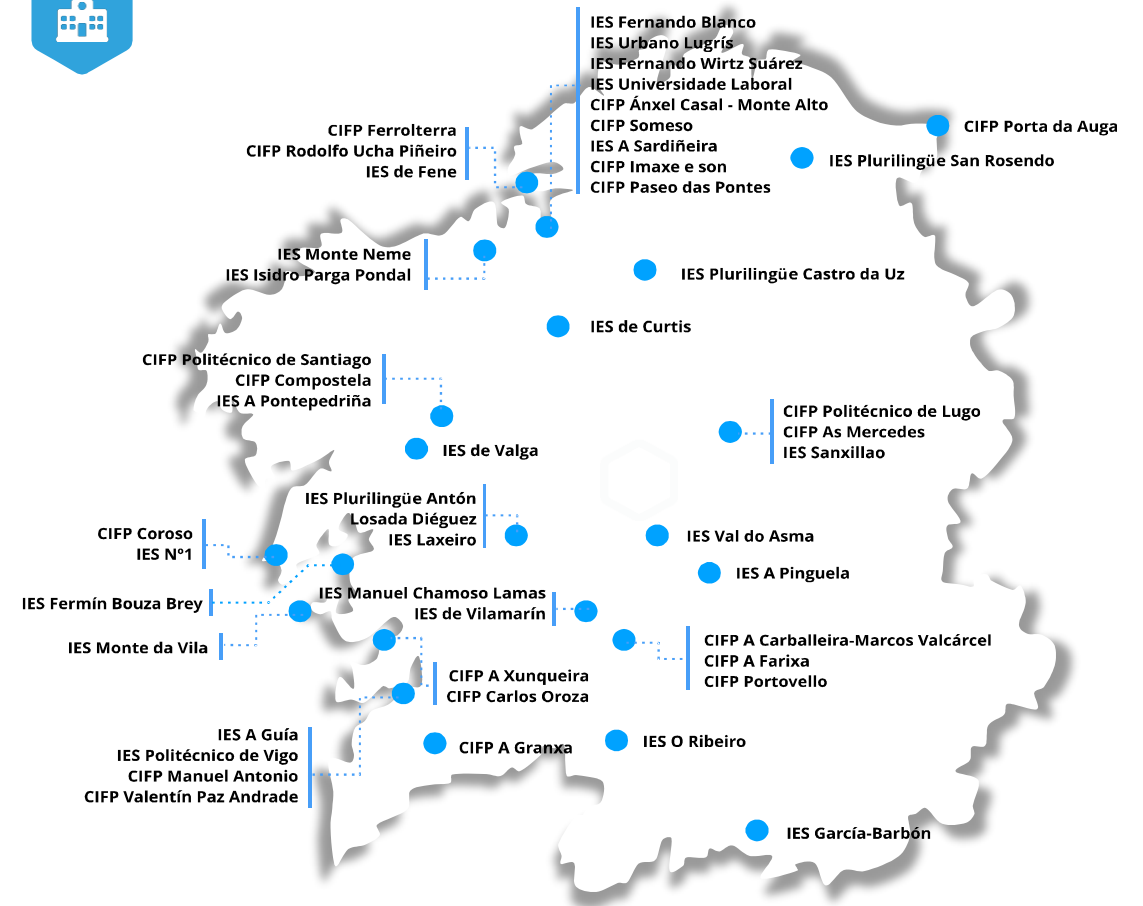
VET Schools within the dynamization network



The network has 44 schools for enhancing Dual VET, each one staffed by an individual responsible for promoting dual learning on a full-time basis



All the integrated Vocational Training Centres (CIFP) are part of this network



Staff responsible for dynamization

Those in charge of promoting dual vocational training have the following duties:

- 1 Searching new companies:** Covering the regional business network to showcase and promote dual VET and fulfil the needs of companies
- 2 Meet the industry demands:** Advise companies on which professional specialties will fit better their labour needs

To bring closer companies and VET Schools
 - Companies' employee skills accreditation
 - Companies' employee training requirements
- 3 Attending to schools and mentor needs**
- 4 Advise all stakeholders** in dual VET in order to acquire a quality management
- 5 Providing training in companies for teachers**
- 6 Disseminate dual-VET among students**



