

DELIBERAZIONE DELLA GIUNTA REGIONALE 22 dicembre 2020, n. 2107

Dichiarazione di Impegno (Pledge) e riconoscimento “membership” Regione Puglia nell’Alleanza Europea per l’Apprendistato (EAfA), Direzione Generale per l’Occupazione, Affari Sociali ed Inclusione della Commissione Europea. Presa d’atto e determinazioni.

L’Assessore alla Formazione e Lavoro - Politiche per il lavoro, Diritto allo studio, Scuola, Università, Formazione Professionale, Prof. Sebastiano Leo, sulla base dell’istruttoria espletata dal funzionario e confermata dalle Dirigenti delle Sezioni, rispettivamente, Promozione e Tutela del Lavoro, e Formazione Professionale, D.sse L.A. Fiore e A. Lobosco, riferisce quanto segue:

VISTO il D.Lgs. 81/2015 che ha definito il contratto di apprendistato come un contratto di lavoro che integra istruzione formazione e lavoro individuandone tre tipologie, diverse per finalità, soggetti destinatari, e profili normativi, come di seguito indicate (artt.43,44,45):

1. apprendistato per la qualifica e il diploma professionale, il diploma di istruzione secondaria superiore o il certificato di specializzazione tecnica superiore;
2. apprendistato professionalizzante;
3. apprendistato di alta formazione e di ricerca;

VISTO il Regolamento UE 2016/589 del Parlamento Europeo e del Consiglio del 13 aprile 2016, relativo a una rete europea di servizi per l’impiego (EURES), e all’accesso dei lavoratori ai servizi di mobilità, che ha, tra le altre cose, esteso il ruolo della suddetta rete, ed in particolare la sua mission primaria, quella dell’incrocio domanda-offerta, ai contratti di apprendistato, permettendone la relativa pubblicazione sul portale EURES, se inquadrati in un regolare contratto di lavoro, poiché l’apprendistato è considerato uno strumento di Politiche Attive per il Lavoro in continuità con le finalità della Raccomandazione del Consiglio del 30.10.2020 relativa a un ponte verso il lavoro che rafforza la garanzia per i giovani (2020/C 372/01);

VISTA la Raccomandazione 2017/C189/03 del Consiglio sul Quadro Europeo delle Qualifiche per l’Apprendimento permanente che ha raccomandato agli Stati Membri e, a tutti i portatori di interessi coinvolti, l’elaborazione del Sistema Nazionale delle Qualifiche, ivi incluse quelle conseguibili con un contratto di apprendistato di cui al D.Lgs 81/2015, quale complesso di attività connesse con il riconoscimento dell’apprendimento e altri meccanismi che mettono in relazione istruzione e formazione al mercato del lavoro ivi inclusa l’elaborazione e l’attuazione di disposizioni e processi istituzionali in materia di garanzia della qualità, valutazione e rilascio delle qualifiche medesime. Il sistema Nazionale delle Qualifiche è composto da vari sottosistemi, tra cui, il Quadro Nazionale delle Qualifiche (QNQ), riconducibile e strettamente correlato al Quadro Europeo delle Qualifiche per l’Apprendimento permanente (QE-Q), che, mediante un processo di referenziazione, permette la comparabilità, trasparenza e riconoscimento reciproco automatico dei titoli della formazione superiore secondaria e dei risultati dei periodi di studio all’estero al fine di attuare il Mercato Unico Europeo e la libera circolazione dei lavoratori;

VISTA la Raccomandazione 2018/C 153/01 del Consiglio relativa ad un Quadro Europeo per apprendistati efficaci e di qualità, che ha definito in modo univoco l’apprendistato, elencando, tra i criteri minimi che concorrono alla qualità dello stesso, nella sezione relativa ai criteri per le condizioni di apprendimento e lavoro (art.4) la componente del posto di lavoro e della mobilità: ...”Una parte sostanziale dell’apprendistato, vale a dire, almeno la metà dello stesso, dovrebbe essere effettuata in un luogo di lavoro che preveda, l’opportunità di svolgere una parte dell’esperienza di lavoro all’estero”...

PREMESSO che:

- Nel 2013 è stata lanciata l’**Alleanza Europea per l’Apprendistato (EAFA)**, in seguito alla Dichiarazione congiunta della Commissione Europea, della Presidenza di turno Lituana dell’Ue e delle parti sociali, con il sostegno di una Dichiarazione del Consiglio da parte degli Stati Membri, al fine di rafforzare la qualità, l’offerta e l’immagine degli apprendistati con l’individuazione, in quattro elementi chiave, dei requisiti prioritari di qualità di cui alla Raccomandazione UE 2018/C 153/01 sopra menzionata: Offerta, Qualità, Immagine, Mobilità;

- I singoli Stati Membri,ivi inclusa l'Italia, hanno aderito all'Alleanza Europea per l'apprendistato (EAFA) con un impegno diretto, individuato dalla formulazione di una "Pledge"(letteralmente dichiarazione di impegno), tesa ad aumentare l'attrattività del contratto di apprendistato;

