



Dutch Employers
Cooperation Programme

Internships and apprenticeships

About why, what, how and who

Basic theory and approach for
employers' organisations that
take the lead



Why?

- High number of youngsters
- Need for professional education at a high(er) level
- Answering the competence-needs of labour market
- Capacity of the existing educational system is not sufficient
- Difficult for teachers to catch up with developments and rapid changes in labour market and related competence needs



Conclusion : (one of the possible solutions)



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The private sector has to take responsibility and participate actively in the educational system!

Internship- and apprenticeship-programmes
are proven concepts to set-up co-creation with schools and
reinforce each other





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What has the private sector to offer to students and schools?

- . Expertise
- . Up-to-date knowhow
- . Inspiring people
- . Equipment
- . Learning environment
- . Insight in future jobs



What's in it for the private sector?

- Teaching future employees
- Recruiting well skilled employees
- Availability of a learning culture of which existing employees benefit as well (lifelong learning)
- Interaction with schools contributes to performance improvement of teachers and up-to-date curricula



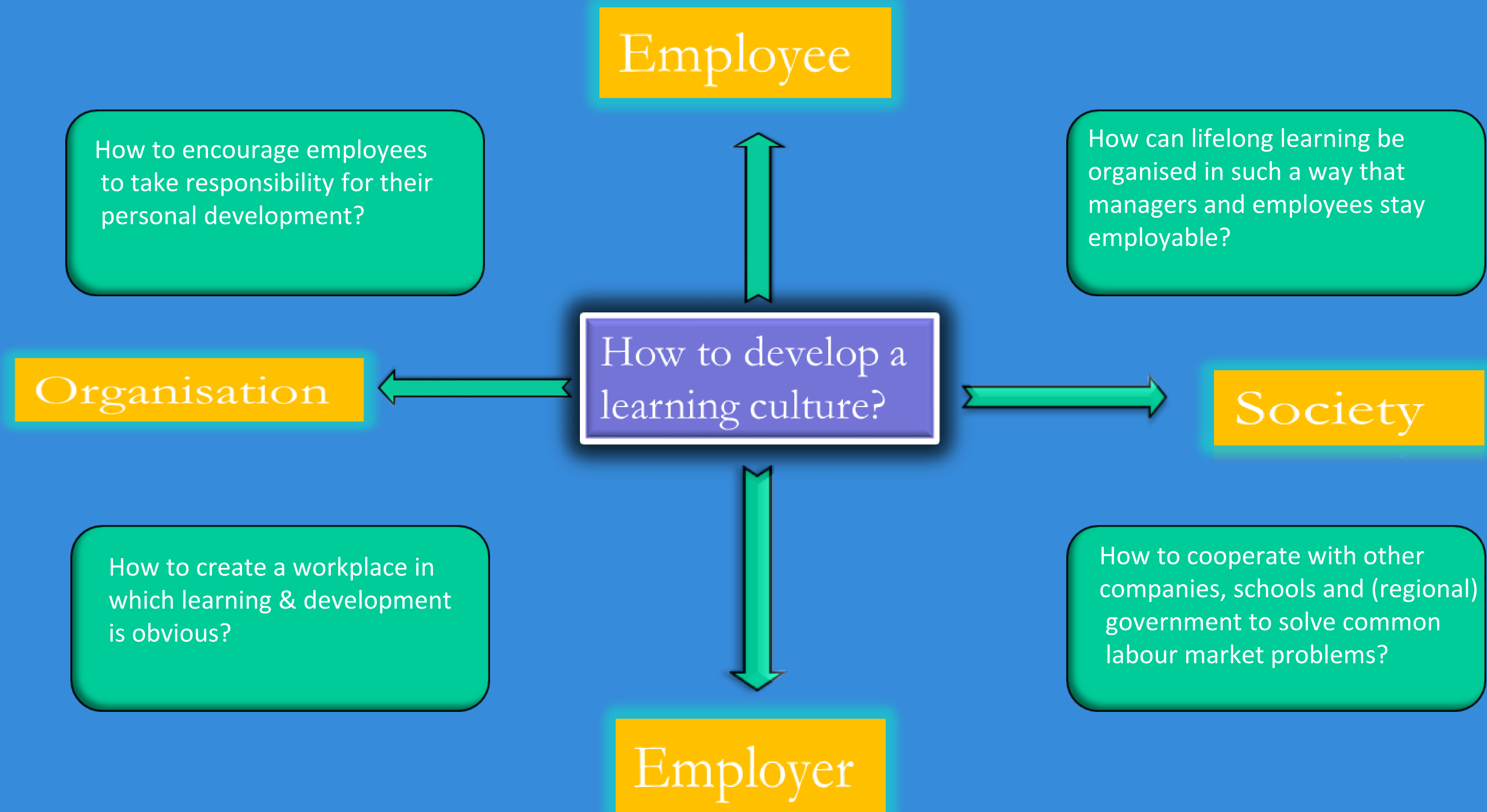
Conditions to set-up successful programmes

