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Apprenticeship systems - Through the looking glass - a personal reflections

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Outline of my presentation



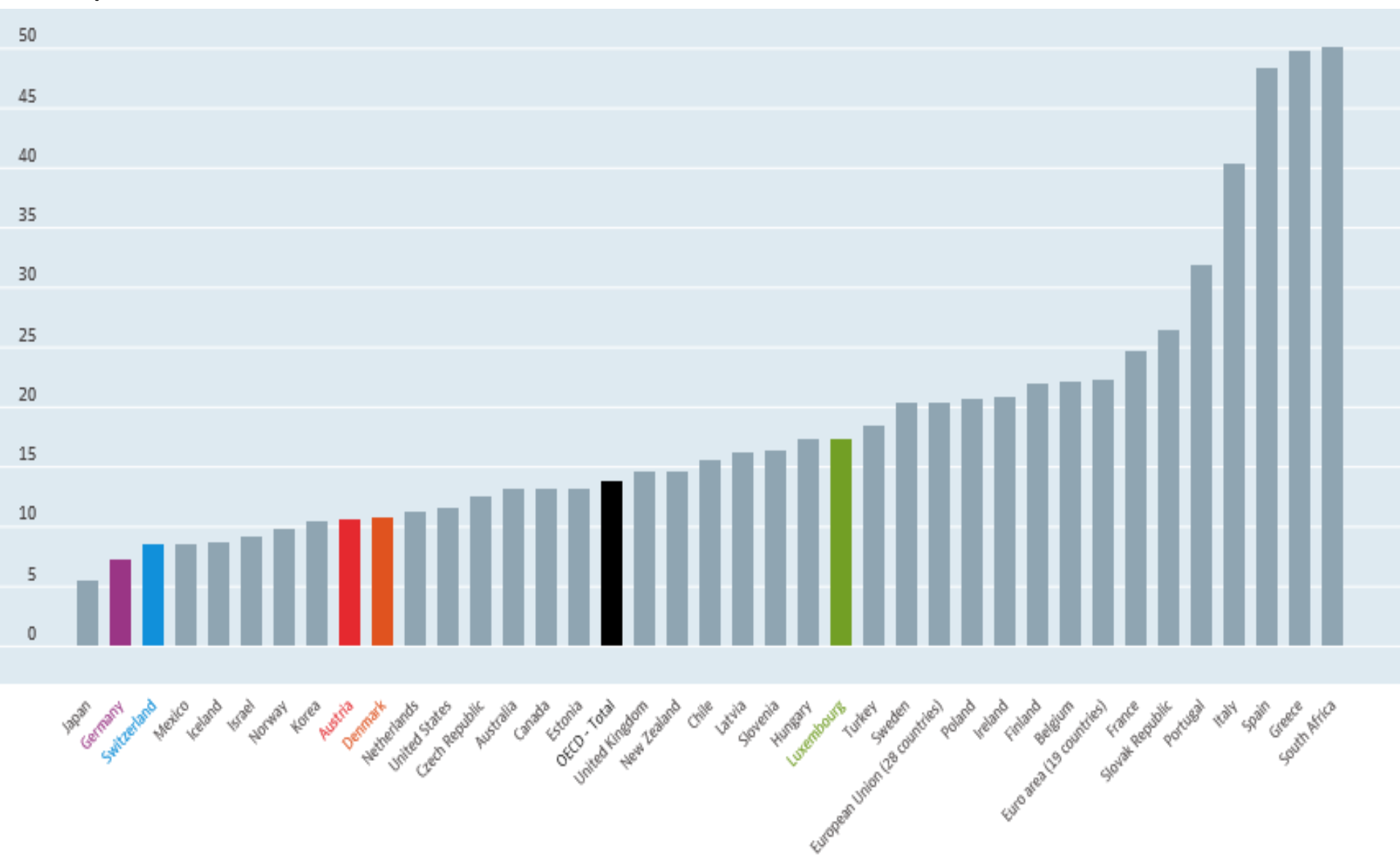
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- Point of departure-
- Through the looking glace
- Emerging questions and reflections

Youth unemployment rate as total of youth labour force - OECD



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Key characteristics



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- Cooperative and legally defined participation of social partners- provide a number of benefits- system level, company level, individually
- Clearly defined roles and responsibilities of stakeholders and procedures for governance and management of the system- high degree of consensus and mutual commitment-
- Earn while you learn- Regulated relation between the company and the apprentice- the dual role as a learner and work- lead to cost effectiveness of the scheme-
- The two learning venues
- Pathways in the education system- the notion of occupational competence

	Work based training	Apprenticeship
Governance and regulation	Company specific rules Work safety	Formalised and shared responsibility- stipulated in the legislation- implementation models vary
Purpose	Induction to specific job functions- tends to be fragmented focus on short term employment prospects for narrow job functions	Occupational Competence- Occupational mobility- typical duration of 3-4 years
Duality of Venues	Disconnected	Integrated- " head and hand in harmony-
Outcomes	Hands on experience- immediate employment prospects " basic employability skills"	Nationally recognized qualification in the labour market- 1 step in further vertical and horizontal education and training
Knowledge, skills and competences	Skills	Work process, knowledge, competences and skills
Transferability	Limited	Occupational mobility across the sector
Addressing supply and demand	Short term- company specific Risk of cheap labour	Demand driven- earn while you learn

