



**REPORT WP5: TRAINING SEMINARS**

**FOR THE VET PROVIDERS AND COMPANIES**

**IN THE RETAIL SECTOR**

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**The UPPRETAIL project** conducted national training seminars for VET teachers in Spain, Portugal, Italy and Bulgaria. More than 85 participants attended the seminars in the partner countries. Policy makers, VET professionals, educators, career consultants, trade union representatives and managers in the retail business took part in the seminars. The main purpose was to present each national report on apprenticeship systems in the respective countries leading to a discussion about improving, developing and implementing new methods in the current apprenticeship systems. Each partner conducted their seminars according to the country's current status. Every each of these seminars came up with suggestions on measures to be implemented in the respective counties, entities and responsibilities and necessary reforms allowing the apprenticeship systems to adopt the requirements of the society of knowledge and the needs of an employment of higher quality:

- ✓ Promote seminars, lectures, workshops or other events to introduce and advertise the apprenticeship system to companies.
- ✓ Design and implement activities to raise awareness about the relevance, impact and benefits of the apprenticeship system to the different stakeholders.
- ✓ Joint projects among Vet centers and retail enterprises
- ✓ Involvement of retail enterprises in the definition of training curricula
- ✓ To improve the communication among retail enterprises and associations: many shops are not associated.
- ✓ Synchronization between education and labor law
- ✓ Vocational guidance from an earlier age
- ✓ Importance of tutor training from the new perspective of apprenticeship
- ✓ Tools for apprenticeship qualifications

## Spain

The questions discussed in the Spanish seminar named "Apprenticeships in the system of VET" were:

- ✓ *How can we establish a solid relationship among VET centers and retail enterprises?*
- ✓ *How can we improve the process of training in the enterprise (practices / apprenticeship)?*
- ✓ *How can we improve the role of tutors?*
- ✓ *Which professional profiles need the retail enterprises? ¿Which is the answer by VET centers?*

## Summary feedback of participants:

### 1. QUESTION: How can we establish a solid relationship among VET centers and retail enterprises?

- Joint projects among Vet centers and retail enterprises
- Creation of data base: Vet centers-retail enterprises
- Reciprocal visits among VET – retail enterprises
- Job placement department in Vet centers
- Involvement of retail enterprises in the definition of training curricula
- Definition of retail sector to adapt training to their needs: what is retail sector, and subsectors (groceries, fashion shops). Different needs.
- Reciprocal knowledge VET-enterprises: Friendly environment
- It is necessary to know the profiles (personal and professional), the retail enterprises need.
- To improve the communication among retail enterprises and associations: many shops are not associated.
- To set a difference among local shops and others (mall, department stores, hypermarkets, etc.). The structure and needs are different.

### 2. QUESTION: How can we improve the process of training in the enterprise (practices / apprenticeship)?

- “Real” training practices in enterprises (not to cover a job without cost)
- Best practices must be shown to enterprises and students to motivate them to participate in apprenticeship.
- Simulation in VET of a job interview, a selection process, ..
- Adaptation of apprenticeship / practices to the student’s “hidden” curriculum vitae (personal interest, hobbies, skills, etc.)
- There should be an introduction of the enterprise in the VET, before starting practices/apprenticeship
- The student welcome in the enterprise, should be an important aim of the enterprise
- The interest of the student and the enterprise should be similar.
- Motivation of the student: to reach it, it is important to learn something real; knowledge of the retail, activity planning, to achieve normal rules (timetable, punctuality, respect, behavior, etc.).
- Educational responsibility (retail’s tutor).

### **3. QUESTION: How can we improve the role of tutors?**

- To improve communication using technology (whatsapp, social media,..)
- To recognize the enterprises through the VET's web site: best practices
- To train the enterprise's tutor
- To recognize the role of tutor. To motivate the selected tutor
- To improve the role of tutor: Providing tools for the welcome of the student, the apprenticeship process,...
- To give importance to the role of tutor
- Regular monitoring of the apprenticeship (better communication between tutor and student, and between both tutors ( enterprise and VET). The monitoring must be during the whole period of apprenticeship (not just at the end: final evaluation).

### **4. QUESTION: Which professional profiles need the retail enterprises? ¿Which is the answer by VET centers?**

- Cross skills / competences are very important nowadays (motivation, team work, initiative, etc.). So there must be training to improve them.
- On line commerce, social media, etc.
- To attract to the retail sector other profiles like students of Fine Arts, as a way to innovate in our sector.
- Personal profile of the student / worker: behaviour, attitude, motivation,..
- Multi-skilled profiles (example, adults with previous experience in other sectors).
- Monitoring of students during the 2 following years, once they finish apprenticeship/practices (internal job placement department in VET).
- The local shops are innovating: they need to improve communication through social media and others to improve social valorization of the sector.