1. Develop a learning culture
2. Define professional assignments with a didactical approach
3. Point out and train learning coaches





1. Develop a learning culture. Main questions and players



1. Develop a learning culture

Basic starting points



- Is the management aware of the 'why' and 'what's in it for us'?
- Is 'learning & development' part of the companies strategy and integrated in the HR objectives?
- Are tasks described in terms of competencies? (knowledge, skills, attitude)



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1. Develop a learning culture

Additional characteristics of a learning company

- Successful companies invest in peoples' development
- Employees are aware their tasks might change or even disappear in the future
- Lifelong learning is experienced as 'part of the job', both by the management as by employees



INVESTORS
IN PEOPLE | Gold

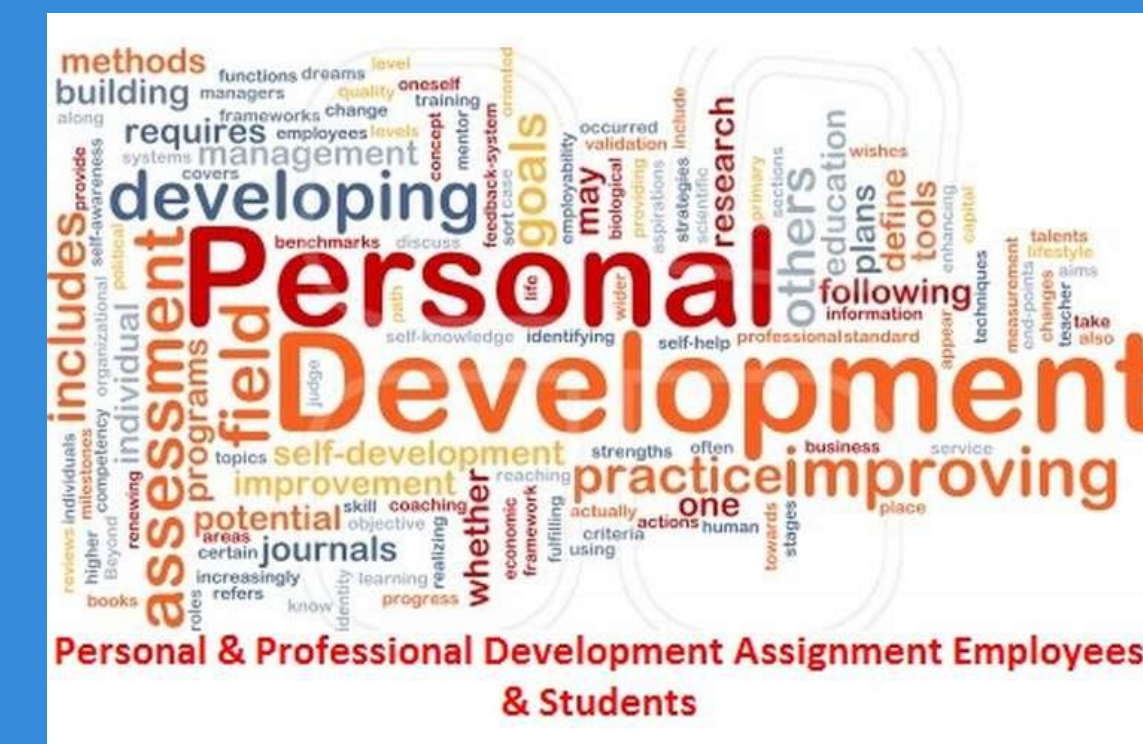


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2. Define professional assignments