Coordination and monitoring



- **Quarterly coordination meetings** with all the people in charge of VET dynamization in order to improve the coordination and planning of future actions



- **Monthly report** of all the actions carried out for the network members

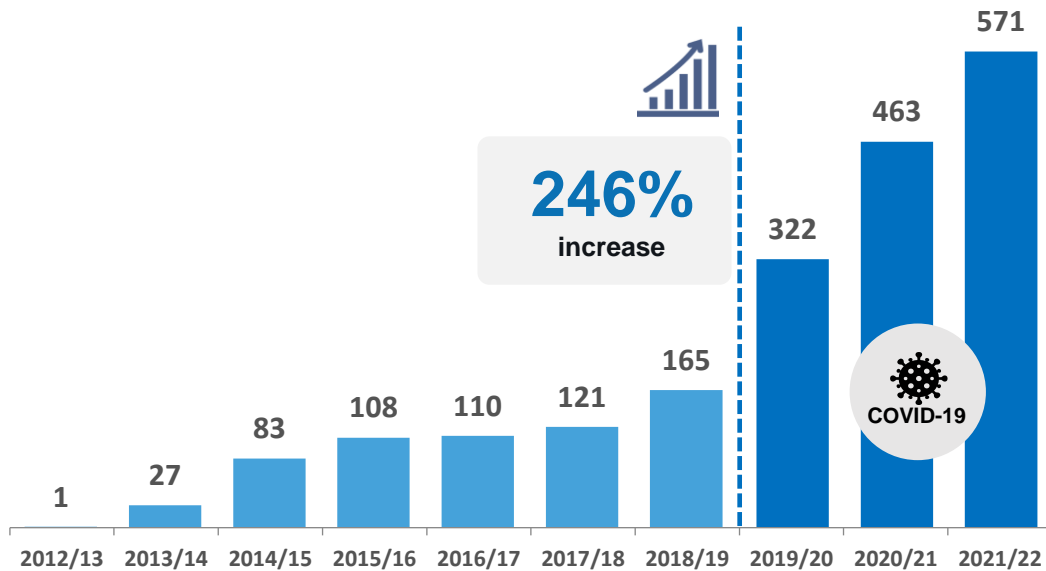


- **Final report** showing the milestones and benefits attained

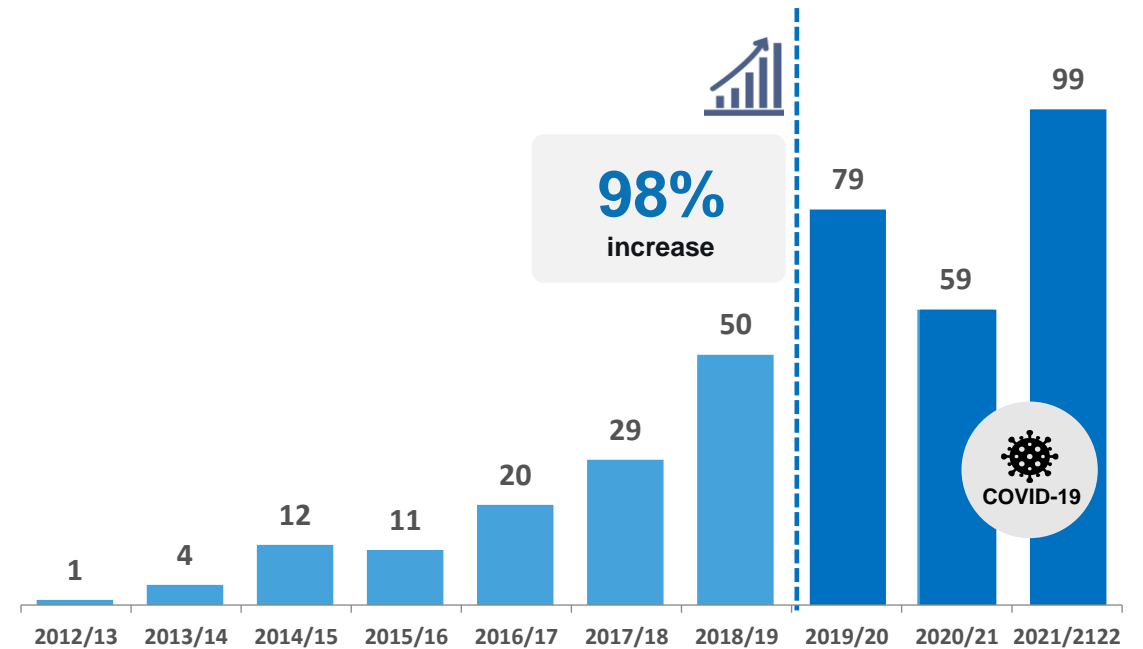
- Each person responsible for dual VET dynamization has a defined action area close to their VET school
- There are several members of the network active in big cities:
 - A Coruña city: 9 members
 - Vigo city: 4 members
- The network covers all professional specialties

