



DIFFERENCES AND SIMILARITIES OF APPRENTICESHIPS IN EUROPE

Webinar with Jörg Markowitsch

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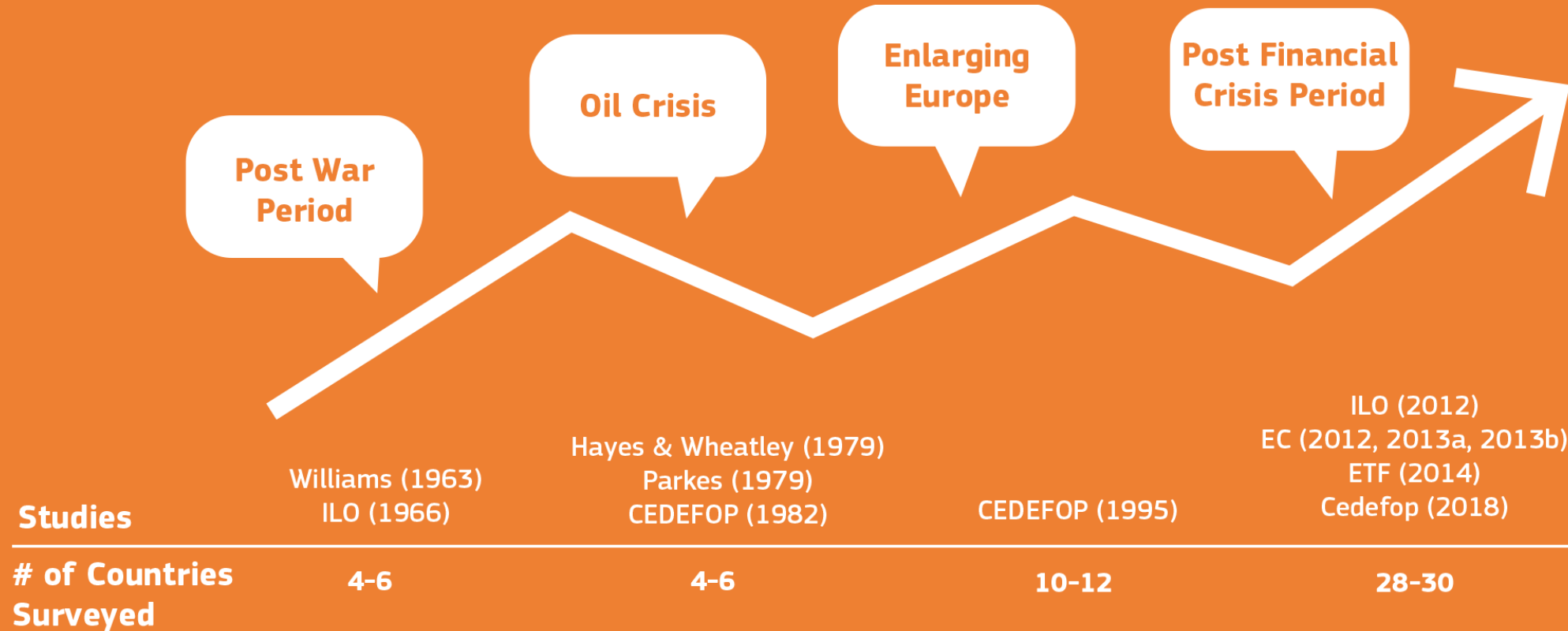
Employment,
Social Affairs
and Inclusion

Structure of the presentation

1. A brief history and the changing notion of apprenticeship
2. Defining Apprenticeship
3. Variety of Apprenticeships in Europe
4. Similarities and Common Patterns
5. Trends and Future of Apprenticeships



Comparative research and periods of apprenticeship



The changing notion of apprenticeship

19th Century & before 'Apprenticeship'

- Master-apprentice
- Occupation/profession
- Skilled worker level
- On the-job learning
- No legal basis
- Flexible duration
- No formal qualification
- Pocket Money/Fees

Until ≈1930

20st Century 'Dual Training'

- Duality
- Occupation/profession
- Skilled worker level
- **On** & off-the job learning
- Legal basis
- Fixed duration
- Formal qualification
- Wages

≈ 1930 until ≈ 2030

21st Century 'Dual Lifelong Learning'

- Duality
- Qualification
- Any level
- On & **off**-the job learning
- Legal basis
- Flexible duration
- Formal qualification
- Wages/Allowances/Fees

≈ 2000 until ?



