

Teacher trade unions to improve apprenticeship

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Actions

1. Open Method of Cooperation Working Group of the European Commission
 - on Professional Development of Trainers Competences in vocational education and training (VET) (2012-2014).
 - on Vocational education and training and apprenticeship (2014-2016).

Actions

2. Since 2010 ETUI-ETUCE training seminars to VET experts / VET teachers and trainers of trade unions:

2011 “VET in Lifelong Learning - the role of teachers' unions” – effect of the crisis on the sector

2012 “Inclusive Vocational Education and Training during the crisis”

2013 “Improving recruitment and retention and professional development of VET teachers and trainers”

2014 The role of the teachers' trade unions in quality assurance in all forms of Vocational Education and Training

2015 Improving the competences of VET teachers and in-company trainers to implement EAfA – visiting Nestle

Actions

3. European Alliance for Apprenticeship

- European Trade Union Committee for Education, ETUCE
 - To ensure **quality apprenticeship** places in the enterprises
 - To get in contact with **enterprises** to provide apprenticeship place to VET students, to improve their technical knowledge, and to ensure continuing broader based learning
 - To improve **quality teaching in VET**
- AOb, the Netherlands
- Lithuanian Trade Union Confederation (LPSK) and Federation of Lithuanian Education and Science Trade Unions (FLESTU)
- Malta Union of Teachers
- NSZZ Solidarnosc, Poland
- NASUWT, The Teachers' Union, UK
- UNSA-Education, France
- GEW, Germany
- Preparation: UIL and Uil Scuola

3. ETUCE Pledge for implementing the European Alliance for

Apprenticeship

- quality apprenticeship is essential to contribute to the employment and further learning of all learners.
- VET teachers and trainers have essential role to play to improve apprenticeship in Europe.
- ETUCE **raises awareness** on this issue among its member organisations and **motivates teachers and teacher trade unions** to work towards more *quality, accessible and fair* apprenticeships in their countries.
- In line with the implementation of the **ETUCE Policy paper on maintaining and improving quality education in VET**, ETUCE and its member organisations promote the following among the VET teachers and trainers:

4. ETUCE Policy paper on maintaining and improving quality education in VET 2012

Purpose:

1. To update the previous ETUCE policies on VET (2003)
2. To close up to the European Union VET policy:
 - Copenhagen Process (2002)
 - Bruges Communiqué to enhance cooperation to develop VET during 2011-2020 (2010)
 - New one (2016): linking to Riga Declaration



Aims

- For the European Union:

Over the next decade, the aim of the EU is to build up **modernised** and **attractive** VET systems, which can be the **first choice** for students.

- For the teacher trade unions:

Improve the role of teacher trade unions in the **design**, **implementation**, **development**, and **improvement** of VET policy



The 3 chapters of the policy paper

- I. TRADE UNIONS' PERCEPTION TOWARDS VET**
- II. THE ROLE OF THE VET TEACHERS**
- III. RECOMMENDATIONS**



I. TRADE UNIONS' PERCEPTION TOWARDS VET

1. Approach to VET:

- VET should be **available to all**.
- VET still does not enjoy the same **status** as general education in some countries.
- Aim of VET: moving from **schools to employment**, moving from compulsory **education to further education**.
- High quality VET system depends on
 - a, Professional theoretical education;
 - b, **Professional practical training = apprenticeship**;
 - c, General education.



I. TRADE UNIONS' PERCEPTION TOWARDS VET

1. Approach to VET:
- 2-3. Lifelong learning in VET and Quality
4. Funding and supply
5. Links to the labour market and trades
6. Guidance and counselling
7. Equality issues



II. THE ROLE OF THE VET TEACHERS

- Future European VET teachers and trainers should be **global, mobile, and be qualified** to operate **diverse cultures**.
- **Problems:** aging populations, insufficient esteem for the teaching profession and often a lack of suitable assistance from the media and the society.
- Teachers in VET have to be highly skilled in their **craft/skills – PROFESSIONAL DEVELOPMENT** needs to take place also in **companies**
- Well-trained teachers must be provided with rewarding **salaries**
- As the pace of technological change quickens and workplace practice constantly changes, **VET teachers need access to continuous up-skilling throughout their careers**

Discussion on teachers/trainers need to improve apprenticeship

ETUCE VET policy paper:

- **Cooperation with companies**
- IVET should have proper and **good links with the employers and companies** to ensure that young people have experience of good working conditions.
- Guidance and counselling: to serve as personal **life guidance** for the students and to help with their future **employability**.
- Technical PCD of VET teachers should be provided by companies to update their knowledge on technical developments.



II. THE ROLE OF THE VET TEACHERS

Recommendations:

- provide relevant information to teachers, future teachers and VET students (as future workers) **on their working rights and of the importance of the membership in trade unions**
- demand appropriate **working conditions** and **rewarding pay** of VET teachers and trainers
- seek better **career opportunities** for VET teachers and trainers.
- pay special attention to the **recruitment of teachers** for VET
- promote participation of students, teachers and trainers in **transnational mobility programmes**



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THANK YOU FOR YOUR ATTENTION