Results

Companies' engagement evolution

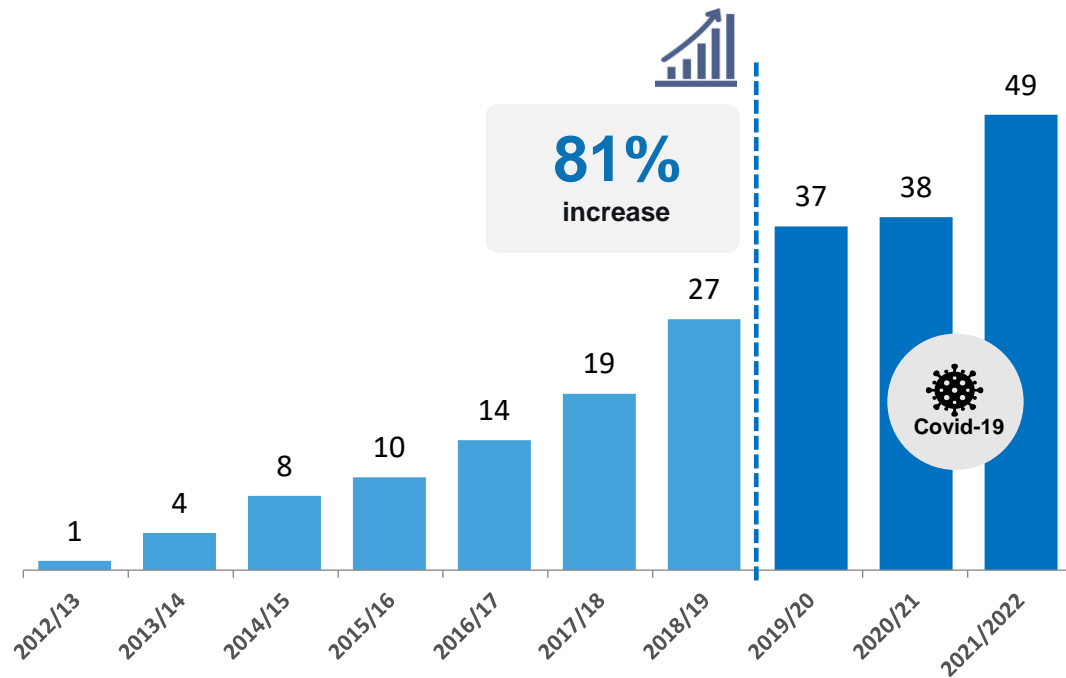


Performance of dual VET studies

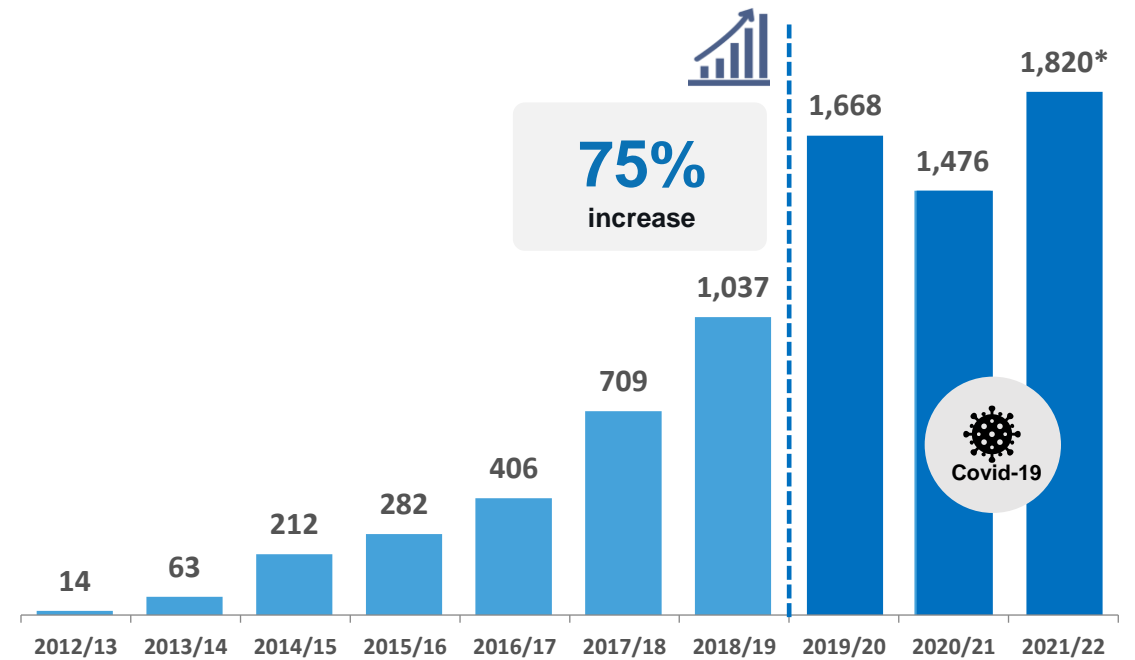


Results

Evolution of the number of schools involved



Learners enrolled in dual system



*Estimate

Conclusions



▪ **PROGRESSIVE AND GRADUAL EVOLUTION**

Since the Dynamization Network was implemented in the 2019–2020 academic year, the growth registered in dual VET in Galicia has been progressive and gradual

▪ **INCREASE IN DUAL VET LEARNERS**

More students have chosen the dual system since the establishment of the network

▪ **GREAT COMPANY INVOLVEMENT**

The number of companies with dual students has grown significantly

Companies participate in the selection of students

Employers cover apprentices' remuneration, and they are also insured (social security coverage)



▪ **SATISFACTION RATES**

86% of students would recommend dual VET training



▪ **STRONG AND SUSTAINABLE**

The Galician dual VET model is adapted to particular production activity in the region, and is sustainable over time



▪ **PATHWAY TO EMPLOYMENT**

Employability rates in 2018 were over 90%, with 9 out of 10 students in stable employment





Danish Vocational Education: Local Training Committees

The Danish VET system

- Key features of the Danish VET system
- Governance of the Danish VET system
- The Advisory Council for Initial Vocational Education and Training
 - Background, composition, and tasks
- Labour market councils in VET
- Recent developments and future challenges
- Q&A

Key features of the Danish VET system

The Danish VET system plays a major role in growth and employment
– demand for skilled labour is increasing