#### ***Suggestions to include in the national guidelines***

Most of the suggestions made are including in our national guidelines, but we could include the following:

- Joint projects among Vet centers and retail enterprises
- Creation of data base: Vet centers-retail enterprises
- Definition of retail sector to adapt training to their needs: what is retail sector, and subsectors (groceries, fashion shops). Different needs.
- To improve the communication among retail enterprises and associations: many shops are not associated.

- To set a difference among local shops and others (mall, department stores, hypermarkets,..). The structure and needs are different.
- Best practices must be shown to enterprises and students to motivate them to participate in apprenticeship.
- Simulation in VET of a job interview, a selection process, ..
- Adaptation of apprenticeship / practices to the student's "hidden" curriculum vitae (personal interest, hobbies, skills, etc.)
- To improve communication using technology (whatsapp, social media,..)
- To recognize the enterprises through the VET's web site: best practices
- To attract to the retail sector other profiles like students of Fine Arts, as a way to innovate in our sector.
- Need of Multi-skilled profiles
- Monitoring of students during the 2 following years, once they finish apprenticeship/practices (internal job placement department in VET).
- The local shops are innovating: it is necessary to improve communication through social media and others to improve social valorization of the sector.

## Italy

The Italian seminar directed their attention on the following topics:

- ✓ *Apprenticeship laws and process in the national and regional context: what is the new prospective after the new Job Acts (2014)*
- ✓ *Networking and social partnership: how is the relationship between trade union and association of commerce?*
- ✓ *Quality of apprenticeship assessment tools: how to ensure the quality of implementation and impact of the apprenticeship system in the retail sector?*
- ✓ *Tutoring and training in companies: how to select tutors? What is the "tutor profile"? What about the training plan?*

### Summary feedback of participants:

Following the scheme of a sort of *SWOT analysis*, the **weak points** have been:

- Lack of knowledge on apprenticeship of 1<sup>st</sup> and 3<sup>rd</sup> levels as it is not a "system"
- Duration of training course for 2<sup>nd</sup> level apprenticeship: 990 hours it too much
- It is not clear the law system at national and regional level (problem of delegation and responsibilities after Job Acts regulations)
- Tutor training is paid by public funds but there are 2 important questions: who has to attend the course? How many hours training course has to last? (8 hours are too much short)

- Lacking of laws in order to make a recognition on tutor training course: who is responsible (MIUR, APOFIL, Regional entities)?
- Apprenticeship contract: labour costs too much (it has been estimated the costs per year)
- Lack of a system supporting SMEs (included retail sectors)
  
- Lack of a law framework for the Regions competences in the apprenticeship field (in order to simplify the bureaucratic procedure)
- Labour consultant draws up the training plan (with a lack of funds...)
- The only sector where the apprenticeship is requested is the handicraft.

### **Possible solutions:**

- It is emerged a change in the way of thinking APPRENTICESHIP and TRAINING.
- Traditional approach of apprenticeship (imitative, focus on the training on the performance) towards a new one: cognitive apprenticeship
- Importance of tutor training from the new perspective of apprenticeship
- Tools for apprenticeship qualifications
- New awareness of stakeholder
- More responsibilities to the Bilateral Entities (labour and trade union and employers) to set up the system (training, quality qualification, contracts...)

## **Bulgaria**

The discussed topics in the Bulgarian seminar were:

- ✓ *What are the possibilities for the introduction of apprenticeship in the Bulgarian VET system?*
- ✓ *What should be the roles and responsibilities of the government, other institutions on national and local level, social partners, municipalities, businesses, schools and training providers?*
- ✓ *Is it possible for the social partnership to ensure the sustainability of apprenticeship schemes and if so - how?*
- ✓ *What should be the conditions for the implementation of apprenticeship in SME's and how to regulate compliance with the relevant requirements?*
- ✓ *What should be the relationship between apprenticeship and other training methods?*

### **Summary feedback of participants:**

Vocational schools in Bulgaria have some experience with organizing apprenticeships for their students.

The idea to introduce apprenticeship as part of vocational training is good and feasible.

Institution is needed to coordinate and finance process at national level.

Business is not involved although it is positive and interested.

There are no trained tutors.

There is no effective professional guidance.

### ***Suggestions to include in the national guidelines***

- Improved coordination between stakeholders
- Synchronization between education and labor law
- Curricula changes
- Changing the ratio theory – practice
- Vocational guidance from an earlier age
- Organizing municipality occupation Fair.