Defining Apprenticeships

The EFQEA definition of apprenticeship



Learning in
school &
training in
company



Certified &
recognised



Work
contract



Wage/
Allowance



Long term



Differences in international definitions

	EFQEA Council of the EU (2018)	Cedefop Glossary (2014)	EUROSTAT CVTS (2012)	EC - (IKEI Study) (2012)
Learning on & off the job	●	●	●	●
National qualification	●	●	●	●
Wage/Compensation	●	●	●	
Training contract	●	●		
Long term (at least six month)		●	●	

Tell us about your national definition of apprenticeship

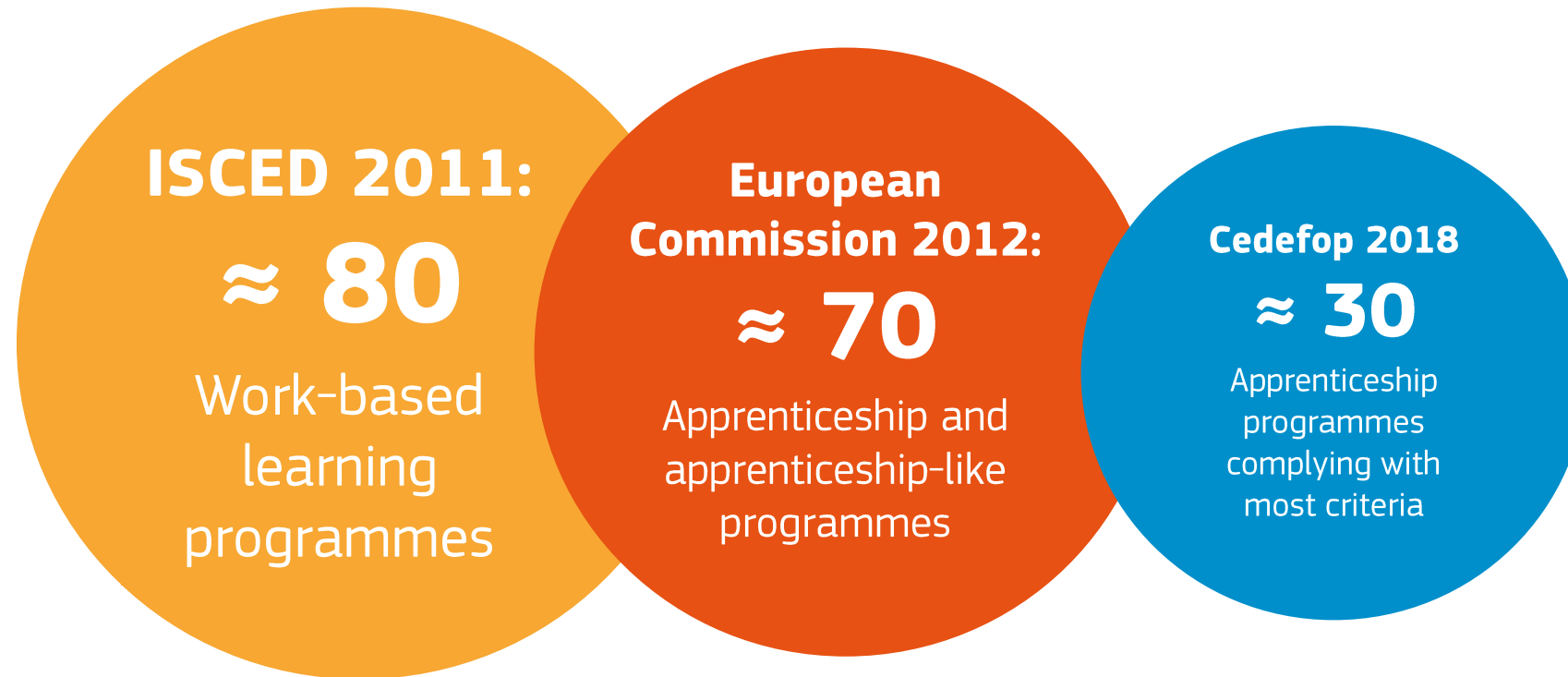
Does it differ from the international ones?

Are there additional or less criteria?