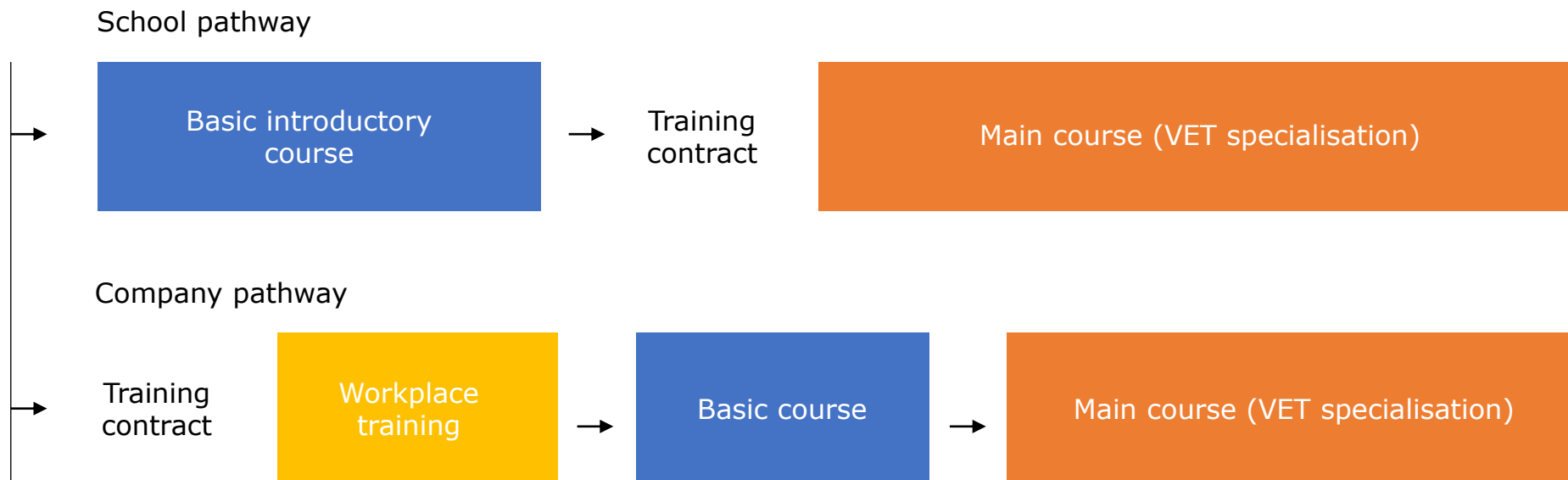
VET programmes qualify students for the labour market as skilled workers, meaning high-performance, in terms of their transition to employment




- VET is based on the dual education and training principle – alternation between school-based (approx. 25%) and work based (approx. 75%) learning in an enterprise (apprenticeship/training agreement)
- Clear focus on holistic, hands-on, and project-based training that develops students' ability to solve problems and to work individually, and as part of a team

Access from programmes to further education and training for graduates, including double qualifications programmes combining VET and general upper-secondary exams

- 103 VET programmes provided by more than 100 accredited self-governing VET colleges (technical, business, social, and health schools)