RILEVATO che

- La Regione Puglia, per il tramite del medesimo Assessorato, ha già aderito, in veste di partner associato, al bando di gara europeo VP/2018/009 EaSI-EURES Targeted Mobility Scheme, TMS Your First EURES Job, Capo progetto (Lead Partner), Ufficio di Coordinamento Nazionale (UCN) EURES Italia, ANPAL;
- la proposta progettuale di cui sopra, denominata "Targeted Mobility Scheme (TMS) Your first EURES job 6.0" ha posto particolare enfasi su uno schema pilota, sviluppato all'interno dello stesso progetto, rivolto a tirocini e apprendistati in mobilità transnazionale, promuovendo e supportando la ricerca di opportunità di apprendistato in mobilità in entrata ed in uscita nel mercato unico europeo;
- il progetto "TMS Your first EURES job 6.0" è implementato sull'intero territorio regionale, dalla rete EURES Puglia, (Sezione Promozione e Tutela del Lavoro Regione Puglia e UO Coordinamento Servizi per l'Impiego ARPAL), e si concluderà il 30.04.2021, ma avrà, comunque, un ulteriore sviluppo nel nuovo bando di gara VP/2020/009/002 EASI EURES TMS appena aggiudicato (Novembre 2020) a EURES Italia, Regione Puglia partner associato;
- Il suddetto progetto eroga, per il tramite del competente Ufficio EURES, un pacchetto di servizi integrati alla mobilità transnazionale, che comprende, oltre alla ricerca attiva di organismi ospitanti per lo svolgimento della componente "on the job" dell'apprendistato e del relativo percorso di conseguimento qualifica prevista, equivalenza/riconoscimento/trasferimento crediti; il processo di validazione dell'organismo ospitante mediante, gli oltre 900 consulenti della rete EURES, funzionari dei Servizi Pubblici per l'Impiego europei, e la verifica di conformità dei contratti di apprendistato ai sensi della Raccomandazione 2018/C 153/01, ed infine l'erogazione di un insieme di benefit finanziari in favore del candidato apprendista e del datore di lavoro tesi a rimuovere gli ostacoli alla mobilità transnazionale;
- EURES Puglia (dirigenti competenti, rispettivamente D.sse L.A. Fiore, Sezione Promozione e Tutela del Lavoro e A. Pannaria, UO Coordinamento Servizi per l'Impiego, ARPAL) ha ritenuto, pertanto, per le motivazioni sopra-elencate, presentare una proposta di "membership" all'Alleanza Europea per l'Apprendistato, quale piattaforma e network europeo, sotto l'egida della Commissione Europea, Direzione Generale per l'Occupazione, raggruppante tutti gli stakeholder coinvolti in percorsi di Apprendistato al fine di individuare opportunità di apprendistato in mobilità transnazionale per candidati pugliesi;
- la Dichiarazione di impegno formulata (pledge) dalla Regione Puglia-EURES pone particolare enfasi su due dei quattro pilastri di cui al precedente paragrafo, rispettivamente Qualità e Mobilità, riassunti nella formula della medesima Dichiarazione di impegno (pledge) "Fair apprenticeships in mobility";
- la Commissione Europea, Direzione Generale per l'Occupazione ha valutato positivamente la suddetta proposta confermandola all'interno dell'Alleanza al seguente link:
<https://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idDataTable=534>;
- la Commissione Europea, Direzione Generale per l'Occupazione ha invitato la Regione Puglia, in veste di nuovo membro dell'EAFA, a presentare la sua Dichiarazione di Impegno all'interno della Settimana Europea delle competenze (European Vocational Skills Week del 9-10 Novembre 2020)
<https://ecorys-events.events.idloom.com/apprenticeships-and-the-twin-green-and-digital-transition-challenges-and-opportunities-ahead/pages/programm> (Report evento e certificato di membership, allegati 1 e 2 rispettivamente);

CONSIDERATO altresì che, con la Comunicazione COM 2020/276 dell'01.07.2020 della Commissione Europea al Parlamento Europeo, al Consiglio, al Comitato Economico e Sociale, al Comitato delle Regioni denominata "Sostegno all'Occupazione Giovanile: un ponte verso il lavoro per la prossima generazione" la Commissione Europea ha già individuato (direttamente ed indirettamente) le aree prioritarie di finanziamento volte a sostenere ed incrementare le opportunità per i giovani, all'interno delle seguenti macroaree:

- 1) Un ponte verso il lavoro - Rafforzare la garanzia per i giovani
- 2) Una politica UE di istruzione e formazione professionale adeguata alle esigenze future
- 3) Un nuovo impulso agli apprendistati
- 4) Ulteriori misure a sostegno dell'occupazione giovanile

Nel terzo pilastro della suddetta Comunicazione denominato "Un nuovo impulso agli apprendistati", gli apprendistati efficaci e di qualità sono identificati come strumenti di Politica Attiva del Lavoro fondamentali per preservare e creare l'occupazione giovanile e, al tempo stesso, bisognosi di ogni forma di sostegno perché particolarmente colpiti dalle misure di blocco dovute al COVID-19, e, pertanto, per fare in modo che gli apprendistati continuino a svolgere il loro ruolo essenziale nella ripresa del mercato del lavoro, è prevista la possibilità di mobilitare finanziamenti dell'UE. La Commissione sottolinea inoltre, che, l'Alleanza Europea per l'apprendistato, sin dalla sua istituzione, ha contribuito alla creazione di oltre 900 000 opportunità per i giovani, e, quindi, sarà rinnovata, ed ulteriormente sostenuta, per promuovere gli apprendistati in tutta l'UE, in modo da contribuire a garantire un'offerta stabile, con un impegno particolare a favore degli apprendistati digitali e verdi, incentrati sui settori economici che saranno in prima linea nella transizione verso un'Europa climaticamente neutra.

