

ApprEnt - Refining HE apprenticeships with enterprises in Europe



Eucen Policy Talks ULLL for Better Performance VET Focus & Labour Market Dimensions

Lucilia SANTOS | University of Aveiro
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Erasmus+ KA3 Support for Policy Reform
VET-Business Partnership on Apprenticeships/Work-based learning
585163-EPP-1-2017-1-BE-EPPKA3-VET-APPREN

Project coordinated by



ULLL FOR BETTER PERFORMANCE VET FOCUS & LABOUR MARKET DIMENSIONS

- ❖ Context
- ❖ eucen ApprEnt Research Project
 - ❖ Definitions
 - ❖ Data analysis
 - ❖ Results
 - ❖ Training course for HEI and Company supervisors
 - ❖ Policy Recommendations

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EAEA STATEMENT ON UPSKILLING PATHWAYS 2019

EAEA recommendations:

1. **Strengthen the governance of adult education and basic skills in the framework of lifelong learning.** A comprehensive lifelong learning strategy will help link learning pathways. Within the Upskilling Pathways strategy, the responsibilities need to be clearly spelt out.
2. **Reinforce cooperation between ministries, sectors and institutions of different backgrounds.** A good strategy needs good cooperation between different sectors and institutions. Upskilling Pathways can be a real incentive to start building bridges.
3.

<https://eaea.org/2018/12/19/eaea-statement-upskilling-pathways/>

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VET FOCUS AND LABOUR MARKET DIMENSIONS

VET

- ❖ in HEI
- ❖ Competence and convergence

Labour Market demand

- ❖ Skills and competences mismatch
- ❖ Time evolution of needed skills

HE Apprenticeships/Internships/Traineeships

- ❖ A bridge between demand and supply
- ❖ A balancing between HE and WBL

The attitude towards knowledge

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Programme: **ERASMUS+** | Sub-programme: **Support for Policy Reform**
 Starting date: **16 October 2017** | Finishing date: **15 October 2019**
 Partnership:

- | | |
|---------------------------------------|--|
| 1. eucen | 9. Chamber of Commerce Brest |
| 2. Université de Bretagne Occidentale | 10. Senate of Economy Austria |
| 3. Danube University of Krems | 11. Estonian Chamber of Commerce and Industry |
| 4. Tallinn University | 12. Associação Industrial de Aveiro |
| 5. University of Aveiro | 13. Federation of Finnish Enterprises, Southwest |
| 6. University of Turku | 14. Camera di Commercio di Catania |
| 7. University of Catania | 15. Asociación de Empresarios del Henares |
| 8. Universidad Complutense de Madrid | 16. Fundación Conocimiento y Desarrollo |
| | 17. Câmara Municipal de Albergaria-a-Velha |

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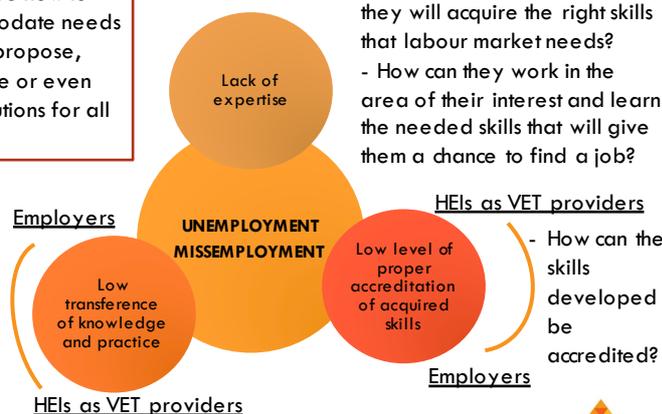
SOCIAL CHALLENGE

Policy makers: to see how to accommodate needs and to propose, envisage or even rule solutions for all parties

Young people: - How can they be sure they will acquire the right skills that labour market needs?
 - How can they work in the area of their interest and learn the needed skills that will give them a chance to find a job?

In both directions - more alliances and work in common is needed:

- What does the market need?
- How can academic knowledge help to prepare future workers?



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HIGHER EDUCATION APPRENTICESHIP THE DEFINITION

Programmes with a **minimum of four out of the six** following characteristics:

- **Learning alternates** between a **workplace** and an **educational or training institution**
- **Strong tutoring/mentoring both at work and in the HEI**
- The programme is **part of formal and/or continuing education and training**
- Learners acquire **a qualification or a part of a qualification** and receive an **officially recognized certificate**.
- Apprenticeships are **based on a contract or formal agreement** between employer and learner.
- Apprentices are **contractually linked to an employer and to a HEI** and **receive remuneration** in the form of wage, allowance or similar for their work.

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TRANSVERSAL ANALYSIS OF THE 33 CASE STUDIES

The case studies:

- **72,3% meet all the characteristics** of the HE apprenticeship definition used, and 93,9% meet at least 4 of them
- Represent **technology and management areas**. (54,5%)
- Apprenticeships programs are **promoted by the HEI (39,4%)**
- Are **standard Bachelor-Master-Doctorate** qualification studies (42,2%)
- **Access an academic degree via formal criteria** to be selected for an apprenticeship scheme (51,5%)
- The **curriculum design remains mainly with the HEI (51,5%)**, but in 36,4% cases the programme curriculum is planned in collaboration between the companies and the HEI.

