

# Towards a Shared Vision of Apprenticeships



GEFÖRDERT VOM



Bundesministerium  
für Bildung  
und Forschung

**btw**

Unternehmen für Bildung.

## Towards a Shared Vision of Apprenticeships

Focus on skills development  
and capacity building

Government lobbying and  
seeking alliances



## Preparation of a Quality Framework of Apprenticeships

Development of tools and  
elements

Exchange of best practices



## Governance from a Trade Unions` Point of View

Indicate good governance

Promote good governance

# 1. Background – Key-Elements of Apprenticeships

Apprenticeships require a clear framework:

- Systematic, long-term training with alternating periods at the workplace and in an educational or training institution. The apprentice is bound by contract to the employer and receives remuneration (salary or expense allowance).
- The employer assumes responsibility to provide the apprentice with systematic training (according to minimum standards) under real-life working conditions (in-house trainer, up-to-date equipment, etc.), leading to a specific training
- Based on an equal partnership between the public (government, schools) and private sectors. The obligatory involvement of social partners (trade unions and employers) ensures a high level of acceptance
- Standards to steering the vocational training system are necessary

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# 1. Background – Key-Elements of Apprenticeships

- Has to be formalised by national law and/or collective bargaining agreements;
- Has to be governed and assessed by social partners (trade unions and employers) together with public authorities and training institutions;
- Cover a wide range of professions and provide employment opportunities for men and women;
- Has to be properly funded with equitable cost-sharing between employers and public authorities;
- Involve a formal contract and ensure apprentices are paid;
- Include a strong training component and a balance between work-based and school-based training;

# 1. Background – Key-Elements of Apprenticeships

- Include independent examination through a multi-stakeholder examination board and leads to nationally recognized certificates
- Promote mobility by providing the opportunity to have parts of the apprenticeship in another European country

# 1. Background – Unions4VET

The project Unions4VET is funded by the German Federal Ministry of Education and Research for a period of two years. Trade unions from six European countries are cooperating, with the aim to establish networks and develop a shared perspective for quality training across Europe.

The partner countries are Germany, Greece, Italy, Latvia, Portugal and Slovakia.

The coordination is carried out by the German Confederation of Trade Unions (DGB) in cooperation with the bfw – Enterprise for Education.

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## 2. Objectives

- Active involvement of the social partners in existing and planned cooperation initiatives in the field of vocational education and training under the responsibility of the German Federal Ministry of Education and Research
- Increased cooperation of European trade unions, with a view to create a strong common position in European Vocational Education and Training
- Establishment of a dialogue among partners in the vocational training systems in order to develop minimum quality standards and to make Vocational Education and Training more attractive
- Further improve skills of trainers, trade unionists and employers
- Exchange of best-practice examples, development and testing of pilot projects, evaluation of experiences through peer review workshops
- Sharing of results through events and Public Relations

### 3. Approach

- The project initiative has been set up to promote sustainable cooperation with Trade unions and with partner organisations in Portugal, Italy, Greece, Slovakia and Latvia in the field of Vocational Education and Training (apprenticeships)
- Cooperation in vocational training and integration in dialogue processes
- Active involvement of social partners in the existing and planned initiatives for vocational and training cooperation
- Strengthening the cooperation with partner Trade Unions and broader networking with relevant organizations in the countries
- Initiation of learning processes and training dialogues to create a quality framework and provide minimum standards



## 4. Implementation – unions networking

- VET (apprenticeship) training dialogue with Trade Unions and partner organization
- Identification of experts for VET (apprenticeship) training and networking with trade union stakeholders
- Identification of German experts for VET (apprenticeship) training seminars in Italy, Greece, Latvia, Slovakia and Portugal (trade unions, employers, chambers)
- Building networks and supporting structures
- Analysis of needs and identification of possible future pilot projects
- Planning of seminars