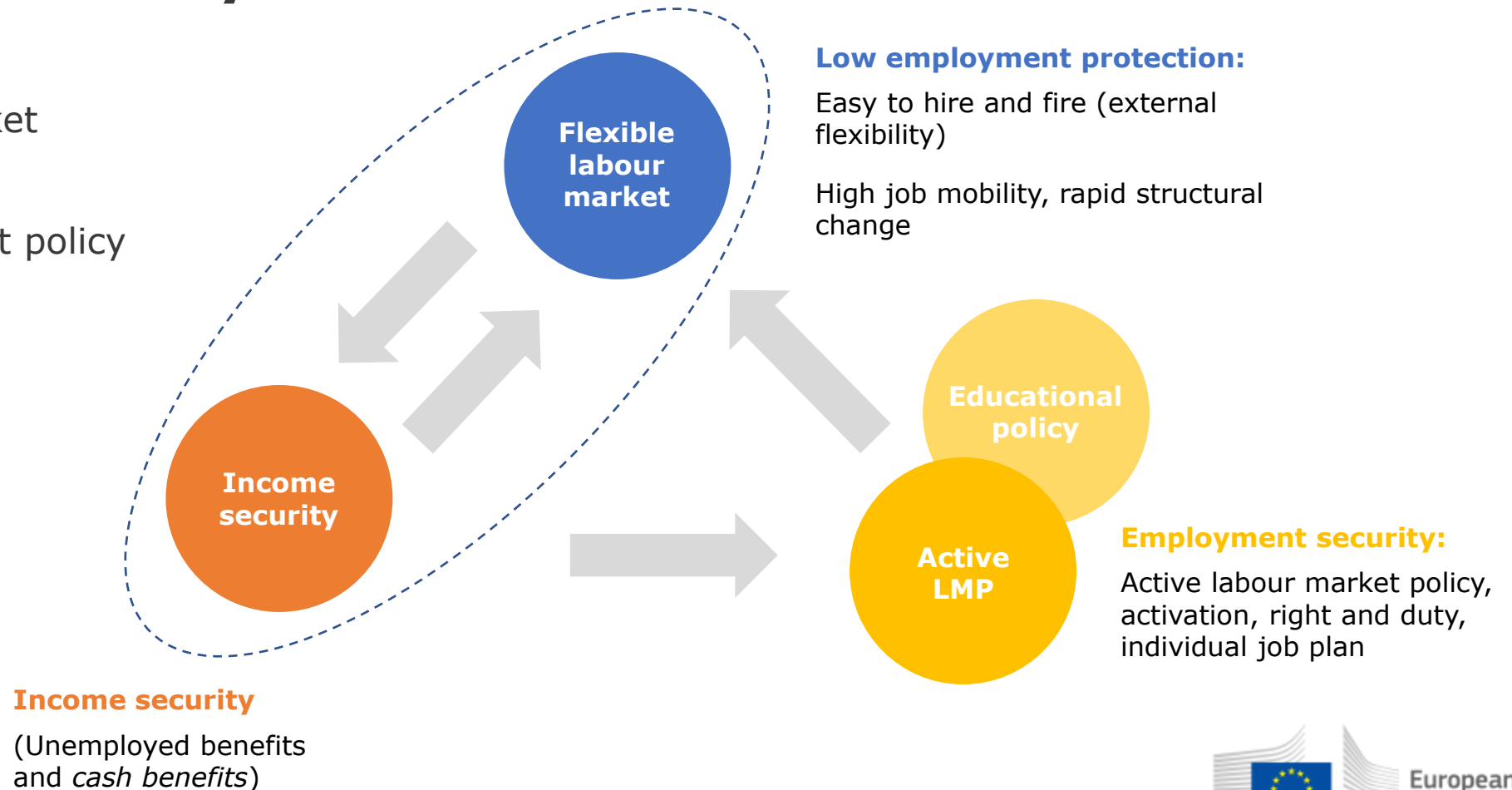
The dual principle in Danish VET



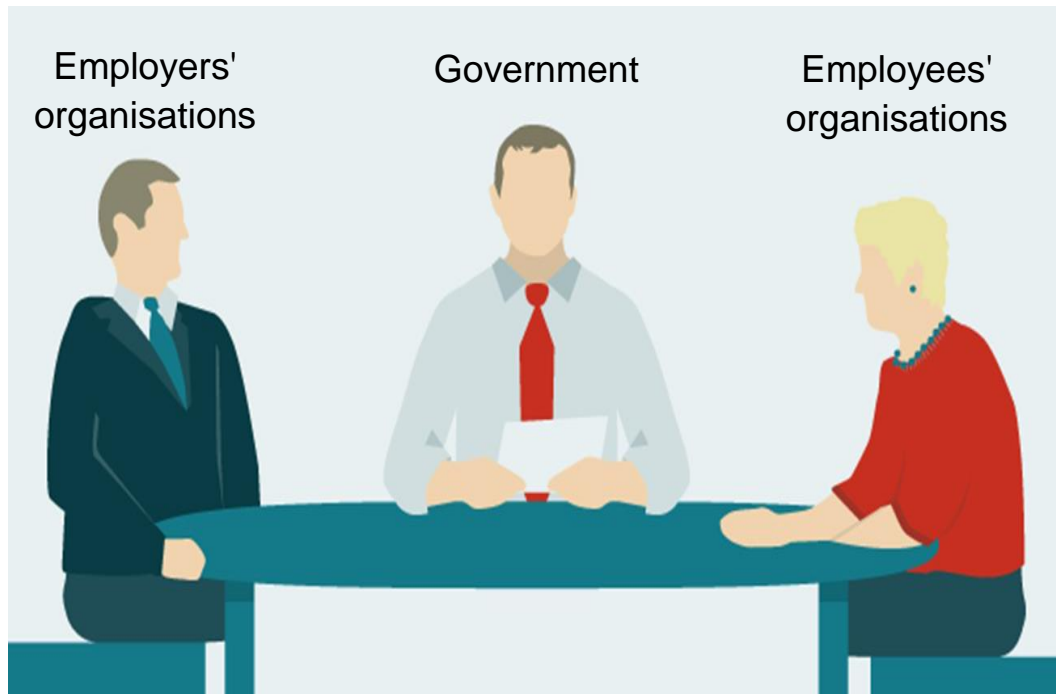
-  School-based education
-  Workplace training
-  Alternation between periods of school and periods of workplace training

