
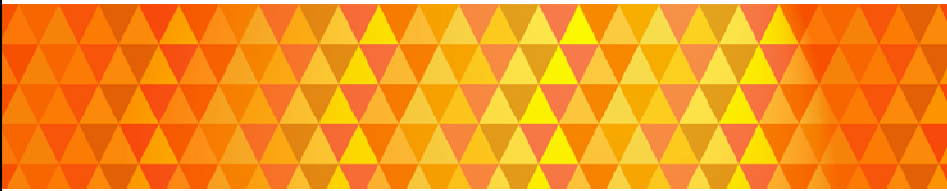




**ApprEnt - Refining HE apprenticeships
with enterprises in Europe**

Online Consultation: Policy background
14 May 2019

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BACKGROUND — THE IDENTIFIED NEEDS IN EU

Main challenges for Europe:

- ❖ High level of youth unemployment
- ❖ Higher level of skills required
- ❖ Specific new technical knowledge for new staff starting to work that is not acquired at HEIs
- ❖ Need of transversal/soft skills not necessarily acquired at the workplace
- ❖ Necessity to enhance and consolidate the University-Business collaboration, specially at local and regional levels

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BACKGROUND — THE EXISTING MATERIALS IN EU

Main documents that have helped us to prepare the policy recommendations:

1. Findings from the desk research and case studies collected by the ApprEnt partners
2. The discussions from and the documentation of the VET4EU2 fora of experts
3. The reports developed by the CEDEFOP
4. The materials from the Alliance for apprenticeships
5. The results from events organised by the EC and the DG EMPL
6. [eucen's](#) position paper in representation of its members

RATIONALE

Why HE Apprenticeships?

- to bridge VET and HE
- to balance the skills and competences supply and demand
between HE and world of work
- to promote Work Based Learning to acquire practical skills and
work experience

IMPLEMENTATION OF HE APPRENTICESHIPS HIGH DIVERSITY BETWEEN PARTNERS

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

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POLICY RECOMMENDATIONS CONCERNING THE FOLLOWING ASPECTS OF HE APPRENTICESHIP

- Regulations
- Strategic policy-making
- Training
- Mobility
- Guidance and coordination
- Quality Assurance
- Allocate resources
- Funding companies
- 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 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 cross-fertilisation 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. Adopt 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 furnish 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 companies | 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... | apprent@eucen.eu

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