L'Alleanza rinnovata, interlocutore privilegiato della Commissione Europea, punterà a promuovere apprendistati efficaci e di qualità, incentivare gli Stati membri e le aziende a impegnarsi in questo senso, rafforzando le coalizioni per l'apprendistato a livello nazionale; incentivare il sostegno alle PMI per garantire un'offerta stabile di apprendistati, mobilitare le autorità locali e regionali affinché fungano da catalizzatori per gli apprendistati all'interno del contesto dell'imprenditoria locale; rafforzare il dialogo sociale attraverso un coinvolgimento più attivo delle organizzazioni nazionali delle parti sociali promuovendo nel contempo la mobilità degli apprendisti.

Tutto ciò premesso e considerato, con il presente provvedimento, si propone alla Giunta regionale:

- di prendere atto che la Regione Puglia-EURES, ha aderito all'Alleanza Europea per l'Apprendistato (EAfA) con l'intento di potenziare ed ampliare le opportunità di esperienze di apprendistato in mobilità transnazionale grazie rispettivamente ai progetti VP/2018/009e VP/2019/009 (dei quali è partner associato);
- di garantire la partecipazione, da parte della rete EURES Puglia, alla suddetta Alleanza e fruire di una serie di servizi gratuiti, quali moduli formativi, incontri di benchmarking con i membri dell'Alleanza, analisi bandi di gara dedicati ai diversi soggetti dell'apprendistato, al fine di potenziare lo strumento medesimo del contratto di apprendistato e renderlo sempre più rispondente ai criteri di qualità contenuti nella Raccomandazione 2018/C 153/01;

Garanzie di riservatezza

La pubblicazione sul BURP, nonché la pubblicazione all'Albo o sul sito istituzionale, salve le garanzie previste dalla legge 241/1990 in tema di accesso ai documenti amministrativi, avviene nel rispetto della tutela della riservatezza dei cittadini secondo quanto disposto dal Regolamento UE n. 679/2016 in materia di protezione dei dati personali, nonché dal D.Lgs. 196/2003 ss.mm.ii., ed ai sensi del vigente Regolamento regionale 5/2006 per il trattamento dei dati sensibili e giudiziari, in quanto applicabile. Ai fini della pubblicità legale, il presente provvedimento è stato redatto in modo da evitare la diffusione di dati personali identificativi non necessari ovvero il riferimento alle particolari categorie di dati previste dagli articoli 9 e 10 del suddetto Regolamento UE. "

COPERTURA FINANZIARIA DI CUI AL D. LGS 118/2011 E SS.MM.II
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La presente Deliberazione non comporta implicazioni di natura finanziaria sia di entrata che di spesa e dalla stessa non deriva alcun onere a carico del bilancio regionale.
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L'Assessore relatore, sulla base delle risultanze istruttorie come sopra illustrate, ai sensi dell'art. 4, 4 comma lett. k) della L.R. 7/97 – propone alla Giunta:

1. Fare propria la relazione di cui sopra, che qui si intende integralmente riportata;
2. Prendere atto della adesione della Regione Puglia alla Alleanza Europea per l'Apprendistato formalizzata nella Dichiarazione di impegno (Pledge) approvata dalla Direzione Generale per l'Occupazione il cui contenuto è stato trascritto sulla piattaforma dell'Alleanza Europea al seguente link: <https://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idDataTable=534>, parte integrante del presente provvedimento, insieme al report di presentazione formale della medesima dichiarazione di impegno (pledge) avvenuta durante la Settimana Europea delle Competenze (allegato 1) e al certificato di membership ottenuto (allegato 2);
3. Individuare nell'Ufficio EURES della Regione Puglia-Arpal la struttura regionale competente a partecipare ai lavori dell'Alleanza Europea, con la collaborazione, ove opportuno, della Sezione Formazione Professionale e del Servizio Delegazione di Bruxelles della Regione Puglia;
4. Prendere atto che tale partecipazione e dichiarazione di impegno non comportano alcun onere finanziario a carico del bilancio regionale;
5. Disporre la pubblicazione del presente provvedimento ed i relativi allegati nel BURP ai sensi della L.R. n.13/94, art.6;
6. Disporre la pubblicazione del presente provvedimento sui siti istituzionali.

I sottoscritti attestano che il procedimento istruttorio a loro affidato è stato espletato nel rispetto della vigente normativa regionale, nazionale ed europea.