But implementation vary:

- Germany, Austria, Luxemburg- The key role of chambers - versus DK the trade committees (app.50), and Switzerland - trade/professional organisations
- DE; BIBB prepares the content of the training regulations with experts from the relevant occupations. who are delegated by the employers and trade unions
- AT: The **content of training regulations** is prepared by the Federal Advisory Board on Apprenticeship, or the Ministry of Economy supported by experts from the respective sector as well as by IBW Austria, framework curriculum expert committees
- DK Advisory council overall recommendations to the ministry on the governance and structure of apprentice programmes, trade committees prepare training ordinances, and local trade committees at each school responsibility of local training plan and presented at the school board

Implementation features



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- CH: Training ordinance prepared through the joint efforts of the Confederation, the cantons and the corresponding professional organisations. Training plans-define skills, knowledge, competences, lessons at vocational schools, range of practical skills taught at the host company and content of industry courses taught at branch schools.
- Lux: The curricula frameworks of new VET programmes are elaborated by curricular teams (*équipes curriculaires*) composed of representatives from the school side, proposed by technical secondary schools and representatives from the labour market proposed by the professional chambers. Stipulated by law that apprenticeship programmes are updated annually

VET attractiveness -



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- -DK - Dual education pathway (VET plus general upper secondary certificate, pathway to tertiary ed, subjects at higher levels, minimum grades entry requirements , Modular- tertiary level C-VET
- Lux- varied offer EQF, level, 2,3,4, - permeability- to tertiary ed from EQF level four and between 2,3,4 - VET technician EQF level five
- AT *Berufsreifeprüfung* , post-secondary, tertiary pathways - Meister qualification
- DE- CH- double qualification - eg baker and confectioner, dual qualification schemes EQF level 5,6
- Master craftsman, AT, DE, Lux, CH (Meister prufungen)
- CH: The Federal PET Diploma Examinations (240 and Advanced Federal PET Diploma Examinations (170)- Meisterprufungen

Balancing equity and economic growth

- DK- entry requirements - those not meeting these preparatory course (10th grade; basic vocational pathway (egu) combined youth programme
- DE: Educational chains- dual purpose. Model; Assessment of students' potentials in compulsory ed; Professional guidance, practical exposure to three occupations
- CH: Two year national recognised qualification Eidgenössisches Berufsattest(federal VET diploma)
 - - counts towards credit
- LUX: second chance schools, youth drop-out remedial training, guidance, company placements
- AT *Integrative Berufsausbildung, IBA*) extension of apprenticeship or a partial qualification

The dual role of apprentices as learners and workers - examples



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- The notion of Beruf- underpins that being a skilled worker implies a combination of knowledge, competences, and skills and practical experience- in a systematized way- beyond the specific company) ≠ work based training
- Coherence between the learning venues : Lux- modular competence based approach- ensures a coherence between learning at work- and learning in school, DE- intra-company training centres; DK personal education plan, AT shared app, CH branch schools and VET schools.
- The company trainers- All 5 countries- must be qualified within the occupation the train- DE, each company, must have a registered trainer, number of registered trainers must match size of company
- Luxemburg, Switzerland, Germany- training of trainers programmes, CH two programme levels
- Versus Danish model- not compulsory- training course within the labour market training programmes

The quality and relevance of apprenticeship-



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- Social partner involvement in setting standards-
- Curriculum development- Austria, DE, Expert committees with support of BIBB, DK trade committees, Lux Chambers, and ministry sets the standards. The curricula framework of new VET programmes are elaborated by curricular teams and national vocational committees, CH
- Transferable skills, basis for continuing in lifelong learning
- The relative balance between theory and practice- and what constitutes practice and VET attractiveness an emerging issue
- Driven by technological convergence, convergence between manufacturing and services- - impact of disruptive technologies, the notion of industry 4.0

Important take aways

- Engagement of social partners- beyond the issue of system cost efficiency- their participation ensures relevance to the labour market, and legitimacy of qualifications in the national labour market
- There is no "one apprenticeship system" fits all-
- Value and necessity of legal framework- finding the proper balance between a transparent guiding framework- and the need to have a certainly level of flexibility to accomodate for changes

Important take aways 2

- Apprenticeship forms and important feature of youth education systems- ensures smooth transition to labour markets- highly adaptive- but is it sufficiently adaptable for new occupations emerging
- The duality of learning and working- what does it mean to be a productive worker when work tasks increasingly are automated?
- Apprenticeship is shaped by market mechanisms- plusses and minusses of such a model

Issues to consider

- Collective and shared governance versus leaving it to the state or to the market
- Commitment of enterprises is a must- demand might not be uniform accross the sectors of the economy/ the country
- The proper mix between collective responsibility and firm need for flexibility in implementation
- Regulation of content of training- but should it be up to firms how many apprentices they wish to take- and for which occupations?

Opportunity Favours the Prepared



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