



CRITICAL SUCCESS FACTORS FOR APPRENTICESHIPS

Webinar with Jörg Markowitsch

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Location: Vienna/Brussels

*Employment,
Social Affairs
and Inclusion*

Success in terms of...?



Structure of the presentation

1. Context and Clarifications
2. Success factors: A. framework conditions and B. learning & working conditions
3. Critical reflections and recommendations





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Context and Clarifications

The main contexts in which success factors for apprenticeships have been defined

1.

European
Co-operation

2.

International
Development
Policy

3.

Bilateral &
National
Activities

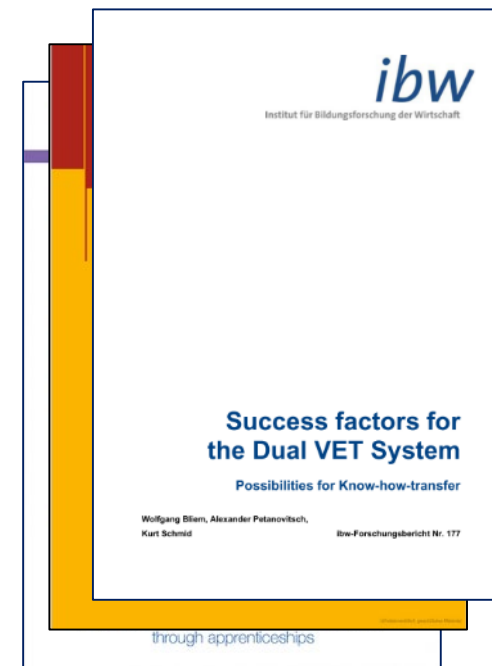
1.
European
Co-operation



2.
International
Development Policy



3.
Bilateral & National
Activities



Is there any document you found particularly helpful when you looked for guidance on quality issues of apprenticeships or good practice?



What all these documents have in common...

1.

They provide policy guidance on apprenticeships

2.

They present „guiding principles“, „success factors“, „quality criteria“, „good/best practice“ amongst others

3.

These factors are usually structured into 7 and up to 20 headings

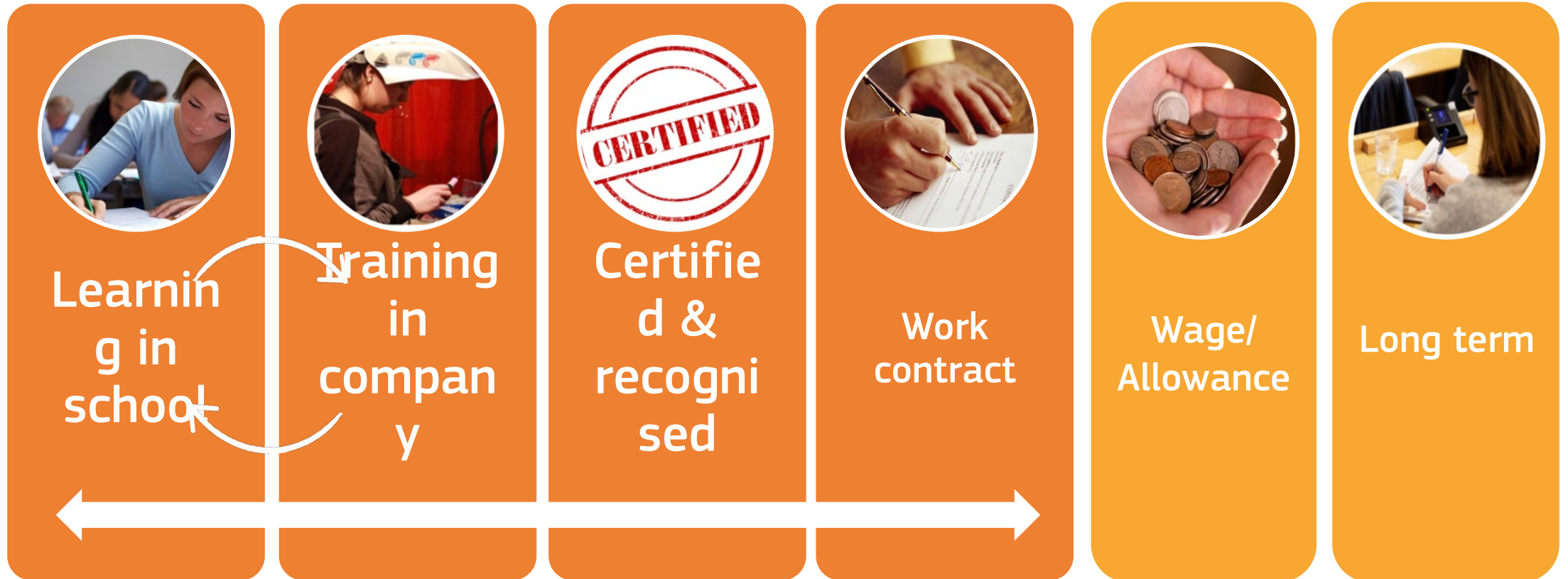
Overlap of **80 to 90%** and practically with no real **conflicting** views.