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TRANSVERSAL ANALYSIS OF THE 33 CASE STUDIES

- The 57 companies are **Medium and Small size**, with a very small presence (4%) of Micro companies.
- 87,9% demonstrate a **tutoring model developed in strong collaboration between HEI and companies**.
- In 80,1% of the cases **there is no offer of a dedicated training for the university tutors or the company mentors**, although there is wide agreement on its importance.
- **Different programmes use different supporting tools**, although in most of the cases (72,7%) the main option goes to **face-to-face meetings**.
- The **least agreed characteristic** is number 3 - "**Offers a remuneration to students**".
- The **100% characteristic** fulfilled is number 1 - "**Combines workplace and education or training**".

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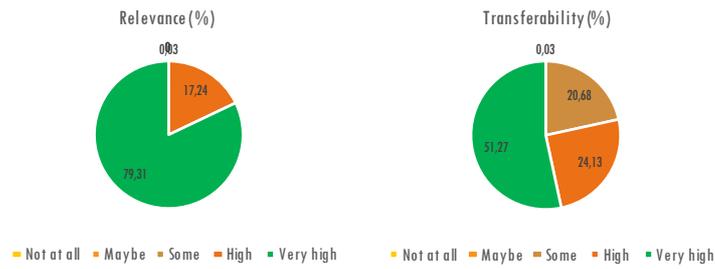
PARAMETERS OF HE APPRENTICESHIPS C.S. CONSIDERED PERTINENT TO THE PROJECT

- **Relevance:** Are directly connected to a real apprenticeship (or similar) programme.
- **Transferability:** Are transferable to existing or future HE apprenticeship programmes in nationally and /or in partner countries.
- **Impact:** Have an impact on the strategic functions of the university, e.g. on results, changes in processes, on the university-business collaboration, on staff, on the students, etc.
- **Standardisation:** It may be decontextualized and standardized partially or as a whole concept.

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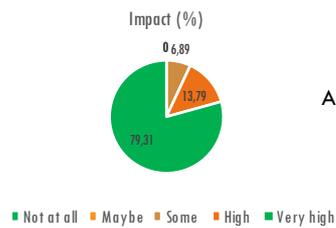
RELEVANCE AND TRANSFERABILITY

The case studies analysed are considered very relevant and transferable.



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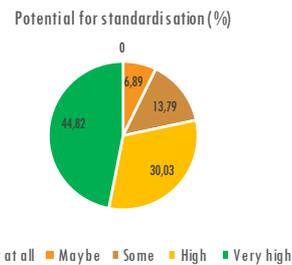
IMPACT AND STANDARDISATION



Are considered able to **have a high impact**.

Regarding standardization it is noticeable that **the diversity of models and realities is acknowledge and evident**.

This must not be faced as a negative result but as the identification of a great probability of failure if the attempt to design and implement a unique EU HE Apprenticeship model is considered.



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IMPLEMENTATION OF HE APPRENTICESHIPS HIGH DIVERSITY BETWEEN PARTNERS

- The Implementation of HE Apprenticeship is in **different stages of implementation** between partners (e.g. already existing cases, piloting)
- Partners' experiences **vary greatly** in terms of **strategies applied** and how the Apprenticeship has been **implemented**

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GENERIC PROTOTYPE COURSE FOR COMPANY & HEI APPRENTICESHIP SUPERVISORS

- ❖ Identification of existing apprenticeship/work-based learning schemes
- ❖ Four collected model agreements
- ❖ Analysis regarding
 - ❖ Sharing of responsibilities
 - ❖ Feed-back from users for improvement of the current contracts
 - ❖ Training content
 - ❖ Compensation of costs
 - ❖ Matching requirements/standards for workplace guidance
 - ❖ Use of RPL
- ❖ Content of the tripartite contracts

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POLICY RECOMMENDATIONS

IDENTIFIED ASPECTS OF HE APPRENTICESHIP

- Regulations
- Strategic policy-making
- Training
- Mobility
- Guidance and coordination
- Quality Assurance
- Allocate resources
- Funding
- Transparency
- Sustainability

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MEASURES THAT CAN BE TAKEN BY EACH LEVEL

	EU level	National level	HEIs level	Business level
1.Regulations	Development of an Eu level set of rules that make mobility and accreditation easier in all countries subscribing it	Adopt the regulations recommended by the EU and adapt them to the national level, in order to unify criteria and facilitate working with other EU countries	Test how the new regulations work with a real programme. Facilitate the test , collect feedback and send it back to policy makers for refining.	Accept in incorporating new regulations to current procedures and collaborate in the test of them with real cases . Send feedback to policy makers for refining.
2. Strategic policy-making	Provide distinguished policy vision and package for apprenticeships of higher level of education	Work out and apply for distinguished policy package for apprenticeships of higher level of education, that consider specific national context	Implement special policy measures , create coordinating efforts and resources and encourage students. Foster mobility at national and international HE level	Participate via special policy measures, create a special team of apprenticeships and management. Create conditions for mutual mobility with companies and HEIS.

