

2019 joint Cedefop and OECD Symposium: *The next steps for Apprenticeship*

OECD Conference Centre, Paris, October 7 2019

Call for papers

Deadline for submitting abstract and CV: 3 June 2019

■ RATIONALE

The joint Cedefop/OECD symposium on apprenticeship brings together policy makers, practitioners and researchers from around the world to consider new research and practice exploring the future of apprenticeship provision.

Apprenticeship provision has a long history of enabling the transitions for young people from education into sustained skilled employment. Dependent on deep employer engagement, apprenticeships have proven to be an effective means of ensuring that the formative education and training of learners is well aligned to actual labour market needs.

In recent years, governments across Europe and the OECD have invested considerable resource in improving apprenticeship provision, introducing and reforming apprenticeships to reach ever more learners, both young people and increasingly adults. The consistent aim has been to ensure that apprenticeships are attractive to learners, to employers and to society, providing apprentices with skills demanded by employers while contributing to societal and economic well-being (OECD 2018[1]). With countries developing apprenticeships within some very different policy approaches and national contexts (Cedefop, 2018[2]), peer-learning opportunities are strong.

It is timely to look at the future of apprenticeship from the perspective of a number of external mega trends - such as socio-demographic changes, new technologies and new forms of work organisation, trends in education and training - and consider how they have affected (or will affect) the design and delivery of apprenticeship and policy approaches towards its provision. Against this backdrop, the symposium organisers would welcome contributions on how apprenticeship provision is changing or would need to change in response to the following areas:

1 - Socio-demographic and socio-economic long-term structural trends

[1] OECD (2018), *Seven Questions about Apprenticeships: Answers from International Experience*, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/9789264306486-en>.

[2] Cedefop (2018). *Apprenticeship schemes in European countries*. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4166>

The potential demand for apprenticeships is affected by several factors, including: ageing population, increasing diversity, migration trends, growing employment in areas of the economy traditionally not served by apprenticeships.

2 - New technologies and labour market changes

Technological advancements produce profound changes in the labour market, affecting the purpose and content of apprenticeship provision. Artificial intelligence, robotics, overall digitisation lead to radical changes related to the demand of skills and the need for retraining against the risks of jobs polarisation and social exclusion.

3 - New forms of work organisation

Relevance of apprenticeships is affected by the transformations in the way people work and the concept of the workplace. Several trends emerge, including the rise of gig economy and self-employment, remote working, jobs across borders.

4 - Trends in education and training

Function and purpose of apprenticeships in VET national systems is challenged by several policy trends, including: rebalance between generic/transversal skills and occupation specific skills, the use of learning-outcomes based approaches, diffusion of new learning modes and technologies, expansion of work-based learning beyond traditional areas and of vocationally oriented education and training at higher levels.

Contributions referring to other mega trends are also welcome, as long as they remain relevant to understanding possible implications for apprenticeship policies and provision. As well as considering research findings, the symposium organisers seek out examples of innovative practice responding to the changing character of apprenticeship provision.

■ PRESENTATION AND PUBLICATION

Selected papers will be included in a publication that will be finalised following the symposium.

Due to programme constraints, some authors of selected abstracts will be invited to present their paper during the symposium. For this purpose, the authors will be asked to submit a draft full paper before the symposium (by 13 September 2019). A short symposium report with key findings will be published.

If needed, organisers will cover travel and accommodation costs of authors of selected papers invited to present their findings during the event.

■ TIMELINE FOR PAPER SUBMISSION

Deadline for abstract and CV	3 June 2019
Deadline for draft full paper for accepted abstracts	13 September 2019

■ ABSTRACT SUBMISSION

Researchers, policy officials, VET providers, VET teachers and employers are invited to submit:

- An abstract (600-800 words) of their paper in English;
- A CV in English including current position and, if relevant, main publications.

Abstracts and CVs should be submitted by 3 June 2019 only via email to apprenticeship-team@cedefop.europa.eu, indicating the areas of interest (if applicable).

By submitting their abstracts, authors agree that, if selected, their full papers can be presented in the symposium, and included in the symposium report and/or the full publication of selected papers.

Abstracts will be considered by the symposium programme group co-chaired by the OECD and Cedefop by 13 June 2019.

■ DRAFT FULL PAPER SUBMISSION

Authors of selected papers will be asked to submit a draft full paper before the symposium (by 13 September 2019)

Draft full papers are to be a maximum of 5,000 words (including references), references in author-date format and to be written in plain English for a knowledgeable policy audience. Guidelines will be provided to the accepted abstracts.

■ CONTACT

For more information please visit the [event page](#) or contact Vlasis.KOROVILLOS@cedefop.europa.eu

<p><i>What is Cedefop?</i></p> <p>Cedefop is one of the EU's agencies. Its mission is to support the promotion, development and implementation of Union policies in the field of vocational education and training by working together with the Commission, the Member States and the social partners.</p> <p><i>Cedefop work on apprenticeships</i></p> <p>Within the EU policy framework, Cedefop carries out activities across countries and within single Member States to provide evidence to support policy making at the EU and national levels and to support European cooperation on apprenticeships among Member States. Since 2014, Cedefop has carried out Thematic Country Reviews on Apprenticeships in 9 countries. With dedicated Policy Learning Forums Cedefop supports countries exchange and generate</p>	<p><i>What is the OECD?</i></p> <p>The mission of the OECD is to promote policies that will improve the economic and social well-being of people around the world. The Organisation works partners, in particular 36 member countries, to share experiences and seek effective solutions to common problems.</p> <p><i>OECD work on apprenticeships</i></p> <p>Over the last decade, the OECD has undertaken considerable work on vocational education and training (VET). The OECD VET team in the Centre for Skills has been responsible for more than fifty reviews of national VET policy (www.oecd.org/edu/vet). Insights from country studies have informed a series of cross-national thematic studies exploring the characteristics of effective policy on VET, including Learning for Jobs (2010), Skills beyond School (2014) and, in</p>
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<p>knowledge on apprenticeships to take their reforms and policies further. In 2018, to strengthen and expand the knowledge on apprenticeships in Europe Cedefop published the European Database on Apprenticeship Scheme and set up Cedefop's community of apprenticeship experts. Cedefop EU wide comparative study on apprenticeship schemes provides a mapping and comparative analysis of system level apprenticeship which share selected common criteria. Cedefop currently carries out a study on long-term cross-country mobility of apprentices.</p>	<p>2018, Seven Questions about Apprenticeships: Answers from International Experience. That study drew on national experience to conceptualise and evidence effective apprenticeship design, exploring key questions such as whether employers should receive financial incentives to take on apprentices, how long apprenticeships should last and how apprenticeships can best be designed to meet the needs of youth at risk of poor outcomes. Recent country reviews with strong focuses on apprenticeship provision include reviews of England (2018) and Israel (2018).</p>
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