A working definition for success factors for apprenticeship

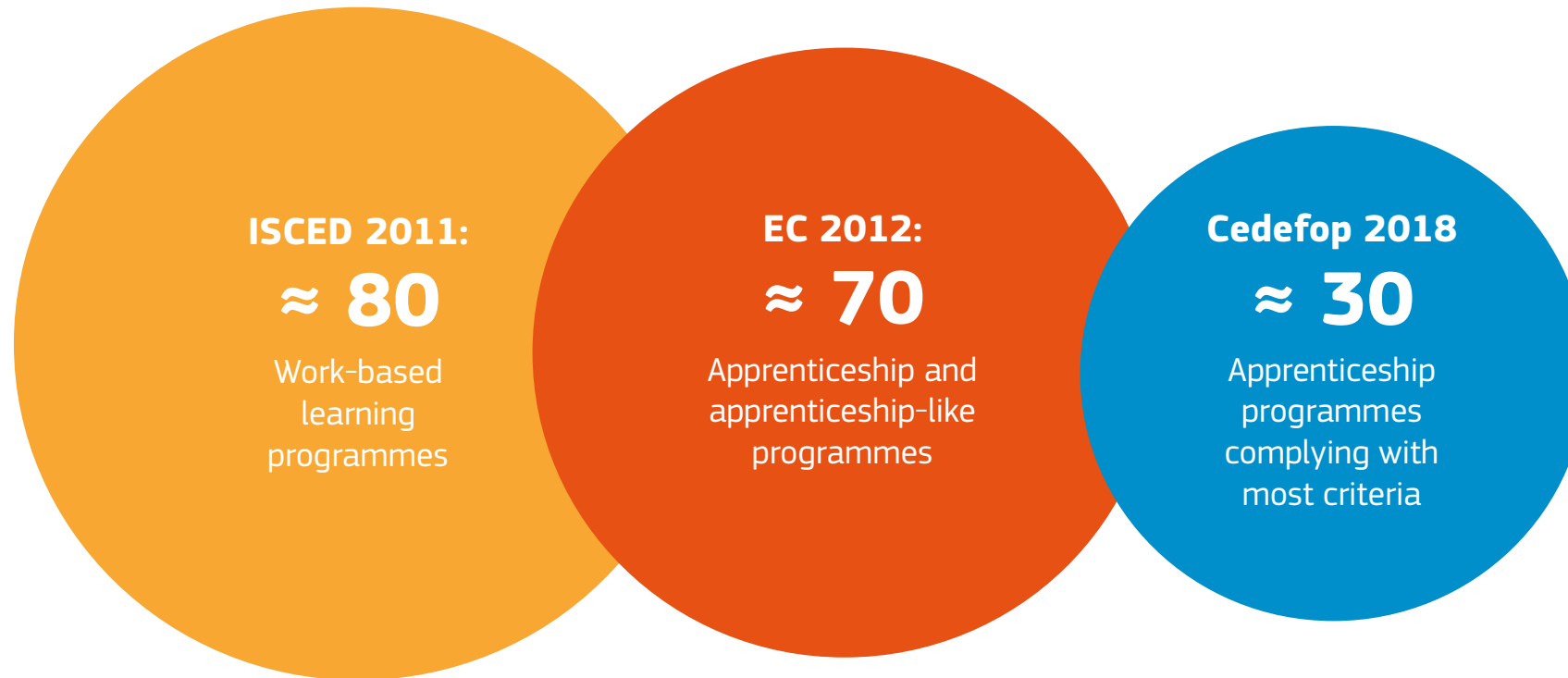
Success factors can take different forms, but essentially are „quality criteria“ or „good practices“ regarding the implementation; transfer or development of apprenticeship systems; or regarding the organisation of individual apprenticeships.



