

**ETUC Apprenticeships Hairdressing sector Seminar – 18 June 2015**

Findings and recommendations on the European framework for traineeship

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**Importance of an European framework for traineeship**

**Current problems:**

* No common definition of a traineeship
* No uniform legislation for the different traineeships
* No uniform legislation for the different Member States
* No general quality criteria
* No minimum standards for the traineeship in each Member State
* Insufficient information on the organisation of traineeships in other Member States

**Observation:**

Experience shows that European institutions can often define European accepted quality standards quicker than the national institutions.

**Advantages of an EU framework:**

* The quality guidelines and standards would be more uniform in the different countries, which would improve the quality of the traineeships
* There would be more transparency on the level of learning objectives, training allowance, rights and obligations, reasonable duration, the recognition of traineeships (certificate or letter of reference with the acquired competences?)
* It would be easier for young people to get a traineeship in another country, because they know better what to expect

**Points of attention of an European framework** :

* the framework should be sufficiently flexible to take into account the different national practices
* if the remuneration and the social measures fall to the competence of the EU, this should be monitored to the greatest extent possible
* It makes no sense to replace the paid employees by unpaid or low paid trainees

**Advantages of professional experience/traineeships:**

* Young people can get a taste of their future, they learn how to work in a team, they create a sense of responsibility …
* A traineeship will allow to verify if the trainee has/can obtain the right professional profile
* It increases the workability and productivity of young people (plays a positive role in youth unemployment – those who follow a training aren’t seen as unemployed – and in leaving the school too early)
* Young people enter the labour market quicker (there is a correlation between the quality of the traineeship and the employment perspectives)
* It creates more jobs in small and medium sized enterprises
* It improves the matching on the labour market
* It ensures less costs and time for enterprises to search the right candidates
* More productivity in the case of permanent employment contracts

**General conditions:**

If we want to help young people into the labour market, we would have to offer ‘educational environments’ and ‘adequate working conditions’.

Learning environment

* Trainees are often asked to do uninteresting tasks
* Offer a solid and meaningful learning content, by:
* identifying the specific competences that need to be acquired
* Monitoring and mentoring of the trainee
* Monitoring his/her development

The trainee receives a training allowance but he/she is still covered by the education system. By consequence he/she cannot be considered as an employee. The employer should be exempted from social security charges and employer's contributions.

Ideally, a written trainees’ contract should be signed that contains the learning objectives, training allowance, the rights and obligations according to the national and EU-legislation, the duration of the traineeship ...

**Specific points of attention of an European framework:**

Source: examples from the dual learning system in different sectors in different countries

* Are the students responsible for finding a workplace?

What with students who don’t find a workplace?

Cfr. e.g. *Austria, the Netherlands, Denmark…:* students who don’t find a workplace, can finish their studies in a supra system, or they can improve certain points of attention (e.g. soft skills) so they can afterwards easily be included in the regular system

* What with weaker students?

E.g. more and more students with special needs (e.g. with ADHD and dyslexia) are included in mainstream education, but they have more time to finish their studies.

Are there conditions for admission to the system?

Do the hairdressing salons have to find an appropriate solution, or is this a task for the school?

* Recognition of the enterprises

Do they pursue a type of quality label for potential enterprises?

*Austria:* In the Chamber of Commerce and Industry, apprenticeship offices are founded. In the dual system, these are responsible for e.g. the recognition of enterprises.

*Germany:* The Chamber of Commerce and Industry is responsible for the recognition of enterprises. The Chamber examines if all aspects of the curriculum can be learned in the enterprise. It also examines if there is an appropriate mentor for the student(s): this mentor should have followed a training.

*The Netherlands:* The advisors of the Knowledge centres (17 sectoral bodies) are temporary responsible for the recognition. First, a company has to submit an online application and within two weeks an advisor of the Knowledge centres will visit the company. He examines if the working environment is safe, if there is a certified mentor and if all aspects of the training can be learned (on the level of the working processes). A solution should be found for the working processes that can’t be learned in the company. The mentor should have followed a training.

* Monitoring of the enterprises

*Germany:* The recognition is for life if no flagrant violations are committed. The inspectors visit the company regularly to check this.

*The Netherlands:* the recognition should be renewed every 4 years. Furthermore, the advisor visits each company at least every two years.

