

**Question for written answer E-001845/2018
to the Commission**

Rule 130

Dominique Martin (ENF)

Subject: Apprenticeships and the modernisation of education systems in the European Union

In the context of the modernisation of education systems in the European Union, much emphasis is placed on informal and non-formal apprenticeships.

Unlike formal apprenticeships, which are provided in an organised environment and with precise objectives, informal and non-formal apprenticeships are by their very nature more loosely structured.

Informal apprenticeships are neither organised nor structured as regards the objectives, the time set aside or the resources deployed. Most of the time, the apprentice has not made a deliberate decision to take part.

Non-formal apprenticeships are integrated into planned activities which are not explicitly designated as training, as regards the objectives, the time set aside or the resources deployed, but which involve a significant training element. The learner has made a deliberate decision to participate.

1. In these circumstances, how are the benefits of informal and non-formal apprenticeships assessed?
2. Is there not a danger of a lowering of standards if young people devote less time to acquiring 'traditional' skills, such as spelling, grammar and mathematics?