



Prysmian
Group

562049-EPP-1-2015-1-DE-EPPKA3-PI-FORWARD

WBL and the role of employers

Luton, 10 November 2017

Prysmian Group



136 YEARS
EXPERIENCE

~ 7 €B
SALES

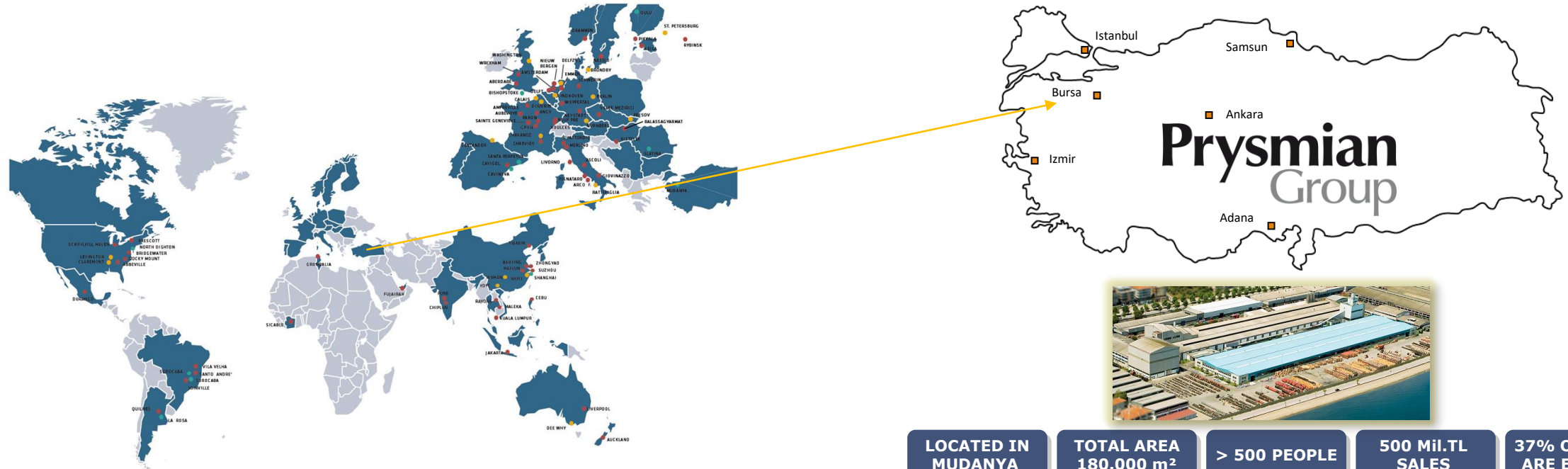
~ 19.000
PEOPLE

50
COUNTRIES

82
PLANTS

17 R&D
CENTERS

PRYSMIAN in TURKEY



LOCATED IN
MUDANYA

TOTAL AREA
180.000 m²

> 500 PEOPLE

500 Mil.TL
SALES

37% OF SALES
ARE EXPORT

ENERGY CABLES
50.000 tons

TELECOM CABLES
3.600.000 Lkm

OPTIC CABLES
420.000 Fkm

How to expand project's
reach on national level?

INTERVIEW INSTITUTIONS



- MonE
- Turkish Employers' Association of Metal Industries (MESS)
- Universities
- VET
- HE
- Private Education Institution (Coşkunöz)