*Austria:* The monitoring of the student is not assessed and few intermediate checks are carried out. This is a major concern for Austria.

* Adapt the educational program to the needs of the labour market. Take the local labour market into account

*Germany:* if there is no work in a certain sector, the students can’t benefit of workplace learning and therefore don’t move on to this training on school level.

On the level of Member States, there are VET committees in which social partners can make recommendations on the coordination between schools and enterprises.

* Fulltime commitment and adapt work to education and vice versa

*Belgium, Germany…:* Students who follow a traineeship, must also go to school. The study at schools should align with their working place. The qualification structure ensures this alignment.

* Attract students

*Germany:* A number of new initiatives are taken to attract more students. E.g. *Educational Chains* *Initiative :* making students of 12-13 years more aware of their potential so students pay more attention to it.

* Screening of students

*Belgium, Germany, the Netherlands, Austria, Denmark:* During theapplication procedure, the students are screened to see if they are ready to enter the labour market. The students who want to enter the system, must search themselves an employer who wants to hire them.

* Mentoring of the students at the workplace

*Germany, the Netherlands …:* At the workplace the student is mentored by a mentor. The mentor must have followed a training.

*Belgium, Austria, Denmark:* Mentors shouldn’t meet any conditions and there is few control on the training/monitoring of the student at the workplace. The final exam is the only test for the traineeship.

*Denmark:* if a student doesn’t learn certain aspects of the training in a company, the teacher should mention this.

Based on the curriculum, a company knows what should be taught to the student. This is also mentioned in an online tool to which the student, the school and the company have access to.

***On this site it is not mentioned to which extent this should be taught.***

Idem *Austria:* companies don’t know ***the extent to which the students should learn everything and the duration of it*.**

*The Netherlands:* not all companies read the curricula or they aren’t fully aware of the content.

*Belgium, The Netherlands:* Practice folders (*praktijkmappen)* are used, the student has to bring this folder to the company: in the folder is mentioned what they should learn.

***Who should prove that the student has acquired all competences at the workplace?***

Mostly the school. E.g. evaluation forms can be used so that the school can check which competences the student has acquired.

* Who is responsible for the entire training of the student?

*Germany:*  The company is responsible for the trajectory of the student; the name of the mentor is mentioned in the contract.

*Austria:* The company is responsible for the training. They see it as a part of a recruitment process, so they should ensure that the student follows the entire training. Training at school is seen as a supplementary training.

*Belgium, the Netherlands, Denmark:* The school is responsible for the trajectory of the student and should therefore prove that the student has acquired all competences (including these at the workplace).

***The collaboration between the school and the industry is often seen as problematic, because there is few control on what the student has learned at the workplace.***

* Follow-up and good transfer of the students

*Belgium, Germany:* there is no good transferbecause of the privacy legislation.

*Austria:* after their final examination, the students must work a few months in the company where they have followed their training.

**Possible role of the sector?**

* Elaboration of qualification files, in cooperation with the different ministries and experts
* Make recommendations on the coordination between schools and hairdressing salons
* Offer trainings to mentors (or even recommend mentors)
* Inform employers, motivate them to establish a commitment and support them via sector consultants who point out:
  + The consequences for the organisation (extra attention/time)
  + The possible obstacles (doubts, practical objections)
  + Risk factors (bad concept, too ambitious,…), measure the motivation of those concerned …
* Organise e.g. a fair where employers and students can speed date
* Publish a number of basic indicators on unemployment, job opportunities … on the website which students can use to make a decision
* Dissemination of brochures so hairdressers-employers have a clearer view on what should be taught to students according to the curriculum, and on the extent to which the students should learn everything and the duration of it.

**Current status of the EHC**

**Denmark**

**-** In which year has your country signed the agreement on the European Hairdressing Certificate? June 27th 2013

- When did you begin the implementation? 2013

- Which level do you use? B and/or C? B in the basic education and C in the retraining

- What are the benefits of the EHC? Certainty of acknowledge of our trainees international

- What are the disadvantages of the EHC? None so far

- Do you have other remarks on the EHC? No

- Has the examination committee checked the implementation of the content of level B/C? Yes

(The examination committee shall be composed of representatives of the social partners in equal numbers, appointed by them for a term of 4 years)

- Does the examination committee report on the state of play once a year to the SD committee? No