Il Dirigente della Sezione Promozione e Tutela del Lavoro

dott.ssa Luisa Anna Fiore

Il Dirigente della Sezione Formazione Professionale

dott.ssa Anna Lobosco

Il sottoscritto Direttore di Dipartimento non ravvisa la necessità di esprimere osservazioni sulla proposta di delibera, ai sensi del combinato disposto degli artt. 18 e 20 del DPGR n. 443/2015

Il Direttore del Dipartimento Sviluppo Economico, Innovazione, Istruzione, Formazione e Lavoro

Prof. Ing. Domenico Laforgia

L'Assessore proponente

Prof. Sebastiano Leo

LA GIUNTA

udita la relazione e la conseguente proposta dell'Assessore al Lavoro e alla Formazione Professionale, Prof. Sebastiano Leo;

viste le sottoscrizioni poste in calce alla proposta di deliberazione;

a voti unanimi espressi nei modi di legge

DELIBERA

- Di fare propria la relazione di cui sopra che qui s'intende integralmente riportata;
- Di prendere atto della adesione della Regione Puglia alla Alleanza Europea per l'Apprendistato formalizzata Dichiarazione di impegno (Pledge) approvata dalla Direzione Generale per l'Occupazione il cui contenuto è stato trascritto sulla piattaforma dell'Alleanza Europea al seguente link:

<https://ec.europa.eu/social/main.jsp?catId=1149&langId=en&idDataTable=534> ,parte integrante del presente provvedimento, insieme al report di presentazione formale della medesima dichiarazione di impegno (pledge) avvenuta durante la Settimana Europea delle Competenze (allegati 1 e 2) e al certificato di membership ottenuto;

- Di individuare nell'Ufficio EURES della Regione Puglia-Arpal la struttura regionale competente a partecipare ai lavori dell'Alleanza Europea, con la collaborazione, ove opportuno, della Sezione Formazione Professionale e del Servizio Delegazione di Bruxelles della Regione Puglia;
- Di prendere atto che tale partecipazione e dichiarazione di impegno non comporta alcun onere finanziario a carico del bilancio regionale;
- Di disporre la pubblicazione del presente provvedimento sul BURP ai sensi della L.R. n.13/94, art.6;
- Di disporre la pubblicazione del presente provvedimento sui siti istituzionali.

IL SEGRETARIO DELLA GIUNTA
GIOVANNI CAMPOBASSO

IL PRESIDENTE DELLA GIUNTA
MICHELE EMILIANO

ALLEGATO "1"



Apprenticeships and the twin green and digital transition

*European Alliance for Apprenticeships online
event*

9-10 November 2020

Meeting report

9-10 November 2020

Social Europe

Apprenticeships and the twin green and digital transition: challenges and opportunities ahead

European Alliance for Apprenticeships online event

The event 'Apprenticeships and the twin green and digital transition: challenges and opportunities ahead', organised by the European Alliance for Apprenticeship (EAfA) took place online on 9 and 10 November 2020. Speakers at the live-streamed conference discussed how vocational education and training through apprenticeships can adapt to the digital and green transitions in Europe. The two days brought together a record number of over 800 participants, including EAfA members, businesses, education providers, social partners, NGOs, apprentices, and other relevant stakeholders of the European VET sector. The meeting was promoted online through different social media channels with the hashtag #ApprenEU. The presentations from the event are available here.

DAY 1 – Live Discussions

1.0 Live Discussion 1: Skills for the green economy

The first Live Discussion of the event explored the definition of green skills, the challenges of integrating them into apprenticeships, and good practices that the VET sector can implement to promote green skills.

Norbert Schöbel, Team Leader of the Apprenticeships, VET and Adult Learning Unit of the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission, welcomed all participants to the event with a brief introduction. He highlighted that whilst the topic of digital skills has been a recurrent one in EAfA, this conference was the first in EAfA's history to focus on green skills. This was inspired by the importance of the topic on the EU policy agenda and the EU flagship initiative, the European Green Deal. Both the green and digital transitions are crucial as the EU implements its COVID-19 exit strategy and moves towards a new normal. The Commission's initiatives, including the new Pact for Skills as part of the European Skills Agenda, contribute to socially inclusive and fair green and digital transitions. EAfA and its members, representing key VET actors, stand committed to contributing to the greening of the European economy and of our society.

The speakers of the Live Discussion were the following:

- **Barbara Archesso**, Project Manager of **LIFE FOSTER**, a project led by Italian consortium for VET, ENAIP NET, which is a best practice case on food waste reduction from the Italian Platform for Circular Economy;
- **Chiara Palazzetti**, Project Manager at **FORMA.Azione**, education and training provider operating in different economic sectors, including environmental protection and renewable energies, Italy;
- **Richard Pond**, Policy Officer at **European Federation of Public Services Unions (EPSU)**, trade union representing workers in the energy, water and waste sectors, health and social services and local, regional and central government;
- **Stelina Chatzichristou**, Expert at **Cedefop**, EU agency for the development of vocational training and author of the Skills for Green Jobs Report.

Kicking off the Live Discussion, **Stelina Chatzichristou** outlined that green skills can be divided into two categories: job-specific skills that allow workers to participate in production and operations benefitting the green economy, and skills that raise environmental awareness among citizens. Ways to integrate green skills into apprenticeships include fostering the necessary apprenticeship culture among learners and companies, and ensuring that the company, the educational provider and the learner cooperate to develop and implement apprenticeship schemes.

Barbara Archesso stressed that green skills are acted rather than learnt, and that cooperation between stakeholders, including SMEs and micro companies, is important to allow green skills to develop across sectors and in society. A concrete example from the restaurant sector was highlighted showing how monitoring the environmental impact of people's actions can increase awareness of green issues, including waste of food, water and electricity.