STATEMENTS WP4



Statements

1. If non-formal certificates are obligatory for jobs (they refer to practical competences needed for the workplace), e.g. based on national regulations, those modules have to be integrated also in formal study programmes at the corresponding level(s) in VET and HE. This means that the concerned people can work directly in companies without obtaining again those non-formal certificates.
2. In case of international jobs foreseeing similar activities on the workplace, that include international requirements, we also need international certificates *for the training programmes involved* – to be recognised at international level. *Those certificates can also be used as parts of international formal studies and joint degrees (offered by institutions for VET, HE and similar sectors).*
3. Programmes at VET level 4 must give the opportunity to (young) students in their final year to get specific labour market oriented certificates, in combination with their internship. This means that the content of the modules for those certificate is developed and maintained under control of the companies in the sector. In such a situation the government finances part of the costs for students: material, salary, insurance, travel... In this period students can work, for instance, 3 days in a company and go to school for the remaining 2 days.
4. In addition to vocational and technical trainings, needed for the workplace, the industry also expects employees to possess other competencies, such as managerial skills. *Most of the companies are trying to develop these skills outside of their technical trainings. It would also be beneficial to include this type of personal development training (team work, communication, time management, team management etc.) in regular training programs.*
5. If in a country formal education is under control of Ministry X and non-formal education is organised by Ministry Y, the providers of VET and HE (at levels 4, 5 and 6) need to have a national platform to discuss issues related to Lifelong Learning.
6. Business Academies, owned by big companies and responsible for internal professional training programmes, have to be integrated in the national education system, in case they offer non-formal certificates that are (partially) funded by the (regional) government. If they are part of the system, it will allow adult learner to get exemptions in case of studying in formal degree programmes, offered by Colleges and Universities.
7. We need more research on cases where students follow courses, training programmes and even full degree programmes at level 5 (of the National Qualifications Framework), after completing a full degree programme at level 6 or after dropping out from a formal programme in higher education. In cases like this, level 5 programmes have to be offered in an apprenticeship format.



The evaluation of the 19 statements identified during the WP4 study by the partners in their own countries shows that the conclusions are final.

STATEMENTS WP4



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8. We need more attention for the role of Chambers of Commerce and Industry (and similar organisations) in being a 'linking pin' between companies looking for tailor-made training and the education providers of VET and HE. Examples from countries like Germany (which is doing well as economy, using a dual system in VET) and Spain (which is facing still a lot of problems, having the economic situation in mind) can be used as inspiration for similar countries.
9. Social partners, involved in the development of the European Qualifications Framework for Lifelong Learning (EQF for LLL) and in its European Advisory Board with representatives of all member states, need to have a formal link with an international platform for representatives of international networks (associations) responsible for international certificates (based on international qualifications).
10. There is a need for a link between the European Standards and Guidelines for Higher Education and widely accepted standards for the quality assurance in the world of work, controlled by other non-state organizations (national and international).
11. There is a need for a European Qualifications Framework for Non-Formal Qualifications (EQF-NF), with descriptors based on standards that are used by 'the world of work', like ISO and NEN – and with a 'conversion table' to be used for this EQF-NF and the EQF for LLL.
12. Experiences and good practices of adult learners in formal and non-formal programmes on level 5 (offered by institutions that are selected by companies) must be used for developing in the next years new and creative arrangements, to have more flexible work-based learning pathways starting from level 4. This can help to raise the status of Higher VET at level 5, if adult learners want to get a qualification at a higher level. It can also represents a choice for youngsters for a more attractive HVET ~~programme~~, next to a study in Higher Education.
13. Within or after this project we have to pay attention to formulate essential issues if it is about giving Higher VET a better status for all stakeholders – next to Short Cycle HE. This is necessary knowing that a lot of adult learners want to get a well recognized qualification at a higher level and it will make the choice for HVET more attractive for youngsters, being a qualification similar to SCHE.
14. Every country needs a national system, having big companies paying a specific levy (taxes) for the funding of apprenticeships in their own ~~organisations~~ but also for having a budget for small and medium-sized enterprises (SMEs) accepting apprentices. The government should be 'the broker' in this system, paying for some other 'out-of-pocket' costs for those SMEs.
15. LLL Universities can take the lead in the (international) discussion about the role of level 5 qualifications (the European Level 5 Area) in up-skilling workers with a VET background and in opening possibilities to get a formal degree at level 6.



STATEMENTS WP4



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16. If LLL Universities are working together with Business Academies, we need to carry out research on the criteria for this cooperation and the success factors. The outcomes of the research can be discussed with social national and international ~~partners~~ partners.
17. ~~'Academisation'~~ can currently be observed insofar as the statistical numbers of graduates are clearly growing in the higher education programmes. If the development continues in this direction, vocational training and the dual system of education will disappear or become insignificant. Vocational education must be a fully-fledged system, recognized as an educational phase of equal status. If the 'final qualifications' could be only provided by HE institutions, vocational education would be degraded.
18. VET providers have to develop programs (VET5) and must give VET students/apprentices the right tools more precisely attuned to job market demands. Higher-level VET qualifications refer to highly skilled workers, but this does not mean necessarily that those skills can be obtained only by higher education institutes/degrees.
19. To avoid the competition between the two sectors VET and HE, as well as duplication and wasted resources, it is necessary to redefine roles, identities and areas. For instance, it will be necessary to look at similar credit systems like ECTS and ECVET, knowing that at the moment in most countries these systems are not fully compatible, meaning that credits cannot be cumulated from VET to HE.