Are there any specific features?



How many apprenticeship programmes are there in Europe?



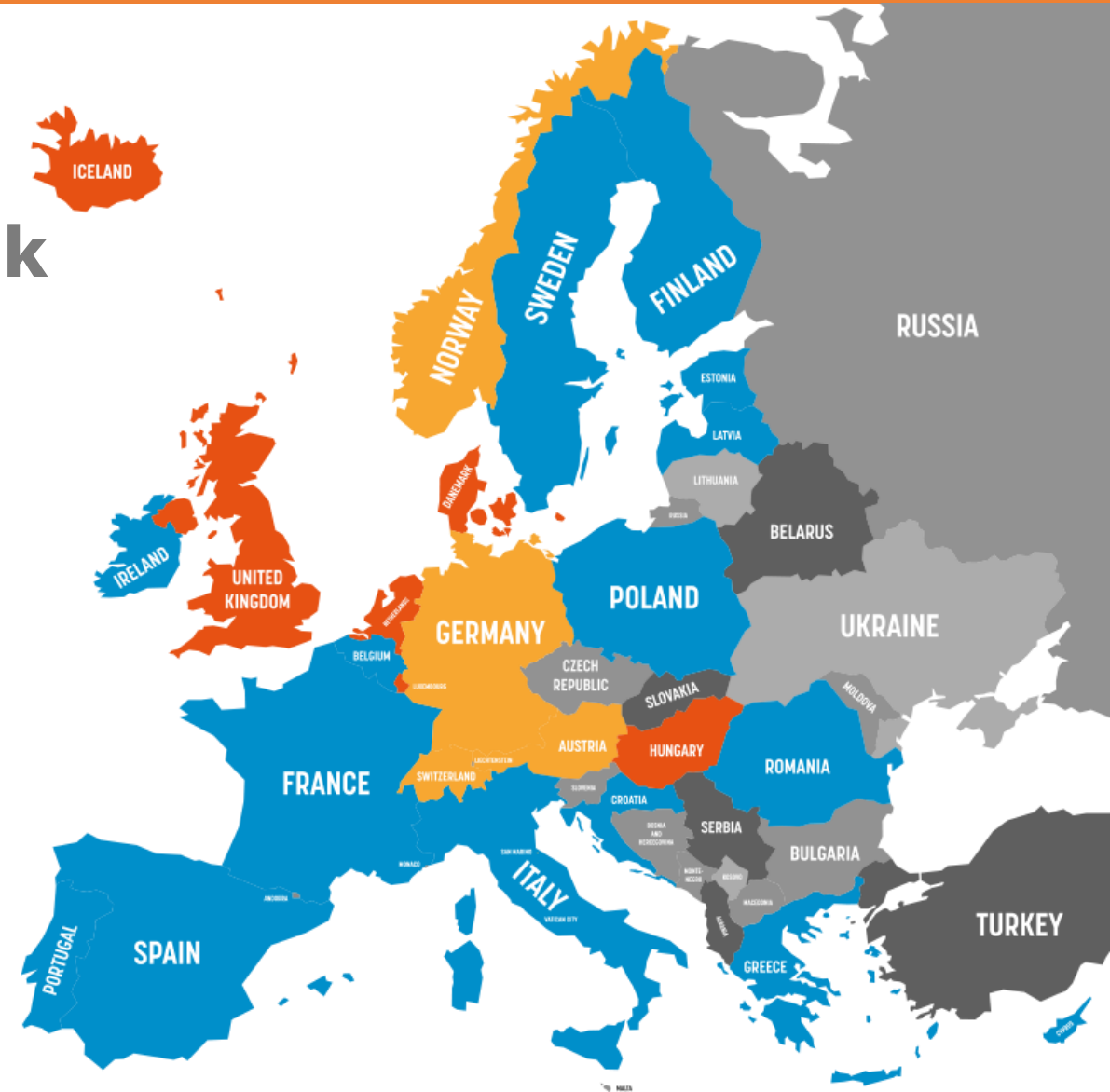
Number of apprentices/ size of apprenticeship track

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%.





