

PRINCIPLES FOR, AND POSSIBLE PROBLEMS ASSOCIATED WITH, EXPANSION OF APPRENTICESHIP SYSTEMS

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Why might countries have small apprenticeship systems?

- No tradition of apprenticeships;
- Low status of VET;
- Poor reputation of existing system;
- Overly bureaucratic system;
- Limited to a narrow range of occupations
- Limited to school-leavers;
- Apprentices not paid enough or anything;
- Large informal economy (not addressed in this paper)

What can apprenticeship do for countries?

- Expectations are often very high:
- Is apprenticeship actually the answer?
- In the end the system rests on individual people and their employers –at arms' length from governments.

SOCIETAL EXPECTATIONS



Countries: Solve youth unemployment



Trade unions: Improve working conditions through apprenticeships



Apprentices



Parents: Get children into a secure job.



Countries: Address youth disengagement



Help women and workers in the informal economy

ECONOMIC EXPECTATIONS



Companies:
Develop future
managers



Countries: International Competitiveness



Apprentices



Companies: A
well trained
workforce



Companies: Improve
productivity and profits

Possible futures for the Indian apprenticeship system: project for ILO & World Bank Indian offices

- To review international good practice in apprenticeships and workplace learning in a range of countries;
 - To identify success factors to develop recommendations and key principles for a 'model' apprenticeship system;
 - To review recent reports and literature on the formal apprenticeship system in India;
 - To recommend options for future development of the Indian apprenticeship system.
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- *Indian system very small for population, in a limited range of occupations, and in an economy that is mostly informal.*

The project's method: 1. International learnings on apprenticeship

- **Country case studies** on 11 countries' apprenticeship systems, written to a specified format by a team of country experts, validated by in-country academic and government experts;
- **Cross case analysis** of the country case studies including a summary of the issues, strengths and weaknesses;
- Development of a **framework for a model apprenticeship system**, including the identification of key features grouped under the headings engagement, quality, outcomes, and public policy implications.



The countries

More developed economies:

- Australia, Canada, England, France, Germany, United States;

Less developed economies:

- Egypt, Indonesia, South Africa, Turkey.

An Indian case study for comparison purposes

Country experts: Linda Miller, AbouBakr Abdeen Badawi, M'hamed Dif, Andreas Saniter, Ludger Deitmer, Bibhuti Roy, Nicolas Serriere, Salim Akoojee, Özlem Ünlühisarcıklı, Robert Lerman.

Cross-case analysis

- Agreed international frameworks for describing and analysing apprenticeships eg INAP Memorandum 2012, European Commission 2012;
- Systemic and 'life cycle' (Smith, Comyn & Brennan Kemmis, 2009) issues used for thematic analysis;
- Data reduced further to identify the features of a model apprenticeship system;
- Analysis fed back to country experts for comments.

Expansion risks

- Potential quality problems which can tarnish the system;
- Employers may not be aware of responsibilities and might do the wrong thing;
- Completion rates may be low at first;
- Over-hasty establishment in new occupations could lead to low-quality curriculum;
- Temptation to establish 'differently-badged' systems (eg South Africa, Australia, Egypt) to boost numbers quickly;
- Inadequate buy-in from stakeholders

Expansion strategies 1: Systems

- Introduction of third-party employers (eg GTOs in Australia);
- Strategies for participation by groups currently excluded, eg adults;
- Strategies for participation by minority groups;
- Broader and deeper engagement of stakeholders;
- Pathways to higher level qualifications;
- Encouragement through industrial relations or other systems for apprentice qualifications to be desired or required by employers/receive higher pay;
- Counter-cyclical measures to address recessions.

Expansion strategies 2: Marketing

- Promotion of the 'brand' by governments;
- Promotion as a valued school-leaving pathway with deep connection into secondary schools;
- Education of secondary school and other careers staff about apprenticeship.

Principles for a 'model apprenticeship system' – nine groupings

1. Broad occupational coverage (especially important for gender balance);
2. Participation;
3. National government structures;
4. Stakeholders;
5. Quality systems, training providers, employers;
6. Simplification and harmonisation;
7. Incentives;
8. Provision for the apprentice;
9. Support for employers.

Principles proposed for the Indian system

- Each national context differs
- For India, we coined the term '**flexible standardisation**'
- Core **quality** and **equity** principles:
 - Equal chance for all workers in appropriate occupations;
 - Formal qualifications within national qualification system;
 - Clear guidelines for employers about responsibilities and training, easily accessible;
 - System for overseeing quality of off-the-job training.

Eg India: A more strategic role for government

- Reduce the use of apprenticeships for other purposes
- Use less coercion of **employers** – ‘carrot’ rather than ‘stick’ ;
- Better ‘branding’ of apprenticeship;
- **Improve the standard of training** through better curriculum, more highly qualified trainers
- Systemically scan the environment to add occupations
- **Increasing the demand** for apprenticeships by promoting greater permeability to higher level qualifications and by encouraging employers to recruit apprentice-qualified workers.

Contacts

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- ***The reports will be published by ILO soon!***