- Do you use a web-based European information platform, containing a database, examples of tests and examination procedures, a program for hairdressing trainers, and a system for feedback reporting? Yes, but we don’t have a system for feedback  
What are your findings?  Only positive results

**Norway**

* In which year has your country signed the agreement on the European Hairdressing Certificate?  4. September 2013
* When did you begin the implementation? September 2013. Operative in September 2014. See attachment (article in our magazine)
* Which level do you use? B and/or C?  Both, but with focus on level B
* What are the benefits of the EHC?  I gives a recognition of the standard of the national education, as the national level A is assessed to level B/ level C standard. It gives better opportunities to work internationally, and eases the hiring procedures with foreign workers.
* What are the disadvantages of the EHC? It gives no formal status nationally or internationally, and does not set a formal standard on who is competent to work as a hairdresser. This is important to increase consumer safety and secure levelled competition
* Do you have other remarks on the EHC? It needs a formal recognition within the EU. More of the members of the social dialog should implement on voluntary basis. Today only about 4 countries are operative. Otherwise the EHC will remain less relevant to the hairdressers.
* Has the examination committee checked the implementation of the content of level B/C? This was done as a part of the process of being approved, in 2013.

(The examination committee shall be composed of representatives of the social partners in equal numbers, appointed by them for a term of 4 years)

* Does the examination committee report on the state of play once a year to the SD committee?  Uncertain
* Do you use a web-based European information platform, containing a database, examples of tests and examination procedures, a program for hairdressing trainers, and a system for feedback reporting? What are your findings?

We have a database of the holders of the certificate. This is operated by the secretariat of the Master Certificates National Board. ("Mesterbrevnemnda") NFVB have our own web-site with educational information, containing many of the items mentioned.

**Austria**

* In which year has your country signed the agreement on the European Hairdressing Certificate? The agreement has been signed from the Federal Guilt and the Austrian Union “vida” in 2013.
* When did you begin the implementation? Until now there were no opportunity to accept the certificate by the government. The Federal Guilt is using the certificate only for the awarding of the Austrian examination (“Meisterprüfung”).
* Which level do you use? B and/or C? Level C
* What are the benefits of the EHC? At the moment it’s only used as an advertising instrument. For the diploma holders it’s a proof that their education, their competences and their skills are on a high level**.**
* What are the disadvantages of the EHC? No acceptance by the government, it’s only an agreement between the social partners, there are less countries (only 3) that use the EHC.
* Do you have other remarks on the EHC?
* Has the examination committee checked the implementation of the content of level B/C? We have public examination regulations in Austria and the examination committee has to use them.

(The examination committee shall be composed of representatives of the social partners in equal numbers, appointed by them for a term of 4 years)

* Does the examination committee report on the state of play once a year to the SD committee? until now this was not an issue in SD
* Do you use a web-based European information platform, containing a database, examples of tests and examination procedures, a program for hairdressing trainers, and a system for feedback reporting? No.What are your findings?

**Situation in Belgium (Dutch-speaking part)**

Education system (cfr. Attachment)

Statistics on traineeships in fulltime education:

*Vocational secondary education (BSO) school year 2012 – 2013: 3 858 students, of which:*

* 2 229 hairdressers
* 1 629 hair stylists

*Vocational secondary education (BSO) school year 2013 – 2014: 3 962 students, of which:*

* 2 425 hairdressers
* 1 537 hair stylists

Statistics on special secondary education:

*School year 2012 – 2013:295 students, of which:*

* OV4 – hairdressers: 3
* OV3 – assistant-hairdressers: 292

*School year 2013– 2014: 279 students, of which:*

* OV4 – hairdressers: 1
* OV3 – assistant-hairdressers: 278

Statistics on apprenticeship (Syntra):

2013-2014: 582 unique students apprenticeship for hairdresser (735 apprenticeship contracts)

2014-2015: 522 unique students apprenticeship for hairdresser (687 apprenticeship contracts)

Statistics on part-time vocational education

Number of employed students in the training ‘assistant-hairdresser’ and ‘hairdresser’ in the part-time vocational secondary education on 31 April 2014: *46* of the 171 students who follow the training

Number of employed students in the training ‘assistant-hairdresser’ and ‘hairdresser’ in the part-time vocational secondary education on 31 April 2015: *46* of the 186 students who follow the training

**Traineeship monitoring**

**Career counselling:**

During the school year, students are individually monitored. Via career counselling, the learning objectives for each student are determined. It is recommended that the student decides which qualities/objectives he/she wants to improve during the next period. In agreement with the monitoring teacher (coach) the objectives are determined and serve as a basis for the next career counselling. Thereby the sense of responsibility of the student/trainee increases.