Varieties of Apprenticeships in Europe

Work-based or school-based

Work-based



- At the work-place >60%
- Employment contract
- Apprentice = Employee
- High share of financing by enterprises
E.g. Austria, Denmark, England Germany, Ireland, Norway, Netherlands, Scotland

School-based



- At school >70%
- Training contract
- Apprentice = Student
- Low share of financing by enterprise
E.g. Belgium-Wallonia, Croatia, Cyprus, Finland, France, Portugal, Spain

Two forms of alternation

One-phased (integrated)



The Continental Model
E.g. Austria, Germany

Two-phased (alternated)



The Nordic Model
E.g. Denmark, Norway

Different target groups

Young people



Austria Ø 16 years
Germany Ø 19 years

Denmark Ø 21 years
(Ø 28 completion)

Adults



Finland Ø 36 years
upon completion

England 40% of all
apprenticeship starts from
people above 25

Unemployed



For example:
Apprenticeship programmes
(*Cursos de aprendizagem*) in PT
Apprenticeship at the workplace
(*Ucenicia la locul de munca*) in
RO

Apprentice pay

High pay

> 9.000 EUR per year
> 7 Euro per hour



E.g. Austria, Germany,
Denmark, England, Ireland

Medium pay

3 – 9.000 EUR per year
4-7 Euro per hour



E.g. Belgium, Cyprus, France,
Greece, Malta

Low pay

<3.000 EUR per year
<4 EUR per hour



E.g. Croatia, Hungary, Poland,
Romania

Variations of apprentice pay within countries

Apprenticeship Schemes	Per year	Per trade	Per age	Per level	Level of variation
The Netherlands, England	●	●	●	●	High
Germany, Denmark, Austria, Ireland, Finland, Luxembourg, Italy	●	●			High
France, Belgium-Flanders	●		●		Medium
Belgium-Wallonia, Hungary, Malta, Poland, Portugal, Croatia	●				Low
Estonia, Greece, Romania, Cyprus					Low