OBJECTIVES



The project aims strengthening the connection between policymakers and practitioners, and businesses and members of an educational community.

We are here to understand / explain the expectations of the labor market from the educational institution.

We want to share with you the important feedback and opinions we have received in this project.

COOPERATIONS



Close cooperation between companies and educational institutions

An important aspect that reflects one of the basic deficits, **is the gap between the training programs**, offered in formal education and what is needed for employment - meaning a clear shortage of skills and qualifications of interest for the labor market at a certain moment and on the short term.

Besides this the training system is mostly not providing agile and well-oriented responses to the changes that are occurring in the labor market, to make individuals employable for the near future. Also promoting procedures for the recognition and accreditation of skills acquired through professional experience are necessary, to be combined with training, courses and other programmed in formal (diplomas) and non-formal (certificates) education.

MANAGERIAL SKILLS

In addition to vocational and technical trainings, needed for the workplace, the industry also expects employees to possess other competencies, such as **managerial skills**.

Most of the companies are trying to develop these skills outside of their technical trainings. It would also be beneficial to include this type of personal development training in regular training programs. **Team work, communication, time management, team management** as well as training are very important to improve worker managerial skills. Because these kind of training are increasing workers communications for other people or workers. In the real life, **communication** and **soft skills** are the key competences.

In particular, the integration of the managerial skills at the basic level into the training programs will provide significant gains.

BUSINESS ACADEMIES

The main issue is lacking the skills and competences of interest to the labour market. This mismatch concerns both, the **educational system** and **the productive system**.

But the training system is not always in the right way providing agile and well-oriented responses to the changes that are occurring in the labour market. This, in turn, widens the gap between training and employment.

For that reason, **Business Academies can cooperate with providers of VET and HE**, making a contribution to the formal programed. Next to that **Business Academies can offer non-formal qualifications, to be linked to the national framework.** Those **study programmes may need to be supervised by an authority** that is also working together with the organizations that are responsible for the quality in VET and HE on behalf of the government.

On the other hand, vocational training is **more difficult and costly than other** training programmes. It is often not possible for vocational education institutions to capture a market like there is for technology. But in order to survive in a competitive environment, businesses have to adapt the innovations required for the production environments, to keep them up-to-date. It would be more efficient for vocational training programmes to be given in the business academies that the firms set up in their organizations, where possible and relevant.

We think that the government has to **open the discussion for providers of formal level 4 and level 5 qualifications about the role of Business Academies.**

VET – HE RELATIONS

We see that, if the number of **higher education graduates is increasing** and the **interest in vocational education is decreasing**. At present there is a higher education graduate on the employment claim, but it is difficult to find **qualified professionals for jobs that are open for employment**.

Unfortunately, the vocational education system has **become unimportant today**, which has led to the closure of many professions. Those who are not closed have a hard time finding students.

This idea negatively affects the system. Regulation and the relations between the vocational high schools and the university graduates should be examined in detail.

Instead of the number of vocational high schools, **content should be developed, technology sub-structures should be updated, teachers should be provided with these technological adaptations**.

Vocational high schools need to have **basic level profession knowledge** for business life. They must graduate as qualified people who know the **basic information, not the little or not**.

ADDITIONAL TAX



Adding SMEs and large firms with **additional tax**, the improvement part of the system **does not seem very viable**. Even in the present case, SMEs are facing financial and organizational barriers.

It is more difficult for micro businesses and small companies to find the financial resources needed to offer training to their employees.

At the same time, **trainees are provided with additional facilities** (salary, training facilities, trainer etc.) **for the internship**. These applications bring additional costs to the firm.

WP4



THANK YOU