- What is the function of the learner? What are his tasks?
- What competencies (knowledge, skills, attitude) are acquired?
- Define concrete learning objectives to achieve during the programme in terms of 'should know, understand, be able to'

- measurable
- milestones
- timeline





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2. Define professional assignments

Make clear which learning interventions contribute to achieve these objectives (company training, training on-the-job, online study, MOOC's, YouTube)

Plan various evaluations during the programme. Involve several employees (experts, peers, management, learning coach) in the evaluations

Define the competencies level at the start and at the end of the programme



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3. Identify, appoint and train learning coaches

- Mature
- Passion
- Broad network in the Expert company
- Commitment of the management for spending ...% of their time on coaching learners





3. Identify, appoint and train learning coaches

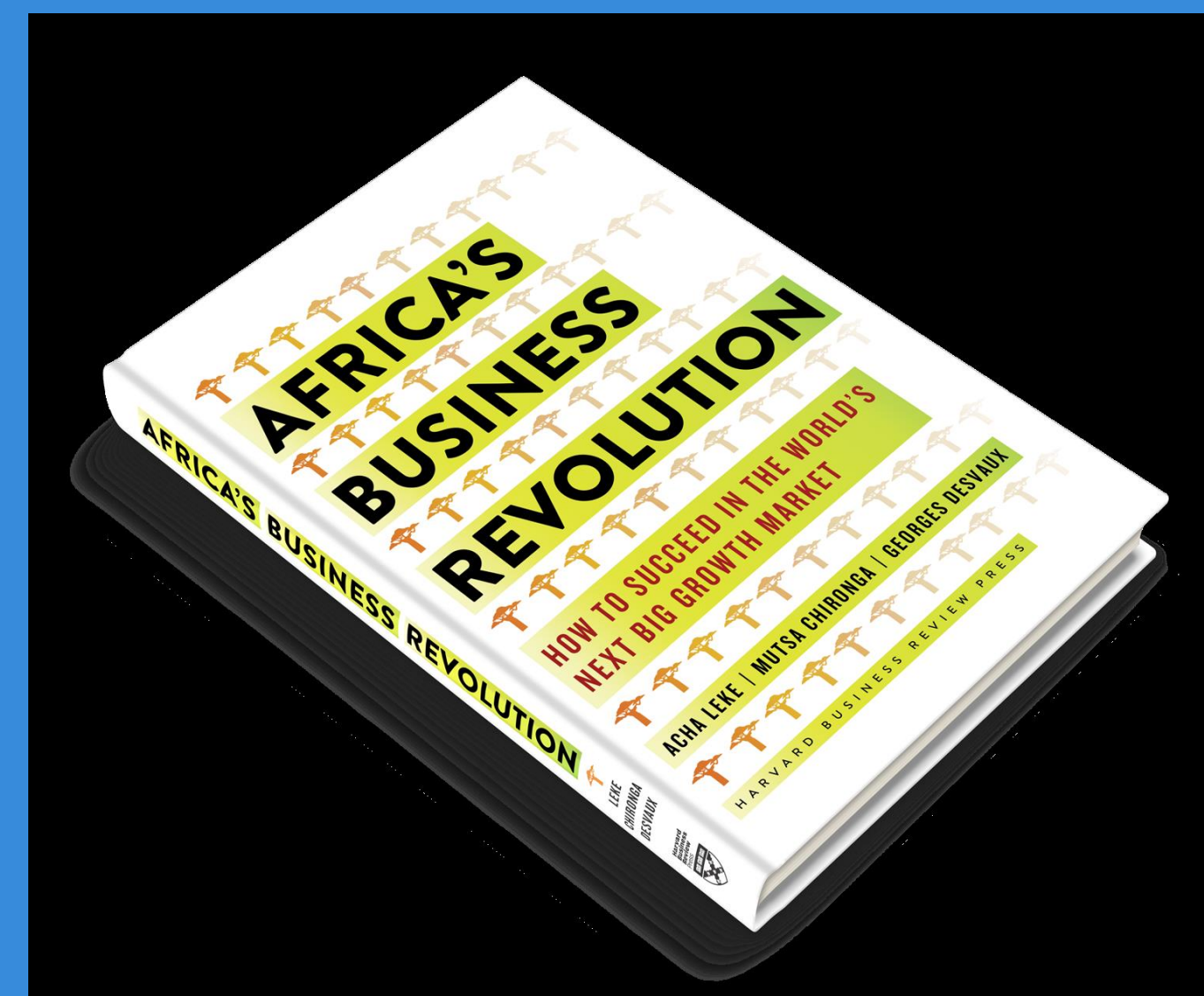
- Have the learning coaches follow training or workshops dedicated to this issue
- Remember: they are experts, no teachers. But it is their job to guide learners through a development process
- Management attention for the learning coaches (attention, evaluation, the big picture, rewarding) is crucial for a sustainable learning culture at the workplace



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Now it is up to the employers' organisation to make it happen!

