

Challenges related to apprenticeships and internships in work place learning

- In a Nordic context -

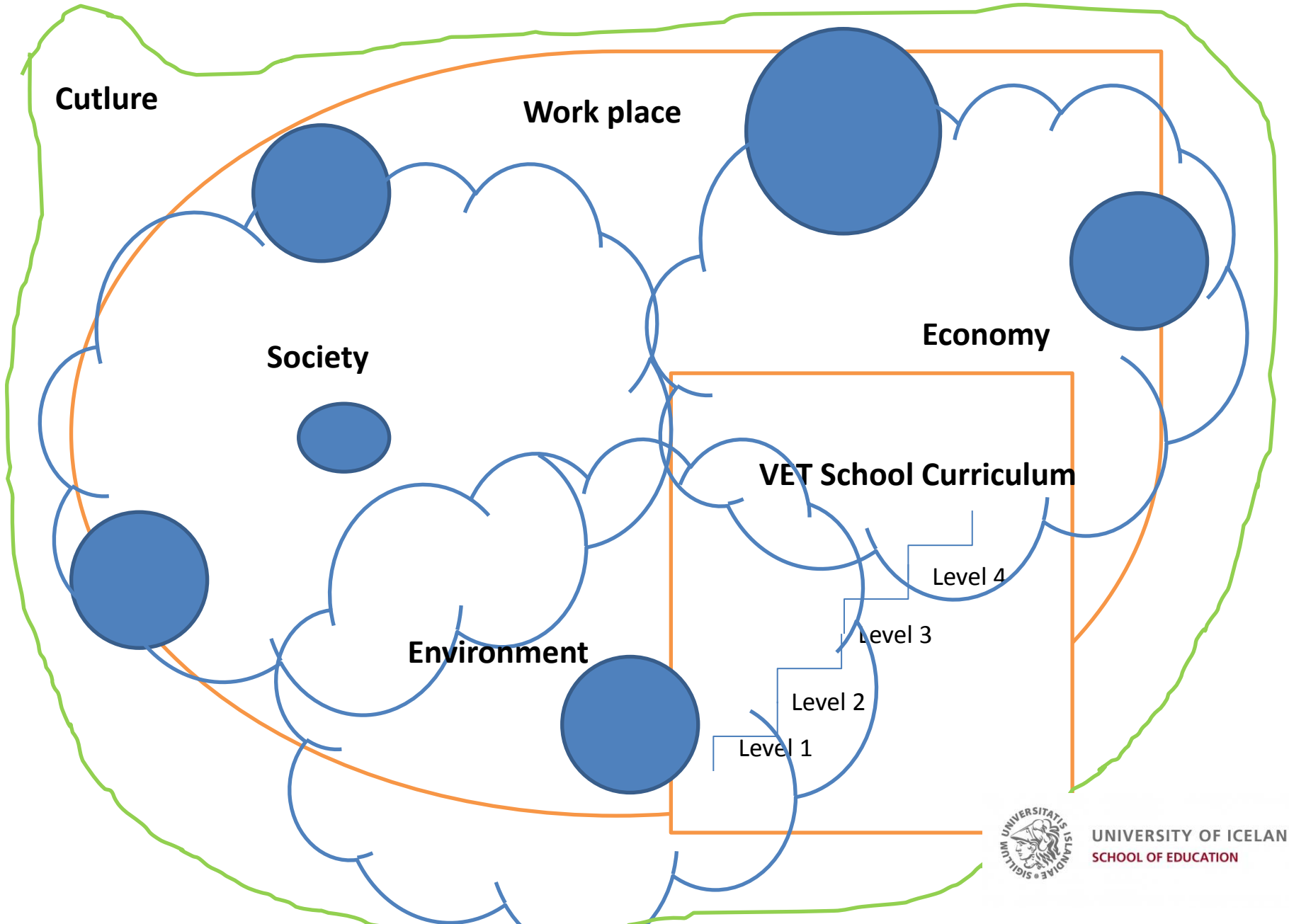
Erasmus+ Contact Seminar on VET –
Workplace learning in VET

14.- 16. January 2015

Radisson Blu Hotel Saga

- Introduction
- Challenges in work place learning – Nordic Perspective
- Is the Nordic model still Unique? - Film

THE APPRENTICE



Some quotes from apprentices

- *I never sat down with my master, there was no plan... But I learnt a lot.*
- *I didn't learn anything!!! ...well I learnt new knife techniques, planning, efficiency...*
- *I sat down with my tutor, there was a plan, but he said ...learn as much as you can.*
- *To have work experience in the trade before I started school...it gives you an advantage. Easier to transfer knowledge...*
- *Lack of ambition with some of the masters...*
- *Mismatch in the classrooms, some have more experience than others....*
- *We are not cheap labor...cant provide for a family...we are often older students...*
- *It is difficult to find work placements...no one helps! We need more support from the schools...*
- *More cooperation between schools and companies.*
- *To much theory in school, we need more hands on experience...*
- *More training experience in schools makes us more valuable to the companies and increases the chance of getting a apprenticeship...*
- *It is not possible to learn a skill without work place learning but the system needs improvement...*
- *You are ready to work when you graduate, if you have both school- and work place experience.*

