

BUILDING RAPPORT TO PREVENT EARLY SCHOOL LEAVING

RAPPORT –527920-LLP-1-2012-1-IT-COMENIUS-CMP

Newsletter No.2
February 2014

<http://rapport-llp.eu/>



Lifelong
Learning

This newsletter is aimed to present the state of the apprenticeships in the partnerships countries and in Europe

The European Alliance for Apprenticeships (EAfA), jointly coordinated by DG Education and Culture and DG Employment, Social Affairs and Inclusion, aims to bring together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe. Although managed by the European Commission, the success of the initiative lies with the commitment of its partners, notably through the network of ambassadors and pledges.

Apprenticeships and work-based learning ease the transition from education and training to work, and evidence suggests that countries with a strong VET and apprenticeship system have lower levels of youth unemployment than countries without such systems.

EAfA welcomes commitments and pledges by organisations across Europe willing to contribute to strengthening access to, the supply of, and/or the quality of apprenticeships.

EAfA provides an application form for organisations interested in making a pledge. For more information visit: http://ec.europa.eu/education/policy/vocational-policy/alliance_en.htm

Hungary

Following compulsory elementary educational pupils must continue their studies until the age of 16.

Vocational schools are all 3 years in their duration and do not provide matriculate which is a prerequisite for higher education.

Vocational schools therefore are seen as dead ends in the educational career path.

In Hungary exists the vocational high school as an alternative that offers vocational training coupled with a state matriculate.

From these schools further training is possible.

The so called “gimnazium” is the pure academic type of higher education, a breeding soil for university students. In this highly selective system apprenticeship as such mainly exists in vocational schools.

Apprenticeship in Hungary is strictly connected to formal vocational training.

Students, who are full time vocational school trainees, are doing their compulsory practical training in either the school’s workshop/office or other training facility or at an actual enterprise that is contracted with the school.

The system is going through a significant change in 2013.

Since September the training period in vocational schools is shortened to three years and the proportion of academic subjects is reduced to 30% of the full training period.

On the other hand practical training will have more time allotted and it will have to be carried out at an enterprise.

Much like the German “dual” model students will spend most of their training time at companies which will have to contract them (not necessarily pay).

At this time non-formal or informal learning is not recognised in the system.

Schools may – and they often do - recognise vocational practice taken abroad within the framework of the Leonardo programme as mandatory practice at home. The Europass mobility certificate is used most often in VET mobility projects: in 2010 1745 certificates were issued compared with 972 in the previous year, most in connection with Leonardo mobility projects.

Spain

Apprenticeship: In the labour sphere, on-the-job training in an occupation or skill, following the instructions of an expert or specialist (*maestro*).

In Spain, this form of vocational training used to be provided under apprenticeship contracts, which have been

BUILDING RAPPORT TO PREVENT EARLY SCHOOL LEAVING

RAPPORT –527920-LLP-1-2012-1-IT-COMENIUS-CMP

Newsletter No.2
February 2014

<http://rapport-llp.eu/>



Lifelong
Learning

replaced in recent years by **work-experience contracts** and **job-training contracts**. In the labour legislation is now referred to as a "new apprenticeship contract".

The Labour Reform Act recently approved in Spain (<http://www.boe.es/boe/dias/2012/07/07/pdfs/BOE-A-2012-9110.pdf>) includes among its new measures regulation of training and apprenticeships contracts. The aim of this type of contracts is for workers to acquire professional qualifications in the framework of Spanish VET and in alternation with employment in a company.

Greece

Among the different apprenticeship schemes that exist in Greece, in January 2013, the Greek Government announced an ambitious apprenticeship project in the framework of combating unemployment in the country.

It is aimed to provide apprenticeship to young people 15-24 and 25-35 who belong to disadvantaged social groups. The target is to help these people to acquire the qualifications, skills and the working experience needed to enter or reintegrate the labour market. They are, also, going to be helped during their transition to the working environment through support and mentoring. Trainees get a salary and have social insurance

The project is the product of co operation of different Ministries and is run by different bodies, state and private. Through this project the government pursue to create new working posts relevant to young people's typical qualifications, reinforce vocational education and training with emphasis on the combination of training and working experience, enact systematic programmes for the transition from school to labour market (school-to-work programme), support vocational guidance for students and young people, reinforce youth entrepreneurship with focus on new pioneering products and services, invest on measures to prevent school leaving.

Italy

Apprenticeship is derived from "**learn**", that means obtain reasoning patterns, production techniques and concepts related to them. It is a concept that implies a relationship between teachers and learners, including adults,

who transmit a knowledge or ability, and that young people acquire, and potentially will improve not only the breadth and depth, but also the innovative capacity. Over time the contract of apprenticeship has become a means to combat youth unemployment.

The Italian Apprenticeship is divided into **many typologies**, so that we can talk of "apprenticeships"; only some of them are related to the Education system and allow to acquiring a diploma that could be gained through a full time study programme as well.

The Italian Apprenticeship is a labour contract, with a training purpose. The apprentices earn a wage and work alongside experienced staff to gain job-specific skills; meanwhile they are involved in a training programme that is provided both by the enterprise and off-the-job by a training centre or a school/university.

Switzerland

Apprenticeship is an extremely important step for youngsters, since it influences the future professional path and marks the transition from school to the work environment. Apprenticeship is regulated by a fixed-term contract and it is aimed at teaching participants, who cannot be younger than 15 years old, necessary operational and theoretical competencies to learn and start a professional career.