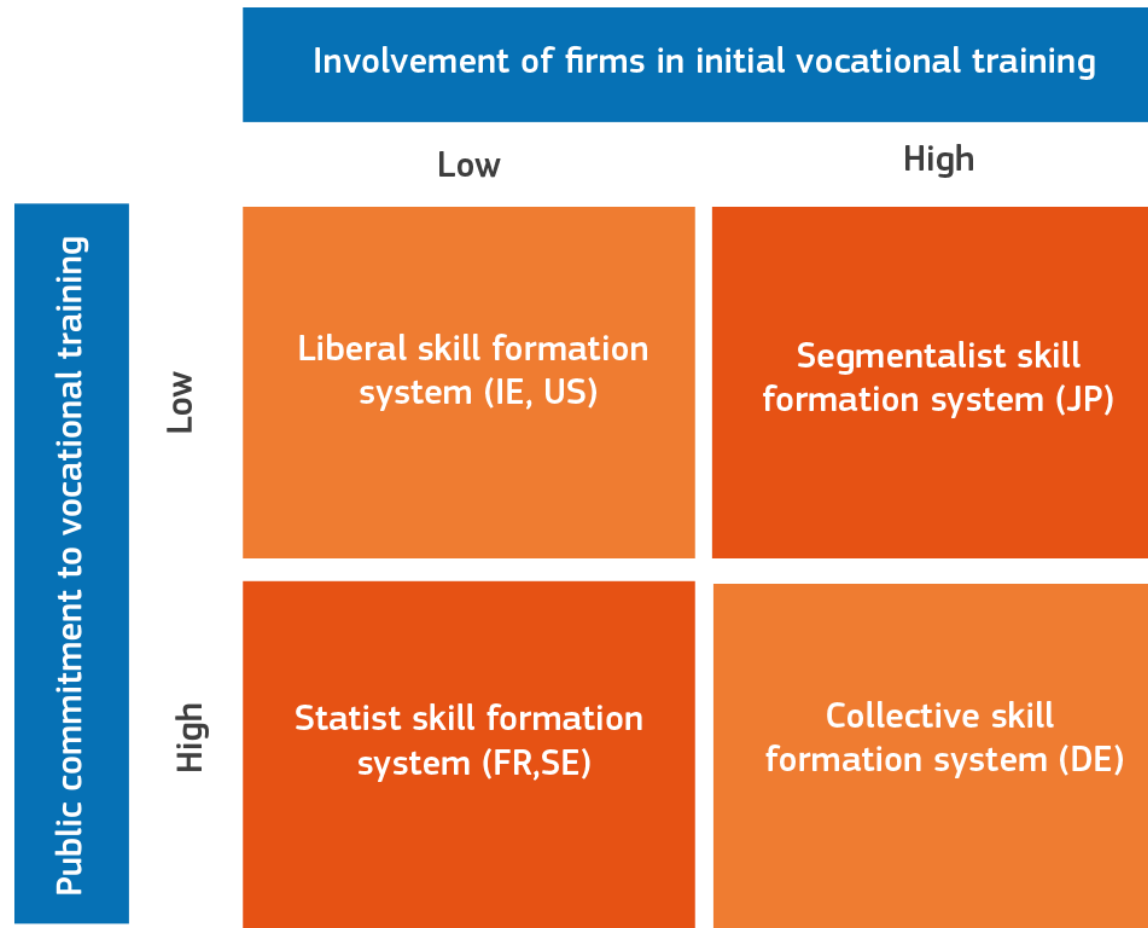
Source: Cedefop

Engagement of employer organisations

	Strong	Medium	Weak
	Austria, Germany, Norway, Denmark, Hungary, Finland	Belgium-Flanders, France, Luxembourg, Poland	UK, Croatia, Italy, Cyprus, Portugal, Spain, Romania
DESIGNING QUALIFICATIONS/ CURRICULA	●	●	◐
FINAL ASSESSMENT OF APPRENTICES	●		
QUALITY ASSURANCE OF WBL	●	●	◐
REGULATION OF THE CONTRACT	●	◐	

Source: Cedefop

Varieties capitalism: Contexts of Apprenticeships



Source: Busemeyer and Trampusch, 2012

Thinking about the economic context of your country, the industrial relations and skills policy. To which type of skills formation regime does your country come closest?

- Statist skill formation
- Liberal skill formation
- Collective skill formation
- Segmentalist skill formation

Please state the name of your country and the type of skill formation system in the question box.



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Similarities between Apprenticeships and Common Patterns

Typology of education and training logics

Key purpose

Integration into a professional community

Fulfilment of enterprises' skill needs

Personal development and citizenship

(Re)-Integration into the labour market

Type of Logic

Professional education

Enterprise training

School or university
education

Public training schemes

1 Logic of Professional Education

- Train the younger generation of a professional community
- Concept of the profession or occupation is key
- Content of training is negotiated by members of the community
- The 'community' also bears the cost of the training



1 Logic of Professional Education

- Occupation/profession as key organising unit
- Longer duration of programmes
- Learners perceived as apprentices
- Main focus on young people
- High apprentice pay, collectively bargained
- No or little subsidy for companies
- Social partners driven/involved at all levels



2 Logic of enterprise training

- Individual enterprises define the skills needed
- They enjoys substantial autonomy how to organise the training
- Depends more on business cycles than other forms of instruction
- The bulk of enterprise training is non-formal on-the-job training



*'The Government is keen to increase apprenticeships in the UK but experts warn most places are going to existing workers',
Daily Telegraph, 11 Oct 2012*

2 Logic of enterprise training

- Variety of programmes and qualifications
- Shorter durations of programmes
- Longer periods of on-the-job learning
- Learners perceived as employees
- Higher share of adult apprentices



*'The Government is keen to increase apprenticeships in the UK but experts warn most places are going to existing workers',
Daily Telegraph, 11 Oct 2012*

3 Logic of schools/ universities

- Personal development of young people to become responsible citizens.
- The content of learning is usually determined by public authorities
- Oriented towards the needs of society in general rather than certain professions or companies



3 Logic of schools/ universities

- Higher share of school-based learning
- Broader vocational fields
- Learners perceived as students
- Access to further/higher education
- Qualifications can also be obtained via school-based tracks
- Centrally determined low or medium apprentice pay



*Apprenticeship for a vocational qualification and diploma; Higher education and research apprenticeship (IT)
**Adult education and training, Professional VET programmes, Vocational courses at upper secondary level, Technological specialisation programmes

4 Public training schemes

- Increase the employment opportunities for job seekers
- Most training is short-term and job-specific
- Programmes often temporary



4 Public training schemes

- Not date back before 1980s
- Addressing unemployed or other disadvantaged groups
- Temporary programmes
- Learners perceived as participants
- Low apprentices pay covered by social security budget/PES/ESF