- Target groups are especially midsize companies
- Select promising sectors and / or regions
- Follow the AIDA concept





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4. Put programmes in place

- How do you define midsize companies?
- Which sectors do you select and why?
- Which regions do you select and why?
- Which school do you select and why?





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4. Put programmes in place

- And..... what is *your capacity* as an employers' organisation to make it happen? People, time, expertise.
- What or who *do you need* to support you?
- Is the board committed and is the programme embedded in your strategic plan?

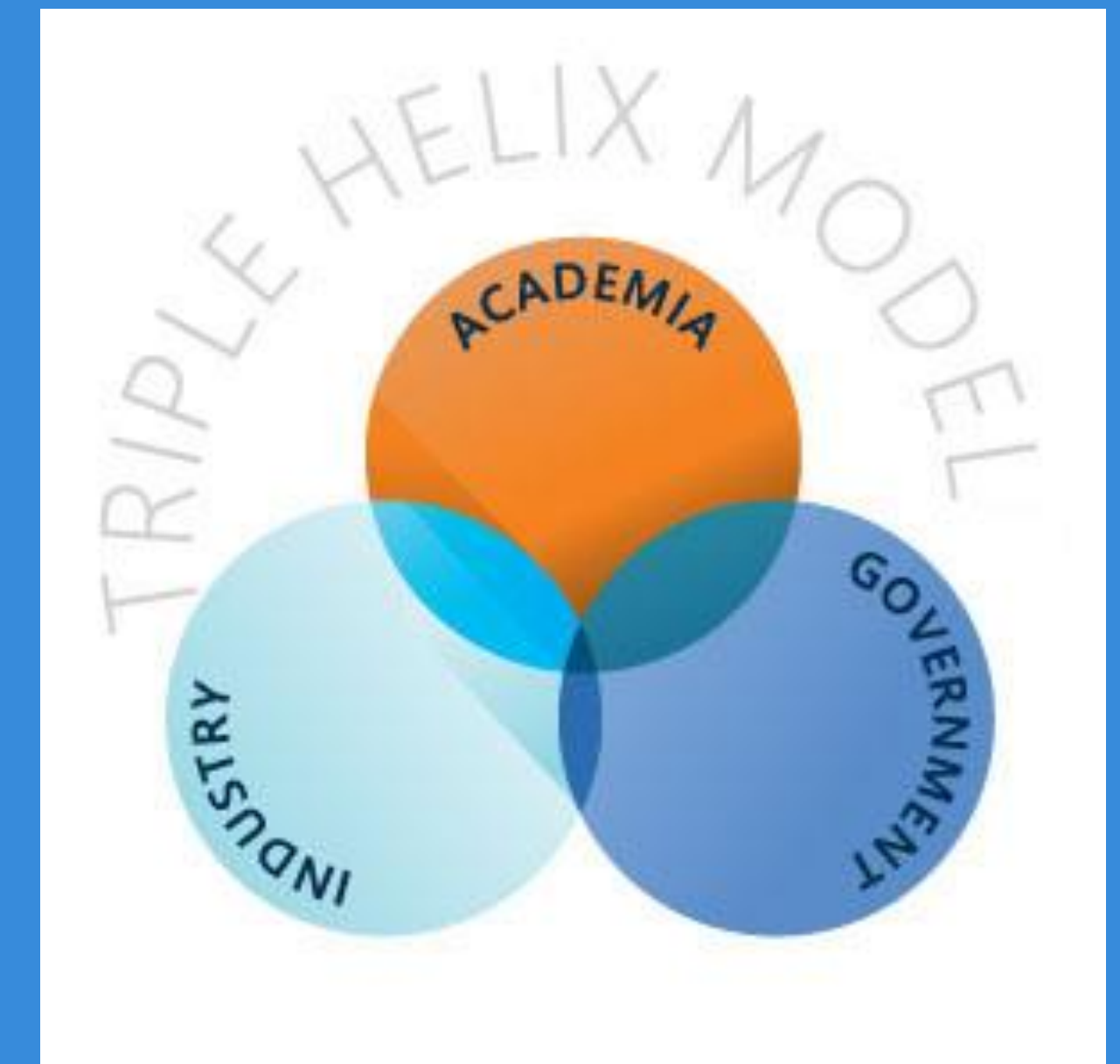




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4. Put programmes in place

- Get connected to schools and universities
- It is peoples' work. Get to know each other