Sharing her experience from the Italian regional SME sector, **Chiara Palazzetti** underlined that it can be challenging to have all actors onboard when fostering a new mindset on sustainability and environment in the VET sector. For green skills to be built into apprenticeships, VET providers play a role in promoting innovation, greening themselves, and empowering apprentices to become catalysts of ecological change.

Bringing in a trade union perspective, **Richard Pond** stressed the value of social dialogue and collective bargaining to ensure the quality of training provision. A bottom-up approach that involves locally led practices, such as local green representatives can help to raise awareness of green issues. Whilst green skills vary hugely by sector, there are also many shared elements upon which common green skills frameworks can be developed. To find these and to involve companies across the economy, in particular SMEs, sectoral consultations and cross-sectorial coordination are key.

The **Q&A** session focussed on how EU level frameworks (e.g. DigComp, e-CF, EntreComp, LifeComp) can be used in the training design for apprenticeships. The speakers highlighted that while frameworks can play an important role in promoting green skills, they must be understandable to all stakeholders which can be a challenge at a local level. The question of how best to support companies whose business model is disrupted by the ecological transition was also discussed. Speakers here highlighted the importance of having a network of partners in place to identify challenges and understand what needs to be done to adapt to the green transition.

To conclude the discussion attendees were asked on **Slido** what they believed was the most important factor to ensure green skills in the apprenticeship sector. The most popular answers were *awareness*, *collaboration* and *innovation*.



2.0 Live Discussion 2: Digital skills in apprenticeships

The second Live Discussion addressed the importance of digital skills in apprenticeships and the impact of the digital transition on companies, education providers and apprentices in the VET sector.

Introducing the session, **Chiara Riondino, Head of Unit of the Apprenticeships, VET and Adult Learning Unit of the Directorate-General for Employment, Social Affairs and Inclusion** of the European Commission raised the issue of how to harness digitalisation and unlock the potential of technologies that enable learning, teaching and the development of digital skills for all. The pandemic has accelerated the digital transition and given a strong impetus to make vocational training and education systems more agile and resilient. Due to differences in digital infrastructures and skill-levels, digital skills are found at varying levels between and within countries. Raising the provision of digital skills and reducing skill gaps is crucial to ensure social cohesion and innovation, and critical to make Europe fairer and more sustainable. To achieve this and to support VET actors, unprecedented levels of EU funding in the form of grants and loans are now available for up- and reskilling programmes, and participants are encouraged to take advantage of these.

The following speakers participated:

- **Cristina Romero**, Training Coordinator at **Inercia Digital**, a digital skills training provider, Spain;
- **Daniel Schrapp**, Project Manager of #HESSEnbildung.digital at **HessenChemie**, the Association of Chemical and Related Industry Employers for the State of Hesse, Germany;
- **Safet Getxhaliu**, President of the **Kosovo Chamber of Commerce**, representing Western Balkan 6 Chamber Investment Forum, a regional platform of Chambers of Commerce, WB6 CIF.

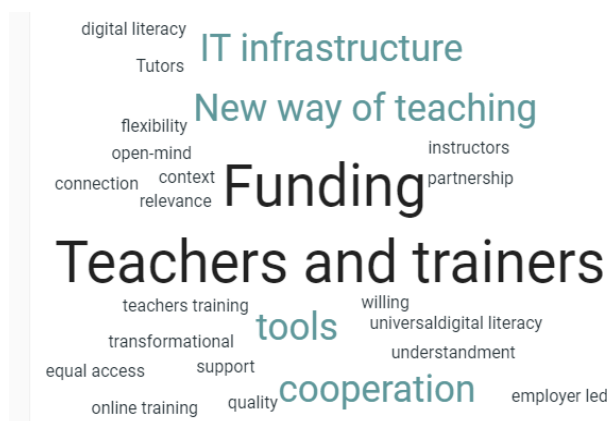
Cristina Romero stressed that digital competences can provide knowledge, skills and attitudes applicable across five different areas of professional performance: information and data literacy, communication and collaboration, digital content creation, safety and problem solving. Throughout the training process, it is important to go beyond curricular and academic criteria and focus on skills that can be implemented in pragmatic ways across these five areas.

Daniel Schrapp shared several regional digital initiatives and invited interested partners to reach out to his organisation. Digitalisation is not an end in itself but a means to improved learning efficiency. To enable success in digital learning, each company must define its goals and motivation. Local level actors are often best suited to find digital solutions as they know their needs best and can best respond to emerging changes in the working environment.

Safet Getxhaliu stressed the value of cooperation and dialogue by bringing actors together around issues concerning digitalisation, including data and data protection. Today, it is difficult to envision a future without digitalisation and it is therefore crucial that investments are made in education and digital skills now. As the importance of digital skills in the modern workplace grows, ICT and more innovation can offer solutions to tackling youth unemployment, which is increasing as a result of the pandemic.

During the **Q&A** session, speakers addressed how quickly the VET-sector can respond to the digital transformation. Speakers agreed that there are limits to the extent that digital skills can and should be adopted in the learning environment, stressing that face-to-face learning remains essential. Participants were also interested in how to strengthen the role of social partners when reforming apprenticeship systems for the digital transition. Speakers agreed that social partners need to be involved from the start and be part of an inclusive process to digitalise the VET-sector.

To conclude the discussion attendees were asked on **Slido** what they believed was the most important factor to ensure digital skills in the apprenticeship sector. The most popular answers were *funding, teachers and trainers, and tools*.