The Danish flexicurity model

- Flexible labour market
- Income security
- Active labour market policy

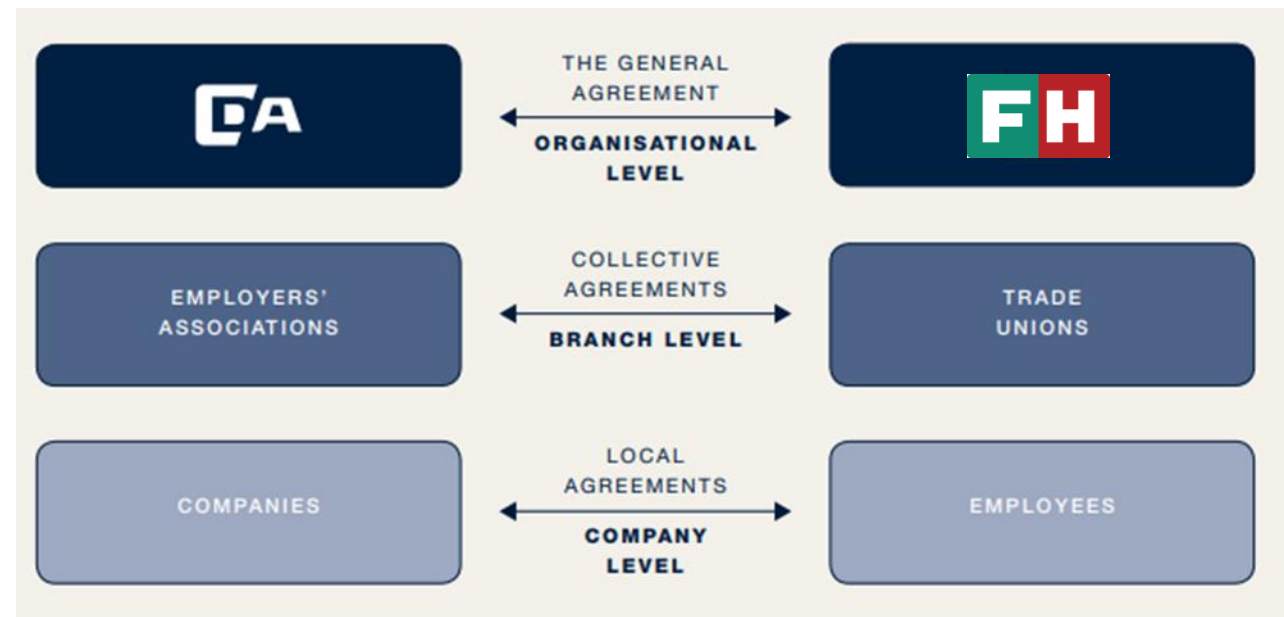


Tripartite collaboration



Ensures long-term responses to large and complex societal challenges

Collective Agreements:

