

ADAPT



Apprenticeship: a learning path in higher education

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Glossary

- ✓ Apprenticeship:
 - ✓ “Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. **The apprentice is contractually linked to the employer and receives remuneration** (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.”

Source: *Terminology of European education and training policy*, Cedefop, 2009

Higher-level apprenticeships

- ✓ are based on apprenticeship contracts leading to a diploma, a university (included PhD qualification) or higher education qualification
- ✓ Apprentices are employees who work and study. They obtain their qualification by means of:
 - ✓ off-the-job training: courses and lectures at a school, university or other higher education institutions
 - ✓ individual study, with a periodic appraisal,
 - ✓ formal, non-formal and informal on-the-job training
 - ✓ the work itself

Apprenticeship contract

- ✓ Field of application:
 - ✓ young people between the age of 18 and 29 (and 364 days)
 - ✓ all sectors of production
- ✓ Duration:
 - ✓ The duration of the apprenticeship contract is related to the duration of the education and training programmes
 - ✓ Regulation and duration based on a territorial (at regional level) agreement among Regions, trade unions, business organizations, universities and other higher education institutions

Apprenticeship contract

- ✓ Written agreement, containing :
 - ✓ a description of the type of work to be carried out by the apprentice;
 - ✓ the individual training plan (Piano formativo individuale);
 - ✓ the qualification to be awarded at the end of the apprenticeship.
- ✓ Dismissal before the end of the apprenticeship: only in case of just cause or of just motive of a subjective or objective kind.
- ✓ At the end of the apprenticeship, the contract is turned into an open-ended employment contract except in the case of a dismissal, subject to the provision of due notice.

Incentives and Sanctions

- ✓ Economic incentives for apprenticeship contracts are applied
 - ✓ Lower social contributions (10% instead of around 30%)
 - ✓ Lower remuneration
- ✓ If employer fails to provide training, economic sanctions are applied.

Implementation

- ✓ The agreement at territorial level among the Region, social partners and education institutions establishes the regulation and the duration of the education and training programmes
- ✓ The agreement between the single educational institution and the employer intending to hire the apprentices regulates the specific training programme

Implementation

- ✓ The regional agreements or regulations may specify:
 - ✓ minimum duration of the contract
 - ✓ minimum number of training hours
- ✓ On the basis of the type of qualification to be acquired, agreements may define the minimum allocation of time for: courses and lectures provided by the educational institution, formal on-the-job training and individual study

Implementation

- ✓ Definition of vocational skills required
- ✓ The educational institution:
 - ✓ designs and implements a training programme responding to the needs of the company
 - ✓ is responsible for off-the-job training, for evaluating and certifying off-the-job and on-the-job training, and monitoring the acquisition of skills
- ✓ Definition of each individual training plan
- ✓ Educational and company tutors are responsible for the achievement of the training objectives

Education programme

- ✓ 2 types of higher-level apprenticeship programmes:
 - ✓ A specific higher-level apprenticeship programme can be set up for a particular company
 - ✓ Individual apprentices are enrolled on existing education programmes, but on the basis of a higher-level apprenticeship



Education programme

- ✓ The agreement between the university and the employer (enterprise) defines the number of hours of:
 - ✓ off-the-job training: lectures at the university
 - ✓ formal on-the-job training: formal (face-to-face) teaching at the workplace
 - ✓ evaluation (exams)
 - ✓ individual study
 - ✓ preparation of a dissertation (degree thesis)

Innovation

- ✓ The apprentices acquire a tertiary qualification on the basis of the apprenticeship
- ✓ They gain credits from:
 - ✓ lectures at the university (off-the-job training)
 - ✓ individual study
 - ✓ preparation of a dissertation (degree thesis)
- ✓ but also from:
 - ✓ formal (face-to-face) teaching at the workplace (formal on-the-job training)

Objectives

- ✓ Objectives:
 - ✓ improvement of the matching between skills required by companies and labour market and knowledge and competences provided by the university and by education programmes
 - ✓ connection between education and employment in order to enhance youth employability,
 - ✓ an improvement of the school-to-work transition,
 - ✓ an earlier access by young people to the labour market

Achievements

- ✓ The policy addresses the priorities of European Employment Guidelines:
 - ✓ improving youth employability, by equipping young people with the basic skills required by the labour market
 - ✓ tackling youth unemployment and preventing long-term unemployment
 - ✓ providing “inclusive education and training policies and action to facilitate significantly access to initial vocational, secondary and higher education, including apprenticeships and entrepreneurship training” and the improvement of educational attainment levels

Achievements

- ✓ The experimental programmes appear to be successful
- ✓ Advantages for all parties involved
- ✓ Apprentices have the chance to work, to earn a remuneration, to continue their education, to acquire specific skills and competences and a higher-level education qualification
- ✓ Apprentices have the possibility of an earlier access to the labour market

Achievements

- ✓ Employers have the chance to define training programmes responding to the company's vocational requirements
- ✓ Universities and higher educational institutions have a better understanding of the vocational requirements of the labour market
 - ✓ Updating of existing courses and programmes
 - ✓ Reduction of the skills mismatch
 - ✓ Improvement of youth employability
 - ✓ Easier school-to-work transition

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