DAY 2 – the high level event

1.0 Introduction and welcome

Setting the scene for the second day of the event, **Commissioner for Jobs and Social Rights Nicolas Schmit**, made a keynote video intervention in which he congratulated EAfA members and the involved social partners and organisations on the achievement of reaching 1 million pledged EAfA apprenticeships. The Commissioner reminded the audience that apprenticeships have shaped our common history, and that they will remain instrumental in the future. The green and digital transitions will have an impact on jobs and how we work, produce and consume. Apprentices on the front line will be affected. This is particularly the case today, as young people are significantly impacted by the COVID-19 crisis. Continuing to offer quality apprenticeships gives young people strong life prospects and equips the European workforce with the necessary skilled workers of tomorrow.

2.0 Panel Discussion 1: Green Transitions

The first panel discussion revolved around the opportunities and challenges for apprenticeships stemming from the green transition. The panellists discussed how green skills and the sustainability agenda could improve the attractiveness of apprenticeships, and how VET could help meet the skills needs of the green transition in the energy sector. The panellists were the following:

- **Alexandre Grillat**, National Secretary of **CFE-CGC ENERGIES**, trade union representing employees in the energy sector and organisers of #Skills2Power, France
- **Alfonso Balsamo**, Policy Officer at **Confindustria**, employer's federation representing manufacturing and service companies, Italy
- **Michael Fitzgerald**, Technical Training & Development Manager at **Electricity Supply Board (ESB) Networks**, a large electricity company active in the apprenticeships field, Ireland

Michel Fitzgerald stressed that there were major opportunities for apprentices in the green transition. To support the green transition, apprenticeships must enable a

deepening of broad engineering skills through both the mainstreaming of environmental aspects and a focus on digital technologies. The ESB currently coordinate a four-year programme, whose syllabus has been revamped to respond to the challenges of the green and digital transitions, as well as a new two-year university-level apprenticeship programme for future graduate engineers. Michael also outlined the challenges of adapting training to the COVID-19 pandemic context, especially in the area of safety.

Alexandre Grillat presented an energy trade union perspective on the green transition. He stressed that while political discourse most often highlighted the promises of the green transition in terms of job creation in the energy sector, it was crucial to also recognise that some current job positions may become obsolete, with a clear need to anticipate the upskilling and reskilling needs that will result from this. VET is key to ensuring both a just transition and the adequate skills endowment of the workforce. Alexandre also expressed hope that the digital transition would make the energy sector more attractive to young people.

Alfonso Balsamo highlighted Italy's structural labour market mismatch, with a significant share of companies struggling to attract young people with the skills they need, despite high youth unemployment. The Italian industry, due to its large raw materials and electricity sectors, has the potential to make a meaningful contribution to the sustainability agenda. The link between sustainability and employability is an important one, and currently there is a process of 'cultural sowing' regarding skills and the green transition. Nevertheless, work and education are still two very separate worlds in Italy, which is why Confindustria is working to bring high schools and the business world closer, while promoting a sustainability agenda through the dissemination of a circular economy kit for teachers. Alfonso Balsamo hopes that NextGenerationEU funding will be used to develop apprenticeships at both upper secondary and tertiary level and suggested the idea of a European network for green skills.

During the **Q&A session**, the audience asked the panellists if they believed green and digital skills could help increase the attractiveness of apprenticeship. **Michael Fitzgerald** answered that it was important to link sustainability to young peoples' goals and ambitions and that this was done yearly by ESB Networks through a social media campaign. ESB Networks also try to increase diversity by reaching out to groups that might not consider apprenticeships a viable option. As a result, they have increased their numbers of female students. **Alfonso Balsamo** answered that attractiveness was a cultural challenge, as most people in Italy were not aware of the existence of apprenticeships as a potential education path. **Alexandre Grillat** took a question from the audience on mid-career workers and elaborated upon his organisation's work with the French government to offer retraining to 800 coal fire power station workers to join the nuclear industry.

On **Slido**, attendees were asked what they believed was needed to ensure apprenticeships can support the green economy. The most frequent answers were *cooperation, funding and collaboration*.



3.0 Panel Discussion 2: Digital Transitions

The second panel discussion revolved around opportunities and challenges linked to digitisation and tackled the issues of changes to the learning model, inclusion of vulnerable groups and curriculum revamping. The panellists were the following:

- **Attila Szekely**, VP Enterprise Business at **OpenClassrooms**, an online education platform providing courses in digital skills and entrepreneurship, France;
- **Belén Sánchez-Rubio**, Head of the International Department at the Fundación Secretariado Gitano (FSG), representing **Empleando Digital**, last year's European Social Fund Award winner 2019 focused on digitalisation and technological change in VET, Spain;
- **Markus Bell**, Head of Global Vocational and Training department at **SAP**, software company incorporating Industry 4.0 into apprentice training, Germany.

Matthäus Fandrejewski, from the **European Apprentice's Network (EAN)** kicked off the session with a five-point speech summarising the thoughts of the EAN on the green and digital transitions:

1. The Just Transition Fund must be used to finance a socially fair green transition which leaves no one behind. VET is therefore crucial, not just for young people but also for adult reskilling and upskilling;
2. Green skills and behaviours must be mainstream across the curricula;
3. Increase youth ownership of the green transition by appointing youth ambassadors for sustainability in schools and companies;
4. VET schools and providers must be adequately equipped with digital devices;
5. Teachers and trainers must benefit from adequate training themselves to be able to pass on digital and green knowledge.