Sustainable Nordic Welfare – 2013-2015 – Focus areas

- Research for welfare
- Infrastructure for welfare
- Education and work for welfare
 - Projects to promote the program are:
 - Nordic knowledge bank about school dropout
 - Learning in the workplace
 - Entrepreneurship in Education
 - Mobility and recognition of professional qualifications in the Nordic region
- Sustainable Nordic Welfare and Gender Equality

Sustainable Nordic Welfare (2013-15) – a programme for new welfare solutions – **Learning in the workplace**

- Method
 - Each Nordic Region arranges a meeting where participants exchange ideas and experiences in the form of **thematic descriptions**.
 - Members exchange experiences and information on systems...
- All documentation will be analyzed and presented to the Nordic ministry council.
- Outcome
 - Solutions that contribute to quality and equality in education, work and health for 25 million inhabitants of the Nordic Region.
- Kickoff meeting
- Eight meetings
- Final meeting
- Conferences
- Local dissemination

Working Groups

- Steering committee
- Project team
- Project leader
- Coordinators
- Actors

Sustainable Nordic Welfare – Focus area: Education and work for welfare 2013-2015

- The main challenges are
 - High dropout rates
 - Design and governance of workplace learning
 - Validation and recognition of Vocational education
 - Getting young people into work

Learning in the workplace

- Challenges are
 - Securing apprenticeships and internships
 - Quality in workplace learning
- The aim is to meet these challenges and increase the number of students completing secondary school education.
- How?
 - by following local and national experience in order to enhance and contribute to the development of workplace learning.
- Players
 - Schools, school authorities, companies, social partners, VET councils...as well as Co-operation between national level authorities responsible for VET...

Example of discussion topics(theme) – learning in the workplace

1. Cooperation /collaboration between education and work (organization and function)
2. Guidance and counseling focusing on work place learning
3. Recruitment of placements in companies
4. Determining which companies/ organizations are suitable to receive apprentices
5. Employee or student status?
6. Methods for describing the learning that will take place at the workplace
7. Methods for selecting and supporting tutors / "trainers" / instructors
8. Methods to support the VET teachers
9. Methods for integrating learning at workplace learning in school
10. Methods for assessing learning in the workplace
11. Methods to promote students (unpaid)/apprentices (paid) learning in the workplace
12. Methods to support students / apprentices in need of special support or short-formal education
13. Methods to promote gender equality in learning at workplace

Cooperation /collaboration between education and work (Governance, organization and function)

- Local, regional and national cooperation.
- Workplace culture compared with school culture.
- School-based education in parallel with job training
- Matching between education and qualification/competences (needs)
- Statistical tools and forecasts (how to use information)
- How do industries and the social partners take educational responsibility? (*Approaches to Apprenticeships: the expansive/restrictive continuum(Fuller & Unwin, 2008)*)
- Who is responsible for which parts of the training? The question of integration between theory and practice.
- Eligibility and admission – VET programs leading to qualifications –
- Image: Learning examples of attractive vocational training
- Policy and politics – awareness

Methods to determine which companies/ organizations are suitable to receive apprentices

- Certification
- Examination and validation of competences (who, how, where...?)
- **Supervision of apprentices (who and how?)**
- Work content /equipment
- Local / national regulations
- Size of workplaces
- Requirements of the social partners
- Company Requirements
- **Cyclicity industry (that are sensitive to business cycles)**
- Systematic quality work between school and work

Methods for describing the learning that will take place at the workplace

- Regulatory documents (national / regional / local)
- Definitions of formal and informal learning
- Social partners (labor market) participation in describing learning at the workplace
- Distribution of learning content between schools and the workplace
- Cultural differences between occupations (one model does not fit all)
- Workplace setting and the opportunity for socialization
- Organization of workplaces in relation to the learning outcomes
- Innovation and creation versus consolidation of knowledge / skills training
- How to develop a professional identity?

Methods for selecting and supporting tutors / "trainers" / instructors

- Training
- VET didactics (art/science of teaching)
- Logbooks/portfolios
- IT-based support
- Encouragement/incentives from companies / organizations
- **Job status? New qualification?**

Is the Nordic model still Unique?

- What do you think will take to maintain a sustainable welfare model?
- <http://www.norden.org/en/theme/haallbar-nordisk-vaelfaerd/videos>

References

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- *Towards Expansive Apprenticeships*. (2008). UK: TLRP and ESRC
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Thank you for your attention.

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