**Visit the training places**

* The teacher/training mentor visits the training place regularly.
* It is not necessary to announce this visit.
* There is a conversation with the training provider about the determined objectives, the progress of the trainee, future prospects etc.

**Evaluation of the traineeship**

* The school decides on the final evaluation of the traineeship. The hairdresser can participate during the visits in the course of the training period.

After the different career counsellings, visits to training places and evaluation moments, a final report of the student is written. This can serve as a basis for the next school year (development of an individual learning program).

**Comparison level B and Flemish professional competences dossier hairdresser**

1) In Flanders we don’t make a difference between cutting techniques and styling for men and women.

2) In Flanders certain techniques are more specified

3) In Flanders we are also mentioning extra aspects that are not part of level B:  
- shave and/or cut beard, sideburns and moustache  
- makeup and/or manicure  
- use of wigs, hairpieces and extensions

**Comparison level C and Flemish professional competences dossier hairdresser – person responsible for the salon**

1) level C is the level for a real manager. In Flanders the professional competences dossier only concerns the person responsible for the salon.

2) In Flanders we don’t have yet a professional competences dossier for an independent salon manager

**Points of attention on the ground (feedback from four Flemish hairdressing schools)**

**What is going well:**

* Mostly they find a training place rather quick

**What can be recommended:**

* Trainings of a week are good, but a longer training should be ideal to bond with the hairdresser. In that way the future hairdresser can gain quicker the confidence of the hairdresser. A dual traineeship is better than a traineeship of a long period, because chances are higher that after the traineeship the student gets hired.
* If the hairdresser doesn’t allow the student to treat his own customers from the beginning, the student can bring his own models to the hairdressing salon.

**Points of attention for a good training place:**

* Smaller salons invest more time in their trainees
* In a salon with few employees, students may quicker treat the customers (except cut), here they learn primarily to work quicker.
* In a salon with many employees, students may not do many tasks because the employees work with a percentage that they have to meet. But students may participate in training evenings.
* A close cooperation between the teacher/hairdresser and student is necessary for a good development
* The hairdresser must know what he’s getting into by hiring a trainee
* Clear guidelines are necessary. Not only the trainee but also the hairdresser must make an effort!
* It’s very important that the school monitors the trainees. The hairdresser is not really a ‘writer’, so it is often difficult to fill out the evaluation form in writing.
* Digitalizing the training evaluation is not always welcomed at every training place.
* Don’t force the mentors or training providers to fill out an evaluation on the computer, because they hate that.
* The training mentor of the school must have sufficient time to help the student on site and to prepare an evaluation with the mentor.
* Training places that work with different schools indicate that a uniform evaluation model should be useful.
* The student himself is also responsible for the kind of tasks he can or can’t do at the training place. E.g. if they bring a model during the first week to show what they are capable of, the training place will be more inclined to entrust their customers to the students.

**Problems**

* Good training places are limited because:
  + Many hairdressers abuse the cheap (free) worker!
  + Everyone must start at the bottom of the ladder, but not everyone gets the opportunity to prove one’s worth and to develop their talents.
  + Uninteresting activities: sometimes students are unnecessarily looking for hours at the activities of the hairdresser, they are standing too long at the washing unit, they do several brushings one after the other …
* There are often very big differences between training places, but also between students.
* Not everyone has the talent to deal with trainees.
* The list with activities for the trainee is not always respected, salons often don’t want trainees because of the excessive administrative demands.
* The biggest obstacle for the student of the 6th and 7th year is the communication. The school focusses too much on the performance instead of on the communication, when communication is so important for a hairdresser.
* Wearing gloves is a big problem during the traineeship. They only wear gloves when colouring and that’s it.
* There are even salons that force the students to wear bracelets and rings… ….and there aren’t even gloves!
* Many salons consider prevention as a burden.
* Prior to the choice of the salon, the hairdressers are told that they should respect the new RD of February 2013. We see that hairdressers don’t want to work like that and so we lose a training place.
* The method used in hairdressing salons doesn’t always correspond with the objectives (curricula) determined in the trainings.
* Nowadays students also think that the profession of hairdresser is a 9 to 5 profession and they are less flexible than before (something that training providers don’t understand).