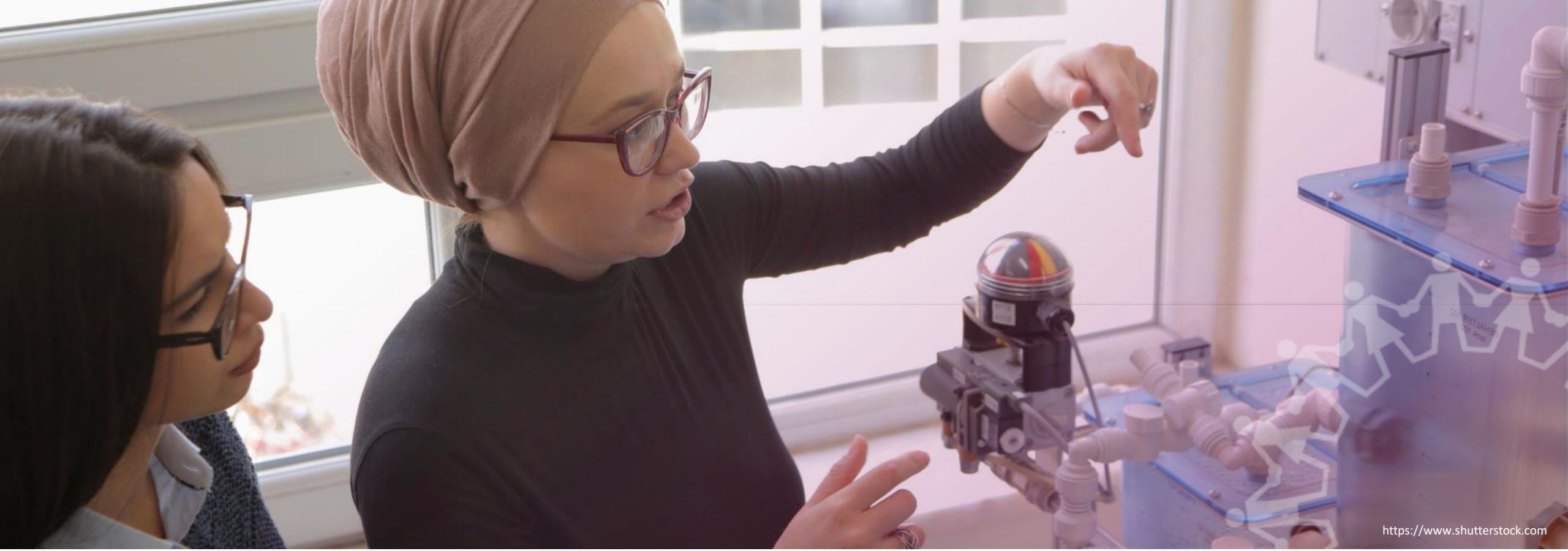
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Summary of types of apprenticeships

Logic	Key purpose	Ownership	Financing
Professional education	Integration into a professional community	Professional community (employers and trade unions)	Professional community (employers)
Enterprise training	Fulfilment of enterprises' skill needs	Enterprises	Enterprises (with public co-funding)
School or university education	Personal development and citizenship	Public authorities/self-governing providers	State budget
Public training schemes	(Re)-Integration into the labour market	Public labour market service	State budget

Do you agree with the way your national apprenticeship programme is classified?

Can you explain current changes and trends in your national apprenticeship programme by using the approach of training logics?



Trends and Future of Apprenticeships

Trends in apprenticeships in Europe since 1990

- Expanding or establishing apprenticeship tracks within school-based systems (ES, PT, FR, MT, SK, FI, SE)
- Introducing lower/shorter apprenticeships (AT, CH)
- Establishing higher apprenticeships (UK, DE, FR, IT)
- Introducing double qualifications into apprenticeships (AT, CH, DK, FR)

Future scenarios of apprenticeships

„Fake“



- Labour market integration
- Employability training
- Courses by a range of providers
- Low value qualifications
- Margin of the educational system
- Subsidised

„Brand“



- Educational goals and professional competence
- Well designed (tripartite)
- Integrated into VET system
- Different levels and lifelong career-development
- In an occupational area

„Label“



- Buzzword with many meanings
- Diverse forms of programmes with practical orientation
- Status of learners and responsibilities vary
- Public funding available when label applies

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