The speech further emphasised that the green transition needs to be socially fair, with everyone having access to work and social protection.

Kicking-off the panel discussion on digital transitions, **Attila Szekely** highlighted the opportunities offered by digitisation for the development of the apprenticeship model. His organisation, OpenClassrooms, offers an all-online training model which removes both geographical and time constraints. With OpenClassrooms, apprentices and companies may start a training programme whenever they wish, as they are not subject to an annual school calendar. Likewise, the online educational centre removes the need to find an education provider and a company both located in the same

geographical area. OpenClassrooms aims to create 1,600 new apprenticeships in 2021 and is currently expanding its offer outside France. The main barrier OpenClassrooms faces currently is a lack of concept awareness.

Belén Sánchez-Rubio was asked how digital training could be made available to vulnerable and disadvantaged groups. Fundación Secretariado Gitano has developed *Empleando digital*, a joint project with the Spanish Red Cross and the Accenture Foundation, co-financed by the European Social Fund. *Empleando digital* aims to mainstream digital skills in the Fundación's existing employment programmes. The Fundación started by going digital itself. It then trained the beneficiaries on basic digital skills and also used digital tools for specific courses in occupations (e.g.: virtual reality for cleaning or waiting tables), which also helped improve soft skills. Belén highlighted though that digital skills were not sufficient alone to secure integration in the labour market. Soft skills such as communication and work habits also proved to be crucial. She stressed that EU funding has been crucial in developing the programme, especially in providing beneficiaries with adequate IT equipment.

Markus Bell presented SAP's revamped apprenticeship programme. To better reflect the needs of labour market in its training programme, SAP did some surveying and market research across the IT sector. The company came up with an updated training offer including new modules such as data science, internet of things, additional programming languages and security training. SAP also addresses the development of social and personal skills through a focus on student self-organisation. For instance, students must plan the rotating phases of their training plan themselves. Innovation is also an important aspect of SAP's training programme, which includes a dedicated week during which students come together to work on innovation topics, create prototypes and then pitch their results.

During the **Q&A session**, the panellists were asked for their views on the ideal balance between most advanced digital technologies such as virtual reality (VR) or artificial intelligence (AI) and more basic digital skills in the training offer. Panellists acknowledged that it was important to train individuals in these advanced technologies but that the provision of such trainings may raise budgetary concerns for training providers. Panellists also underlined that young people from vulnerable groups might not necessarily be literate in digital technologies. As such, basic digital skills and physical presence remain important in the learning process. Regarding national regulatory frameworks, panellists outlined that national skills frameworks should consider the increased need for digital skills if countries wished to retain a competitive edge.

On **Slido**, attendees were asked the following question: How can we ensure apprenticeships best equip people with digital skills? The most cited answers were *training, funding, train the trainers, equipment, online* and *motivation*.



Norbert Schöbel closed the panel discussion by stressing that companies had a responsibility to play in training the trainers and invited companies which had not yet done so to join the Alliance.

4.0 Closing session

Digital skills in apprenticeships: the international perspective

Ashwani Aggarwal from the International Labour Organisation introduced an international perspective on apprenticeships. He focused on how the use of digital technology is transforming apprenticeships, and how apprenticeships are addressing the rising demand of digital skills. Global trends identified during the pandemic include digital degree apprenticeships, an increased reliance on E-learning, and a greater use of new technologies involving mobile apps, virtual reality and augmented reality. However, with only half of the world population connected to internet, there is great variation in the extent to which countries outside Europe can embrace digital technologies in teaching and learning processes. One key challenge is to continuously adjust education curricula to meet rapidly changing digital developments. The low rate of apprenticeships in many countries represents an opportunity given that apprenticeships have the potential to reduce the widening digital divide and provide a tool to keep pace with new digital demands.

Action Plan for the Alliance

Norbert Schöbel of the European Commission presented the renewed European Alliance for Apprenticeships. The Commission has just adopted a package of measures related to youth employment and upskilling, driven in part by the concern around the impact of the Covid-19 pandemic on youth employment. The package includes a Proposal for a Council Recommendation on reinforcing the Youth Guarantee, the European Skills Agenda, a Proposal for a Council Recommendation on VET and a renewed EAfA, with 6 renewed EAfA priorities:

- encouraging commitment among Member States and companies to quality and effective apprenticeships, by fostering national apprenticeship coalitions;
- incentivising support to small and medium-sized enterprises, providing a stable supply of quality and effective apprenticeships;
- mobilising local and regional authorities as catalysts for apprenticeships within the local business environment;
- strengthening social dialogue through the more active involvement of national social partner organisations
- proactively engaging European sectoral social dialogue committees on apprenticeships, with a view to obtaining agreement on joint sectoral pledges;
- supporting the representation of apprentices in the Member States by relaunching the European Apprentices Network.

Norbert Schöbel gave an overview of the 2020-2021 EAfA activities (11 events, 7 live discussion, 8 webinars and 5 online training modules) and briefly explained the methodology for reforming EU national apprenticeship systems – the Benchlearning activities – a process which combines benchmarking and peer learning.