**Possible approach**

* Tip: Let students choose their own training place, as a result students are more motivated and have the right professional profile.
* Use a training booklet held by the student. By means of this booklet, the hairdresser gets all the information
* The choice between a traineeship of a long period and a dual traineeship depend largely on the student and the salon… we must always search a good solution for both parties.

**Conclusions report Career learning in Flanders and Europe (*LO*opbaanleren in *V*laanderen en *E*uropa – LOVE) on work-based learning:**

***5 important career competences that should be acquired during the working experience:***

1. Discover your talent: where are you good at? In what do you want to excel?
2. Discover your passion: what do you like? In what do you want to put a lot of time?
3. Discover your working place: what are the challenges and dilemmas?
4. Discover yourself: what will you discover, practice, prove?
5. Discover the others: who do you need to fulfil your ambitions?

***3 important career questions that should be answered during your working experience:***

1. What type of person am I?
2. What do I want to do in the future?
3. What kind of work environment suits me the best?

Career learning focusses clearly on talent at school and is a continuous process.

According to the concept of professor Frans Meijers and Marinka Kuijers (the Netherlands), career learning consists of:

* Choice of career, orientation and advice
* Career reflection
* Career guidance
* Working identity
* networks
* a powerful learning environment
* dialogue

Points of attention:

* When developing supporting tools, it is very important to adapt the language to the target group (e.g. students in vocational secondary education have difficulties with open questions, as hairdressers)
* It is not easy to pursue a good career dialogue. Frequently there are monologues, but no dialogues with the student, e.g. about how the weaknesses of the student can be handled in function of the qualification requirements of the school or the company. On the other hand, it is also difficult for students who are at a difficult life stage and are very sensitive to the pressure of friends, peers, parents, teachers… to establish such a dialogue, especially because they have a wrong self-image (too high or too low self-image). The choices are not always based upon the experiences gained in powerful learning environments.
* The teachers who monitor the students during the reflection process are often neither capable to reflect about themselves. Many teachers usually don’t ask what the student himself wants to learn; but they establish a balance between what they think the student should learn and what the student must learn to be interesting to the company. They don’t mention the disadvantages, e.g. receive less remuneration, do something that they already did…
* Trajectory counselling is still too often considered as an activity on the ‘edge of the education system’ and too little as a central service with key responsibilities.
* The major problem of trajectory counselling is the professionalization of trajectory monitors.
* Professional maturity among young people is to date something that just happens by chance. During trajectory counselling, the students expect that there will be subjects treated such as, e.g. how can we make and maintain contacts with the labour market. Frequently students don’t know what is expected from them in a working environment and how an employee works within a company. Students expect that they will have the opportunity to talk with experienced professionals who can be a role model for them. After the working experience, students aren’t asked if their expectations at the beginning of the trajectory correspond with their conclusions at the end.
* The student doesn’t always know who is responsible for trajectory counselling.
* Furthermore, the educational system is developed in such a way that students already know what they want to achieve.
* Some teachers/mentors are not qualified or lack initiative to monitor students.
* The major problem of career learning is the support of teachers. Teachers need concrete examples of methods, instruments, techniques of career learning, including accompanying criteria.
* The quality of career learning is therefore strongly dependent on personal involvement of the mentor/teacher.
* During the training, more and more digital portfolios are used. There is very few communication about it. They assume that by simply using portfolios and personal development programs the transition to the labour market shall be easier. For a smooth transition, it is very important to establish a good dialogue with the students, to give as much information as needed and to support the student as much as possible. Furthermore, it is important to inform the parents about the portfolio. Most parents consider the portfolio too often as an instrument that is imposed by the school and that is not freely chosen by the student himself. Certain teachers interpret the portfolio falsely as a kind of student monitoring system, to which the teacher always has access to. The portfolio is too little considered as an instrument that needs ‘continuous’ attention. Too often the portfolio is filled out at particular moments and over time they pay attention to it (rhythm: fall asleep – wake up again). The best incentives to use the portfolio are working experience, traineeships … The portfolio is too much used as an instrument to establish the current state of play of a past period and is too little used as an instrument to better manage the future of the student.