## **Portugal**

The focus in the Portuguese seminar was:

- ✓ *How to promote the involvement and responsibility of the social partners in the implementation of the apprenticeship system in the retail sector (trade unions, chambers of commerce and industry, retail associations, among others)?*
- ✓ *How to promote the apprenticeship system on youth and their families and enterprises from trade sector?*
- ✓ *How to ensure the quality of implementation and impact of the apprenticeship system in the retail sector?*

- ✓ *How to prepare companies and tutors to monitoring and integration the practical training at the workplace (in the retail sector)?*
- ✓ *How to promote the contact and communication between VET providers and companies of the retail sector?*

### Summary feedback of participants:

1. How to **promote the involvement and responsibility of the social partners** in the implementation of the apprenticeship system in the retail sector (trade unions, chambers of commerce and industry, retail associations, among others)?

Nr.	Description of the measure to be implemented	Entities and responsibilities
1	Develop a data base of contacts of companies and social partners involved in the implementation of the apprenticeship system in the Portuguese retail system.	Training providers and social partners.
2	Promote seminars, lectures, workshops or other events to introduce and advertise the apprenticeship system to companies. It is crucial to include responsible of the practical training at the workplace (PTW) from the VET provider, tutors and testimonies of successful trainees in these sections, which should be developed at sectorial level (retail sector).	Vet providers; Responsible of the PTW from the VET provider; Tutors; Trainees.
3	Develop and advertise a promo video about the implementation of the apprenticeship system in the retail sector (advantages, impact, including testimonies). This video should be conceived with the contribution from all social partners and the financial support from the state. The idea is to structure and held a National campaign to advertise and promote the apprenticeship system of the retail sector.	VET providers; Enterprises from the retail sector; Social partners



2. How to **promote the apprenticeship system** on youth and their families and enterprises from trade sector?

Nr.	Description of the measure to be implemented	Entities and responsibilities
4	Design and prepare a TV commercial about the apprenticeship in retail sector main advantages, impact and relevance).	Promoters: IEFP, I.P.; Portuguese state; Communication agencies.
5	Prepare and promote fairs in secondary schools to advertise the retail sector as an opportunity to young students, involving testimonies and inviting young students and their parents.	Promoters: VER providers; Partners: Regular schools; successful trainees; companies from retail sector; Target group: young students and their parents.
6	Definition of working groups of successful entrepreneurs to cooperate in the design and conception of training curricula and in the development of a campaign to promote de advertising of the apprenticeship in retail sector among its main stakeholders.	Promoters: Entrepreneurs, Commercial Associations; Group of companies; Strategic partners: Companies of consultancy; Partners: VET providers.

3. How to **ensure the quality** of implementation and impact of the apprenticeship system in the retail sector?

Nr.	Description of the measure to be implemented	Entities and responsibilities
7	Design and implement activities to raise awareness about the relevance, impact and benefits of the apprenticeship system to the different stakeholders. For example: <ul style="list-style-type: none"> <li>- Structure and implement a short training plan to trainers according to the desirable trainer's profile;</li> <li>- Structure and implement a short training to tutors.</li> </ul>	VET providers: structure and implement a short training plan to train the trainers of the apprenticeship system; structure and implement a short training plan to train the tutors of the retail sector's companies.
8	Conceive and implement an evaluation sheet to be filled in at the end of PTW by trainees and entities supporting the traineeship and establish of a system of incentives to be implemented according to the results of the trainees.	VET providers.

4. How to **prepare companies and tutors** to monitoring and integration the practical training at the workplace (in the retail sector)?

Nr.	Description of the measure to be implemented	Entities and responsibilities
9	Design and develop of information sessions specifically designed to young trainees/families about the implementation of the apprenticeship system in retail sector.	To be promoted by VET providers.
10	Structure and implement a short training to tutors of companies from retail sector, allowing them to monitor and evaluation the PTW.	IEFP, I. P.
11	Design and conceive support materials to advertise the apprenticeship system.	Ministry of Education and Science

5. How to **promote the contact and communication between VET providers and companies** of the retail sector?

Nr.	Description of the measure to be implemented	Entities and responsibilities
12	Design and develop information sessions specifically designed to companies about the implementation of the apprenticeship system in retail sector, including testimonies of successful trainees.	VET providers and trainees.
13	Structure and implement workshops to be developed by companies of retail sector to advertise the apprenticeship system, sharing successful cases of companies.	Companies supporting traineeships
14	Develop Traineeships Plans practical and concretes to share with companies of the retail sector.	VET providers.

***Suggestions to include in the national guidelines***

- Include guidelines for the development and implementation of a National campaign to advertise the implementation of the apprenticeship system in the retail sector;
- Include guidelines to design a training plan specifically conceived to apprenticeship trainers;
- Include guidelines to design a training plan specifically conceived to tutors of companies;
- Include guidelines to structure workshops targeting young students/families and companies