Newcomer session

24 organisations have joined the EAfA since March 1st 2020. These organisations come from 15 different countries and together aim to create a total of 4,078 apprenticeship places. The newcomers follow the objectives on supply, quality image and mobility. They come from a variety of sectors (education providers, business

world, public authorities, employer organisations, etc.). **Norbert Schöbel** announced that thanks to these new members and a new pledge from Nestlé, EAfA members have pledged to create 1 million apprenticeship places. Representatives of three different newcomer organisations and Nestlé, a committed member of the alliance, were given the floor to present their pledges.

Giorgos Giorgakis, managing director at Eurosuccess consulting (CY), a consultancy specialising in EU funds in the area of education and training. Eurosuccess consulting is committed to promoting European mobility of apprentices and quality apprenticeships in Cyprus, through awareness campaigns and events and through open discussion with various key stakeholders at the national level. The organisation is hopeful that EAfA membership will expand its network of organisation and give it access to best practice examples, so as to fulfil its twin goal of offering better apprenticeships and to foster apprentice mobility within its network of partners. Giorgos believes that quality standards and labour rights are a key issue in the field of apprenticeships in Cyprus, and that by fostering public dialogue at the national level, his organisation can help improve the quality of apprenticeships.

Orhan Yazkhan, vocational project manager at TürkTraktör (TR), an automotive industry company involved in several EU vocational projects. The organisation provides diversified training through different 'laboratories' and a mentoring scheme. TürkTraktör is committed to sharing good practices with fellow EAfA members and increasing its knowledge and awareness of innovative learning approaches. The organisation sees the EAfA as a source of opportunities for its apprentices.

Bernadette Gréco, programme officer and EURES advisor at the Department of Labour of Regione Puglia (IT) shared that apprenticeships awareness among both young people and employers, is low in the Region of Puglia. The Department of Labour of Regione Puglia advised the local Istituti Tecnici Superiori (ITS) to shift from a traineeship to an apprenticeship model to increase awareness. With the support of EURES and in particular the 'Your first EURES job' initiative, they built an apprenticeship programme with an EU mobility component.

Finally, **Bart Vandewaeter, head of corporate communications and government relations at Nestlé**, presented the company's renewed pledge to the EAfA, of which it is a long-standing member. Bart stressed the responsibility of companies towards young people during this difficult period throughout which they face reduced learning and working opportunities. Nestlé and its 300 supply chain business partners have offered more than 450,000 first opportunities (jobs and apprenticeships) in the last six years and have pledged to offer 300,000 more by 2025. Nestlé itself will create 40,000 jobs and training opportunities. Bart stressed the benefits of this objective for both society and businesses, which young people must steer in the right direction in light of the challenges of both the digital and the green transitions.

Closing remarks

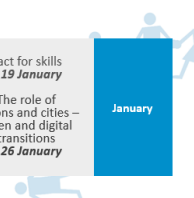
Closing the event, **Manuela Geleng, Director of Skills in DG Employment, Social Affairs and Inclusion**, thanked the participants and the speakers and reiterated the great importance of EAfA reaching the milestone of 1 million pledged apprenticeships. Today, both the green and the digital transition are at the heart of the Youth Employment Support Initiative and the European Skills Agenda which aim to implement the European Pillar of Social Rights. The recently announced Pact for Skills further calls for businesses, social partners, public authorities, and training providers to work on the up- and reskilling of the labour force, where also the VET-sector can

Apprenticeships and the twin green and digital transition

play an active role. In the coming years, funding is a crucial aspect considering the levels of investments needed in green and digital skills. The current EU-budget for resilience and recovery is aiming to make serious investments in skills and apprentices. VET stakeholders, including event participants, are encouraged to apply to the unprecedented levels of funding that are available.

Finally, the participants were reminded of the **EAFa agenda** and were cordially invited to take part in the following events:

Events	Webinars	Online Trainings	Live discussions
4 th benchlearning coordinators' meeting – 26 November European Network of Cities for Apprenticeships online workshop	November	Role of employer organisations – 25 November	November
European Network of Cities for Apprenticeships online workshop – 21 January The role of regions and cities – Green and digital transition – 26 January	January	In-company trainers: roles and responsibilities, skills required and training needs November	Pact for skills – 19 January The role of regions and cities – green and digital transitions – 26 January
	Rights and protection of apprentices at work – 11 December		January





ALLEGATO "2"

European
Commission

Regional authority, Italy

EURES Puglia, Labour Department and ARPAL

Pledge to join the European Alliance for Apprenticeships

- Creating 20 new apprenticeship opportunities in sectors important to the local economy and addressing the labour market skills need by liaising with employers across Europe through the wider EURES network;
- Improving the quality of apprenticeships by collaborating with higher technical institutes and companies to support the development of apprentices' digital skills, as well as supporting apprentices in participating in mobility abroad to improve their language skills;
- Enhancing the image of apprenticeships among employers and jobseekers through online campaigns and presentations promoting the added value and benefits of apprenticeships;
- Increasing the number of mobility opportunities by creating partnerships with European employers willing to host apprentices through the EURES network and drafting an apprenticeship mobility contract within the mobility scheme Your first EURES job.

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18.12.2020
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Luisa Anna Fiore and Alessandra Pannaria,
Senior Managers
01/09/2020

Employment,
Social Affairs
and Inclusion

