

# FOSTERING QUALITY APPRENTICESHIP IN EUROPE

FRANCESCO LAURIA  
ETUC / CISL



## A EUROPEAN QUALITY FRAMEWORK FOR APPRENTICESHIPS

A EUROPEAN TRADE UNION PROPOSAL



unionlearn  
with the ETUC

# ETUC QUALITY FRAMEWORK ON APPRENTICESHIPS

- Developed in two projects 2012-13& 2014-16
- It is composed of 3 parts:
  1. A list of 20 quality standards;
  2. A check-up list to help defining actions to improve apprenticeship at European / national / local / institutional levels in the format of questions
  3. Reference to the Council conclusions of 2013 on apprenticeship – most of the recommendations are in line with ETUC's Quality Framework

# QUALITY FRAMEWORK – HOW TO USE IT?

	<b>ETUC Quality Standards</b>	<b>ETUC Quality Criteria (Yes or No?)</b>	<b>Council of the European Union European Alliance for Apprenticeships Guiding Principles</b>
<b>5. Equitable cost-sharing between employ- ers and public authorities</b>	Apprenticeship schemes should be properly funded, with equitable cost-sharing between employers and public authorities at regional and/or national and European levels.	<p>Are apprenticeship schemes supported financially by employers</p> <p>Are apprenticeship schemes supported financially by public authorities?</p> <p>Are apprentices exempt from paying tuition fees?</p>	Involving both employers and public authorities sufficiently in the funding of apprenticeship schemes, whilst ensuring adequate remuneration and social protection of apprentices, and providing appropriate incentives for all actors to participate, especially small and medium sized enterprises, and for an adequate supply of apprenticeship places to be made available. (3f)

# **20 CRITERIA IN QUALITY FRAMEWORK**

- 1. Clear definition**
- 2. Regulatory Framework**
- 3. Social partnership and governance**
- 4. Equal opportunities for all**
- 5. Equitable cost-sharing between employers and public authorities**
- 6. Responsiveness to labour market needs**

# ETUC QUALITY STANDARDS

**7. Formal contracts**

**8. Personal development and career opportunities**

**9. Pay and social protection**

**10. Safe working environment**

**11. Guidance and counselling**

# **ETUC QUALITY STANDARDS**

**12. Quality assurance procedures**

**13. Solid learning base**

**14. Balance between workbased and school-based training**

**15. Teachers, trainers and mentors**

# **ETUC QUALITY STANDARDS**

**16. Competence-based schemes and a duration should enable apprentices to attain the appropriate standards to work**

**17. Certification and recognition**

**18. Progression – EQF**

**19. Recognition of non-formal and informal learning**

**20. Mobility in Europe**

# ITALIAN CASE

- ❖ Initial Vet in Italy includes the provision on apprenticeship with corresponds with Cedefop definition
- ❖ Article 117 of the Italian Constitution: the State has exclusive legislative powers for education, whilst the Regions are responsible for VET
- ❖ Regulatory framework is based on 2011 “Atto unico dell’apprendistato” with the changes of the “Jobs Act” (2015). In 2016 agreements between social partners has been signed at confederal and sectoral level.
- ❖ Apprenticeship is an employment contract designed for the training and the employment of young people
- ❖ Three types of apprenticeship in Italy: apprenticeship for acquiring a vocational qualification and diploma, professional apprenticeship, higher education and research apprenticeship.
- ❖ In 2015: Jobs act introduces changes designed:
  - to overcome the differences in regulation between regions,
  - to improve the link between companies and public training institutions,
  - to strengthening aspects of school based training,
  - to cut the age limits for professional apprenticeship for the unemployed



# APPRENTICESHIP IN ITALY

**STRENGTH** (CHARACTERISTICS OF JOB  
CONTRACT)

&

**WEAKNESS** (QUALITY AND REPUTATION  
OF TRAINING)

**ROLE OF SOCIAL PARTNERS IN THE  
DIALOGUE WITH INSTITUTIONS**

# WORKING TOGETHER....

- ❖ The social partners could increase apprenticeship capacity to meet the needs of the labor market, by providing their knowledge of labor demand situation, including actions through bilateral bodies (managed by Trade Unions and Employers)
- ❖ Social partners could play a role in the certification of skills acquired with the professional apprenticeship, which now allows you to gain a recognized certificate for professional purposes by the social partners but not yet by the education authority and, therefore, lacking any reference to the European Qualifications Framework.
- ❖ Social Partners and Collective Bargaining must play a stronger role in the development of apprenticeship: training must be a part of the solution not a part of the problem.