Key criteria in most apprenticeship definitions



How many apprenticeship programmes are there in Europe?



Cedefop Definition: 'Systematic, alternating long-term training, leading to a specific occupation, apprentices are contractually linked to the employer and receive wages/allowances'

Countries in which apprenticeship programmes can be found according to the size of programmes

Strong
(>30%)

Minor
(10-30%)

Very Small
(<10%)

“Strong” means “more than 30% learners are enrolled in relation to all programmes for learners of the same age group”; “minor” means between 10% to 30%; and “very small” means less than 10%.





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Success Factors for Apprenticeships

Apprenticeships

Criteria for framework conditions



Regulatory framework



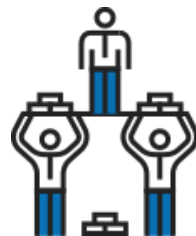
Involvement of social partners



Quality assurance and graduate tracking



Transparency



Support for companies



Career guidance and awareness raising



Flexible pathways and mobility

Apprenticeships

Criteria for working and learning conditions



Written contract



Learning outcomes



Pedagogical support



Workplace component



Social protection



Pay and/or compensation



Work, health and safety conditions

Support for Companies

“Financial and/or non-financial support should be envisaged, particularly for micro-, small and medium-sized companies, enabling cost-effective apprenticeships for companies, taking into account, when appropriate, cost-sharing arrangements between employers and public authorities” (EFQEA)

- Targeted incentives are better than universal incentives.
- Small employers need special attention.

Example:

Training Levy in Denmark

The Employers Reimbursements Fund

- All Employers pay (EUR 400) per employee per year.
- When the apprentice is attending college the employer can have a large part of the costs for the apprentice's salary reimbursed.
- When doing the practical training in a company abroad, the Fund covers travel expenses and other costs.



The screenshot shows the website for 'Arbejdsgivernes Uddannelsesbidrag - AUB'. The header includes the 'virk' logo and 'Indberet' text, along with a search bar. The main content area features a navigation menu on the left with options like 'Contribution rates', 'Payment', 'Reimbursements', 'Praktikplads-AUB', 'Contact AUB', and 'AUB in Danish'. The main heading is 'Arbejdsgivernes Uddannelsesbidrag - AUB', followed by a description: 'AUB is an employers' reimbursement system. As an employer, you are ensuring a high professional level on the labour market when you educate trainees. The purpose of AUB is to provide work placements within the vocational educations.' Below this is a section titled 'Contributions to AUB' which explains that contributions are paid through a combined payment from 'Samlet Betaling' and are calculated automatically and collected quarterly.

Social Partner Involvement

“Social partners, including, where relevant, at sectoral level and/or intermediary bodies, should be involved in the design, governance and implementation of apprenticeship schemes, in line with national industrial relations systems and education and training practices”

- **Involve social partners at all levels.**

Example:

Social Partner involvement in Austria and Germany

- Equal representation of employers and employees at all levels
- At national and regional level in the respective VET committees
- Also in the examination committees, which consist of an employer, an employee representative and a school teacher



Career Guidance & Awareness Raising

“Career guidance, mentoring and learner support should be provided before and during the apprenticeship to ensure successful outcomes, to prevent and reduce drop-outs as well as support those learners to reengage into relevant education and training pathways. Apprenticeships should be promoted as an attractive learning pathway through widely targeted awareness-raising activities.” (EFQEA)

- Effective career guidance involves companies.
- Awareness raising should be sustainable.

Example Career Guidance:

Trial Apprenticeships ("shadowing days")

- Young pupils spend 1-3 days in a company
- Experience their future work-place and profession



Example Awareness Raising:

National Skills Competition in Finland

- have become increasingly popular and
- contribute to the positive image of VET



<https://kohokohdat.fi/tampere/tapahtuma/taitaja2018/>

Which success factors (for framework conditions) do you consider crucial for improving apprenticeships in your country?