The core project product has been realised, and is now available on the project website! It is a set of video interviews, shot in each partner country, and showing real life experiences of people with different professional and training backgrounds, and a lot of precious messages to deliver.

Some videos show the story of people who completed a whole training path; other interviewees precossciously left school, whereas a group of them left a training path and subsequently went back to education.

It is extremely interesting to listen to these people telling us about their choices; the motivation behind their decisions; the difficulties they had to face and the resources thanks to which they could overcome such barriers.

Watch the videos and find out why those who trained

BUILDING RAPPORT TO PREVENT EARLY SCHOOL LEAVING

RAPPORT –527920-LLP-1-2012-1-IT-COMENIUS-CMP

Newsletter No.2
February 2014

<http://rapport-llp.eu/>



Lifelong
Learning

to achieve an objective do not regret it, or why adults sometime decide to back to school. Enjoy the show!

Ireland

Apprenticeship is the recognised means by which people are trained to become **craftspeople** in Ireland. These trades are essentially aligned to the building and other trades. The main craft trades have been designated by SOLAS (means light in Gaelic) and come within the scope of the Statutory Apprenticeship system. These areas are organised in Ireland by SOLAS in co-operation with the Department of Education and Skills, employers and unions.

In Ireland the Apprenticeship system is a **demand-driven**, based in the workplace and classroom. This is aimed at developing the skills of the apprentice to meet the needs of industry and the labour market. The curriculum for each apprenticeship programme is based on uniform, pre-specified standards which are agreed and determined by industry. On successful completion of an apprenticeship, a FETAC Advanced Certificate is awarded; this is recognised internationally as the requirement for craftspeople status. On successful completion of an apprenticeship an apprentice is eligible for consideration for entry into related degree programmes provided by the Institutes of Technology providing that the candidate has met other special entry requirements.

Apprentices are paid the agreed Industrial Apprentice Wage Rate by the employer. Generally, rates are based on the year and increase during the apprenticeship. During off-the-job training (in an Institute of technology), all apprentices are paid an Apprentice Allowance.

The system is fair and has an equality element built in but because it is labour market driven, the available places for apprentices can be limited in times of recession in a particular industry – at the moment there is a shortage of available place in apprenticeships in the building trade. The following are the Apprenticeships available in the Irish system currently and all these depend on market demand.

Poland

In the Polish education system apprenticeship training appears as a special type of vocational education and training. It exists mainly in the craft sectors. The Polish law does not provide a national definition of the apprenticeship system however the Labour Code states certain conditions and requirements concerning the status of young workers. Young workers are of age 16-18, because it is forbidden to employ a person below the age of 16. They must have fulfilled compulsory education. The basis of this kind of employment is constituted in the contract between the employer and a young worker. Employment of young workers is considered as fulfilling the obligation of learning (lasting until the age of 18 and defined in the Constitution). The learning of a profession is done on the basis of a work-contract, which means that the apprentice gets salary and needs to have a social insurance. Learning of a profession lasts 2-3 years and during the process of learning the apprentice has to learn also professional theory in the vocational school or in the non-school way.

Apprenticeship training is regarded as a special type of vocational education training in Polish education. The main qualification for participating in this type of training is completion of lower secondary school (*gimnazjum*) and being at least 16 years old. However, in special situations, the law allows for some exceptions. Apprenticeship training is often organised in small and medium-sized enterprises, mainly in handicrafts. Employers are usually members of a guild or a chamber of handicrafts, with a particular chamber of handicrafts or appointed guild supervising an apprenticeship training. The most common occupations are hairdresser, carpenter, baker and confectioner.

Due to their earlier work experience, the programmes for adults are shorter: occupational training lasts 12 to 18 months and training aimed at preparation for performing a specific job 3 to 6 months.

BUILDING RAPPORT TO PREVENT EARLY SCHOOL LEAVING

RAPPORT –527920-LLP-1-2012-1-IT-COMENIUS-CMP

Newsletter No.2
February 2014

<http://rapport-llp.eu/>



Lifelong
Learning

DISSEMINATION

Seed association presented the Rapport to the pre-apprenticeship teachers of Canton Ticino in Gordola, during their yearly meeting. You can find more information at: <http://seedlearn.org/rapport-meets-school-teachers/>



Superact (UK) has attended meetings with 3 organizations: **Targeted Youth Support Office** in Taunton, **Atkinson Juvenile Secure Unit** for 12-17 year olds. This is a social services secure unit and **Somerset College** assist people to look for work and help employers find people.

CECE (ES) has presented the project at **CECE** annual Conference in Pamplona and in EfVET conference in Athens.



Regional Directorate of Primary and Secondary Education of Crete presented the Project during the seminar titled “The contribution of Comenius projects to address the phenomenon of early school leaving” organised by Greek National Agency – IKY.

**FOR MORE INFORMATION ABOUT THE
PATNER'S ORGANIZATIONS PLEASE SEE
THE LINKS BELOW**

E.Ri.Fo www.erifo.org

Mayo Education Centre
www.mayoeducationcentre.ie

CECE www.cece.es

Institute for Private Enterprise and Democracy
www.iped.pl

SEED association <http://seedlearn.org/>

**Regional Directorate of Primary and Secondary
Education of Crete**

<http://kritis.pde.sch.gr/>

HORVÁTH & DUBECZ Consulting Ltd.
www.horvathesdubecz.hu

Superact. www.superact.org.uk