- Identify the 'what's in it for both of us'





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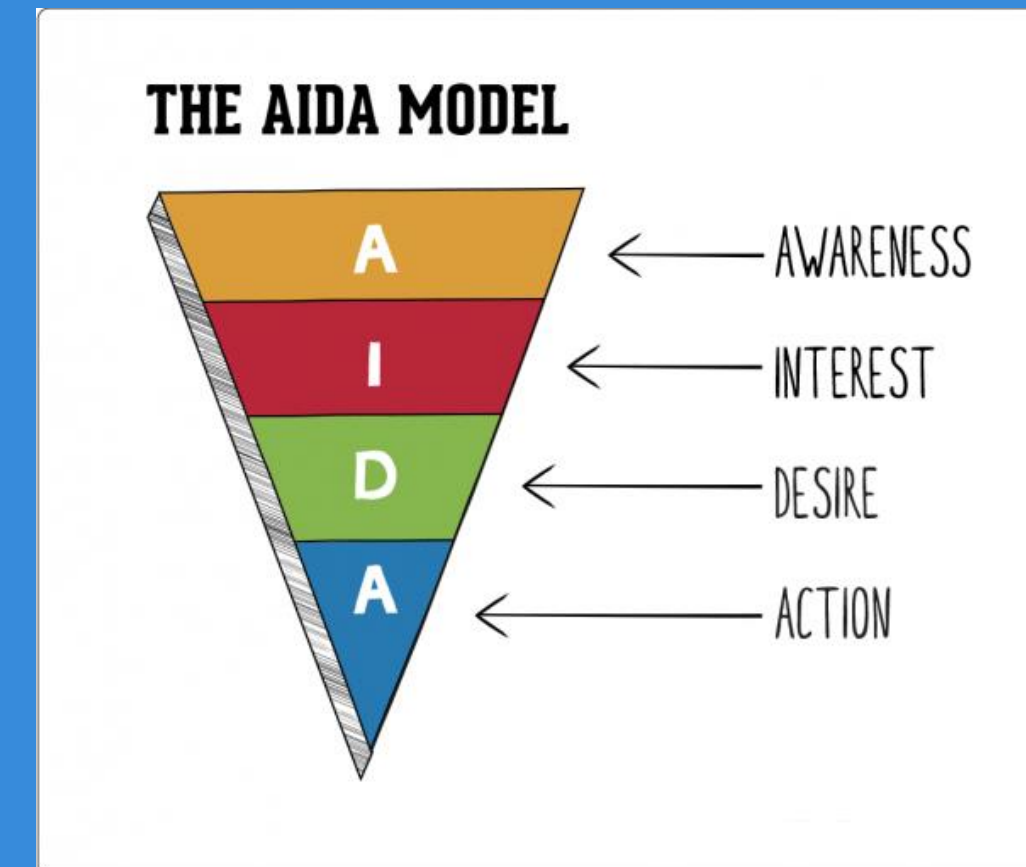
4. Put programmes in place

- The government!
- If the employers' organisation is able to activate its members and contribute to the educational system, what can you get in return?



4. Put programmes in place

Remember the AIDA-approach!



- a) Make decision makers in companies **Aware**
- b) Give them the right examples to get them **Interested**
- c) Encourage them so they show **Desire**
- d) To finally take **Action!**



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Good luck!





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COOPERATING
WITH NATIONAL
AND INTERNATIONAL
ORGANISATIONS

TRANSFERRING KNOWLEDGE
AND SHARING EXPERIENCES

FINANCIAL CONTRIBUTIONS
TO PROGRAMME ACTIVITIES