Regulatory framework



Involvement of social partners



Quality assurance and graduate tracking



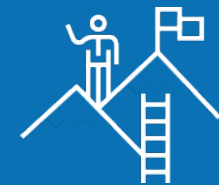
Transparency



Support for companies



Career guidance and awareness raising



Flexible pathways and mobility

Workplace Component

“A substantial part of the apprenticeship, meaning at least half of it, should be carried out in the workplace with, where possible, the opportunity to undertake a part of the workplace experience abroad. Taking into account the diversity of national schemes, the aim is to progress gradually towards that share of the apprenticeship being work place learning.” (EFQEA)

- Flexible arrangements to target different groups.

Example:

Shortening Apprenticeships

In Germany those with a general upper-secondary school-leaving exam (i.e. A-level) and adults aged 21 and above, may obtain a 12-month reduction of the apprenticeship programme.



Example:

Inclusive apprenticeships in Austria

- Extending the duration for one or two additional years
- Possibility to achieve partial qualifications



Pedagogical support

“In-company trainers should be designated and tasked to cooperate closely with VET institutions and teachers to provide guidance to apprentices and to ensure mutual and regular feedback. Teachers, trainers and mentors, specially in micro-, small and medium-sized companies, should be supported to update their skills, knowledge and competences in order to train apprentices according to the latest teaching and training methods and labour market needs.” (EFQEA)

- Set quality standards for in-company trainers/tutors
- Support their professional development

Options for pedagogical support

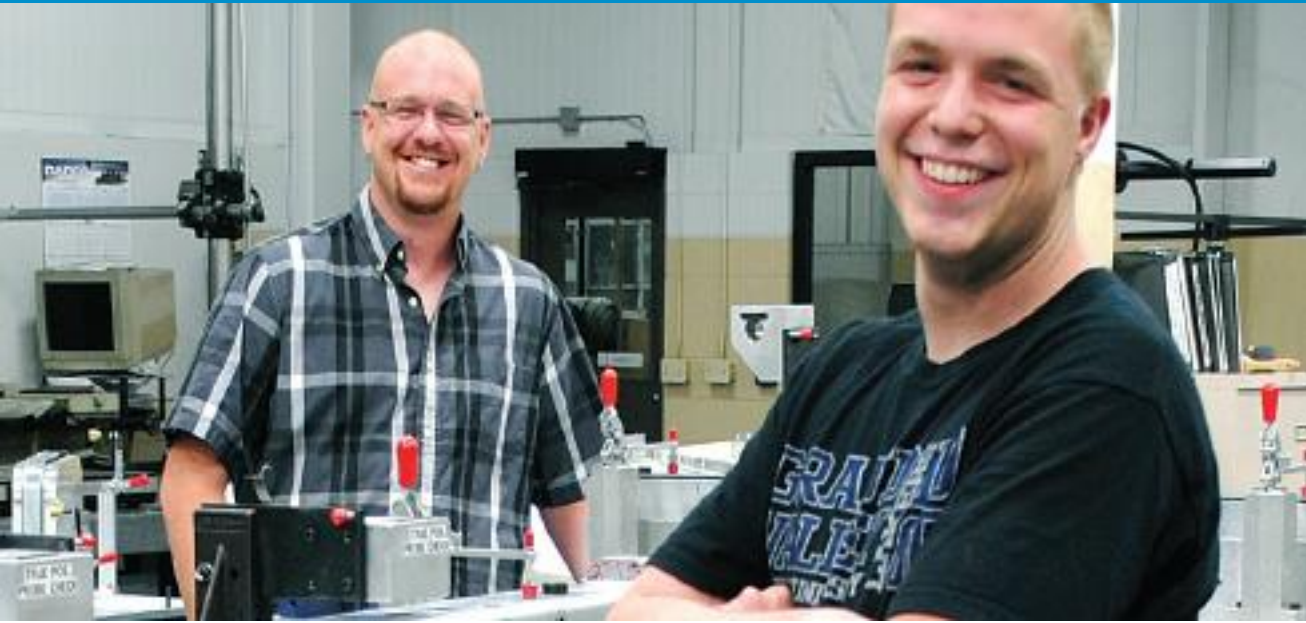
- Networks for supervisor
- Training for supervisors
- Compulsory training
- Regulating requirements