## 4. Implementation - Development of Elements and Tools

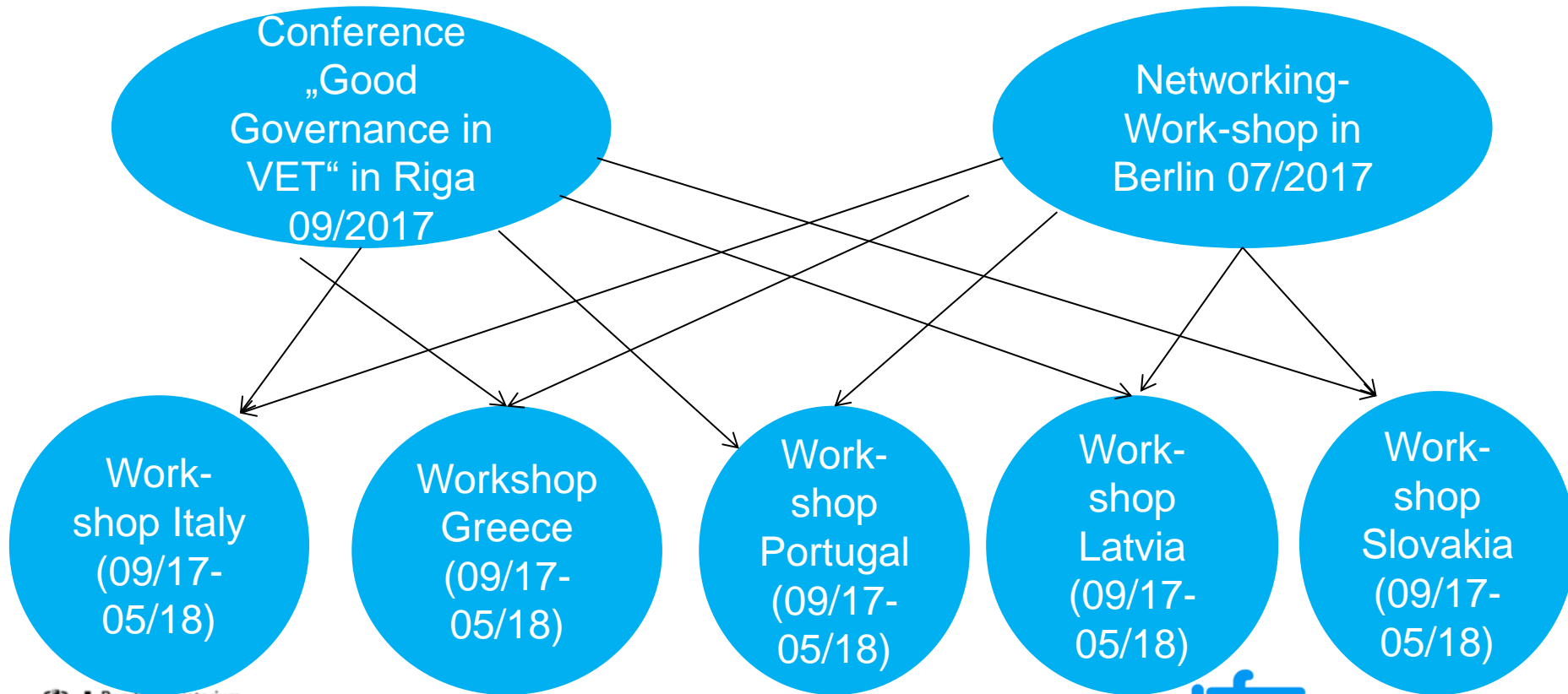
- Minimum standards: duration of trainings, place of cooperation, legal status of trainees, quality, training staff, apprenticeship as the basis for continuing Vocational Education and Training
- Steering the apprenticeship system: legal regulations and planning procedures, inclusion of social partners, vocational education schools and science, vocational training dialogue at national, regional and local level, sector dialogue
- "Train-the-Trainer": development and implementation of training modules
- Development and proposition of adapted training modules for tutors and trainers in enterprises
- Seminars in Italy and Greece

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## 5. Governance in VET from a Trade Unions' Point of View''

- Social partners (trade unions and employers' organisations) play a key role in shaping and implementing established and successful apprenticeship strategies.
- The commitment of employers is essential to ensure that training offer reflects the existing and the future needs of the labour market and that the supply of apprenticeships is sufficient. Trade unions make sure that apprenticeship programs are broadly defined and meet the existing and the future needs of young people in the labour market.
- Moreover, Trade Union representatives provide support and guidance to apprentices in the workplace. Cooperation between the social partners at different levels contributes to a stability and commitment. This makes apprenticeships for young people (and their parents) more attractive.

# Promoting Governance in VET



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