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MEASURES THAT CAN BE TAKEN BY EACH LEVEL				
	EU level	National level	HEIs level	Business level
3. Training	Provide policy, financial and logistical support to countries prepared to regulate training for tutors/supervisors. Promote Mobility of trainers and students , with adequate funding and support .	Launch, promote and encourage training for mentors/supervisors with national awards or advantages and supervisor networks. Establish financial and logistical means to HEIs and companies . Promote mobility.	Introduce and encourage training for supervisors and feedback networks . Allocate adequate time and resources . Offer "compensation in kind" (time or credits). Ensure full recognition of tutors' role and competences .	Announce and encourage training for mentors . Allocate adequate time and resources . Offer "compensation in kind" (time or credits). Ensure full recognition of mentors' role and competences .
4. Mobility	Offer mobility grants for academics and non-academics working in apprenticeship programmes. Organisations welcoming visitors have better grants.	Launch, promote and encourage mobility for academics and non-academics working in apprenticeship programmes. Organisations welcoming visitors get better grants.	Introduce and encourage mobility with other HEIs or enterprises working with apprenticeships or interested to do so. Welcome visitors.	Announce and encourage mobility with other enterprises or HEIs involved in apprenticeship programmes. Welcome visitors.

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MEASURES THAT CAN BE TAKEN BY EACH LEVEL				
	EU level	National level	HEIs level	Business level
5. Guidance and coordination	Guidelines on how to establish national guidelines office and financial support . Promote transnational cooperation and interchange in the process.	Establish a national office with online help desk and face-to-face staff , allocating adequate funding and resources . Providing web-based information about the opportunities of apprenticeship studies in HE level for all the target groups.	Create an institutional profile and appoint a member of staff to give advice and help. Allocate adequate funding and resources .	Create an enterprise profile and appoint a representative to give advice and help. Allocate adequate funding and resources .
6. Quality	Create quality control measures	Adopt officially quality control measures and give to them adequate publicity . Award those who apply quality control measures	Embed quality control measures in everyday management of wbl and apprenticeship schemes . Watch how business take care of students . Adapt curricula according to the needs of the employers and other organisations	Embed quality control measures in everyday management of work-based learning and apprenticeship schemes. Ensure HEIs equip students with needed knowledge

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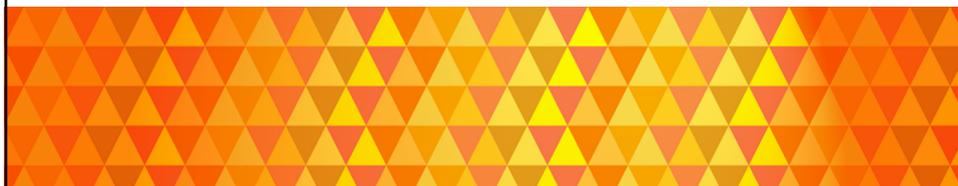
MEASURES THAT CAN BE TAKEN BY EACH LEVEL				
	EU level	National level	HEIs level	Business level
7. Resources	Launch publicity campaign in EU . Fund more projects that promote work-based learning and apprenticeship schemes.	Give tax discounts to employers using these types of placements	Organise info sessions every year for both internal and external audience. Provide 'interest' forms to students	Prepare description of skills needed in the trainees for HEIs to identify students
8. Funding	Award European support for countries implementing the European regulations for apprenticeship programmes	Awarding national support to institutions implementing the European regulations for apprenticeship programmes	Allocate in the annual budget a section to improve and enlarge apprenticeship collaboration (e.g. in terms of training, time and/or dedication of staff)	Allocate in the annual budget a section to improve and enlarge apprenticeship collaboration (e.g. in terms of training, time and/or dedication of staff)

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MEASURES THAT CAN BE TAKEN BY EACH LEVEL				
	EU level	National level	HEIs level	Business level
9. Transparency	Annual reports from EU member states adopting the European regulations and receiving some sort of funding. Assessing use of the funding. Assessing quality of programmes funded. Compare practices across countries and benchmark.	Annual reports from HEIs/enterprises adopting the European regulations and receiving some sort of funding. Assessing use of the funding. Assessing quality of programmes funded. Sharing good practices.	Annual reports highlighting how the funding received has been used and analysis number of students, academic successful rates, incorporation to jobs rates, etc Sharing good practices.	Annual reports highlighting how the funding received has been used and which students from which HEIs have had a more useful input to the company, how many have been recruited, etc Sharing good practices.
10. Sustainability	Promote permeability and flexibility of learning pathways between sectors. Pursue a coherent and consistent policy vision for the benefit of all actors involved.	Adopt general frameworks allowing for flexibility between learning pathways and stick to a consistent long-term vision for the benefit of all actors involved.	Devise strategies and implement actions to accommodate greater flexibility between learning pathways and preserve a consistent long-term strategy for the benefit of all actors involved.	Cooperate with education providers with the aim of facilitating greater flexibility between learning pathways for the benefit of all actors involved.

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**THANK YOU FOR YOUR ATTENTION
SEND YOUR QUESTIONS TO...**

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