Pay and/or compensation

“Apprentices should be paid or otherwise compensated, in line with national or sectoral requirements or collective agreements where they exist, and taking into account arrangements on cost-sharing between employers and public authorities.” (EFQEA)

- Apprentice pay should reflect cost and benefits
- Minimum wages to prevent exploitation



Earn while you learn

MCC's apprenticeship program helps businesses grow their own workers

<http://montcalm.mycareerfocus.org/2013/09/03/earn-learn>



The right balance

Apprentice pay must be attractive both for learners and employers

Which success factors (for working and learning conditions) do you consider crucial for improving apprenticeships in your country?



Written contract



Learning outcomes



Pedagogical support



Workplace component



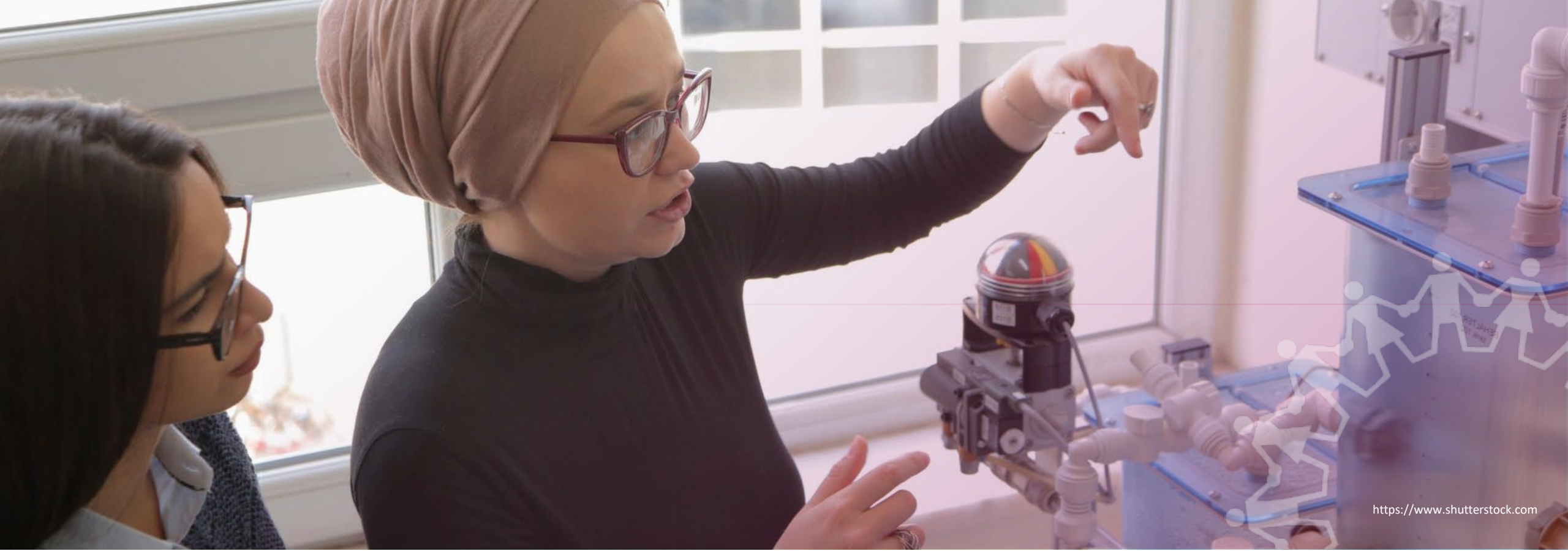
Social protection



Pay and/or compensation



Work, health and safety conditions



Reflections and Recommendations

There is plenty of material, but be critical!

1. Despite strong consensus, there is little “hard evidence”.
2. Knowing what is good is not knowing how to become good.
3. Apprenticeships are changing, and so are the quality criteria.

Further sources: Personal Recommendations



www.dcdualvet.org



www.apprenticeship-toolbox.eu/



www.net-wbl.eu



www.inap.uni-bremen.de/

Thank you for your attention & watch out for the upcoming webinars!

The next appointment is on 23 July, we will explore the similarities and differences between apprenticeship systems in Europe.