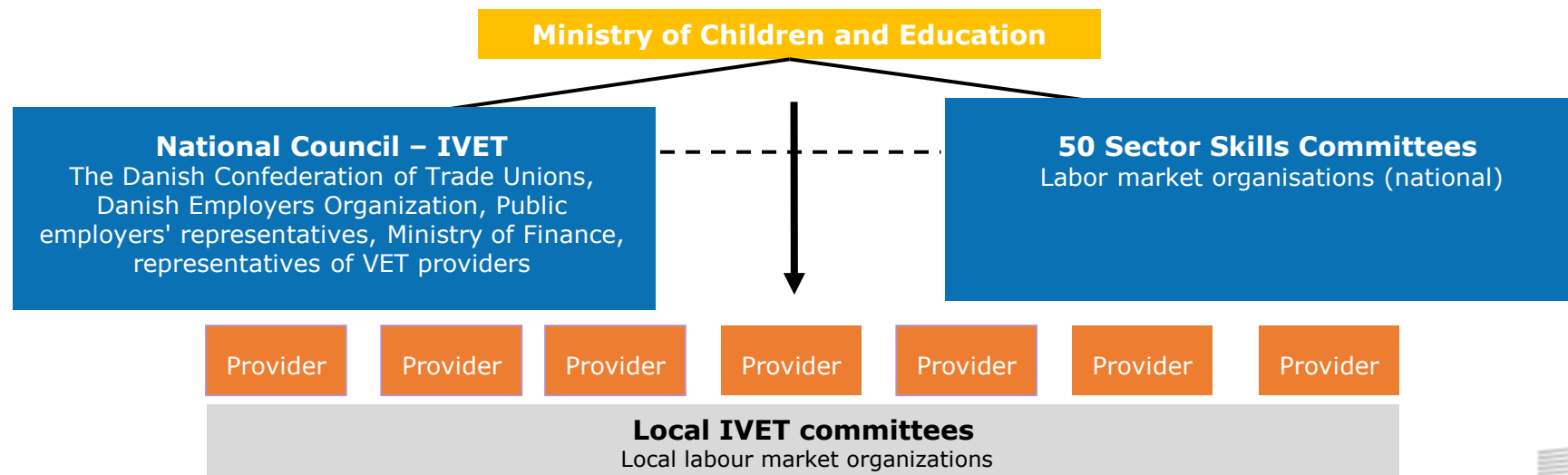


Key features of governance and provision

Shared responsibility between the state and social partners for:

- Development and provision of programmes
- Legal framework and governance, including quality assurance
- Framework and financing for work-based learning (apprenticeships)

Programmes are developed by 50 **Sector Skills Committees** (social partners) and approved by the Ministry of Children and Education



The Advisory Council on Initial Vocational Education and Training

Consulting the Minister of Education on matters concerning VET

Obligatory for the minister to consult the council regarding:

- Provision of education
- Research proposals/experiments
- New/changed legislation
- Sector-specific needs for skilled labour

Four permanent Working Groups

- Economy and provision, Experiment and trials, Formulas (training agreement, amendment, etc.), Preparatory education

Strategic themes within VET

10 annual meetings, 31 members: LO – *The Danish Confederation of Trade Unions* , DA – *Danish Employers Organization*, public employers' representatives (Danish Regions, Local Government of Denmark, teacher and student organisations, VET providers, etc.)



Sector Skills Committees (IVET)

Every facet of vocational education is covered by a Sector Skills Committee, and they can cover several aspects

SKCs are formed of labour market organisations, with parity of membership between employer and employee organisations

They develop or revise programmes based on skills forecasting, and are responsible for the main programmes/specialisations (duration, structure, examinations, required level of competence for entrance, etc.)

SKCs monitor skills demands within their respective sectors, and annually report to the MOE/National Council on IVET

They also approve companies for apprenticeships and monitoring of work-based learning



Local Skills Committees

Composed of representatives from local social partners and schools

National learning goals set by the Sector Skills Committees are implemented in the local context by the Local Skills Committees

The tasks of the LSCs include:

- Input to curricula development and elective subjects, offering suggestions to the Sector Skills Committees
- Fostering cooperation between schools and local businesses, including apprenticeships and skills assessment for the local businesses
- Planning the examination process and sourcing assessors
- Support schools in:
 - recruiting companies for apprenticeships
 - quality assurance and development



Recent developments and future challenges

Recent reforms on VET focus on:

- Increasing the number of apprenticeships by placing the responsibility for finding apprenticeships with the Sector Skills Committees (not with the students)
- Financial incentives for companies through a national training fund

Main challenges

Denmark needs more skilled workers now, and in the future, including:

- More young people choosing VET directly from primary school
- More VET students completing programmes
- Further and faster adaptation of VET to the green and digital transitions – basically, to a future we don't know

Further questions?

For any additional questions,
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Thank you for your time and attention!

**Online information session on Tuesday 28
September, from 13:30 until 14:30 CEST**

**Use your chance to hear more on the work of
the EAfA and upcoming events directly from
policy makers, get to know how your
organisation can benefit from joining the
Alliance and how to become a member**

Changes with the EAfA mailing list

**All current subscribers who received an email
requesting them to sign up again should do so if
you want to keep informed about the upcoming
EAfA activities**

**Thank you for your
time and attention!**

**Watch out for other
upcoming EAfA events!**

Live discussion on 7 October, 10:30-12:00 CEST

**How can apprenticeships be used as a tool for
social inclusion? Inspiring practices that break
the stereotypes**

New online training module in September

**Apprenticeships: A first choice for all? Making
apprenticeships a first choice for young learners,
adults, and underrepresented learners**