The Future of Apprenticeships in Europe: Three Scenarios

Philipp Grollmann, BIBB, Bonn, Germany
Jörg Markowitsch, 3s, Vienna, Austria

Joint Cedefop and OECD symposium
‘The next steps for apprenticeship’
OECD Conference Centre, Paris, October 7, 2019
1. Shape of programmes?

2. Decisions of firms?

3. Status of VET?

Future of apprenticeships?
Building on previous work…

grollmann@bibb.de, markowitsch@3s.co.at
## Typology of education and training logics relevant for apprenticeship

<table>
<thead>
<tr>
<th>Logic</th>
<th>Key purpose</th>
<th>Ownership</th>
<th>Financing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise training</td>
<td>Fulfilment of enterprises’ skill needs</td>
<td>Enterprises</td>
<td>Enterprises (with public co-funding)</td>
</tr>
<tr>
<td>Professional education</td>
<td>Integration into a professional community</td>
<td>Professional community (employers and trade unions)</td>
<td>Professional community (employers)</td>
</tr>
<tr>
<td>School or university education</td>
<td>Personal development and citizenship</td>
<td>Public authorities or self-governing educational institutions</td>
<td>State budget</td>
</tr>
<tr>
<td>Public training Schemes</td>
<td>(Re)-Integration into the labour market</td>
<td>Public labour market service</td>
<td>State budget</td>
</tr>
</tbody>
</table>

Source: Markowitsch & Wittig, 2019

grollmann@bibb.de, markowitsch@3s.co.at
### Example: Public training schemes

<table>
<thead>
<tr>
<th>Assumed key features of apprenticeships</th>
<th>Examples from European countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>- More strongly depending on business cycles</td>
<td>- Supra-company apprenticeship (AT)</td>
</tr>
<tr>
<td>- Temporary programmes</td>
<td>- Professionalising contract (FR)</td>
</tr>
<tr>
<td>- Learners perceived as participants</td>
<td>- Apprenticeship at the workplace (RO)</td>
</tr>
<tr>
<td>- Addressing unemployed or other disadvantaged groups</td>
<td>- Apprenticeship programmes (PT)</td>
</tr>
<tr>
<td>- Low apprentices pay covered by social security budget</td>
<td>- EPAS apprenticeships (EL)</td>
</tr>
<tr>
<td></td>
<td>- Professional apprenticeship (IT)</td>
</tr>
</tbody>
</table>

Source: Markowitsch & Wittig, 2019
40 case studies

18 expert interviews

Germany, Italy, Portugal, Slovenia, Spain, UK, South Korea

Why and how
- no alternative / but not well known
- longer screening \(\rightarrow\) productivity/investment \(\rightarrow\) strategy of skilled labour supply
- great variety of “unit-costs” of training

Major drivers
- Remuneration
- Work organisation
- Educational Services

- specialist/broad: own initiative
- narrow: adapting standards of third parties/industry
- strategies of employer branding
- different extent of co-operation
3. Scenarios for VET

- Pluralistic Education and Training
- Special Purpose VET
- Distinctive VET
- Academic Drift
- Vocational Drift

Source: Cedefop (2019, forthcoming)

grollmann@bibb.de, markowitsch@3s.co.at
<table>
<thead>
<tr>
<th><strong>Pluralistic VET</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How is VET understood?</strong></td>
</tr>
<tr>
<td><strong>What is VET’s position in the wider education and training system?</strong></td>
</tr>
<tr>
<td><strong>What is VET’s key organising principle?</strong></td>
</tr>
<tr>
<td><strong>Who is it for?</strong></td>
</tr>
<tr>
<td><strong>What type of pathways?</strong></td>
</tr>
<tr>
<td><strong>What type of provision?</strong></td>
</tr>
</tbody>
</table>
Apprenticeship

„Fake“

• labour market integration
• firms & educational providers
• generalized & basic employability training
• filling vacancies at the margins
• majority in low skilled jobs
• subsidized screening
• focus on early productivity
• low value qualifications
• cash and carry mentality
• low co-ordination

„Brand“

• educational goals, tripartite
• development of vocational expertise
• long term commitment
• high-tech work processes and/or client centered business processes
• human-capital investment
• integration into HRD
• low permeability between educational sectors
• partly slow, cumbersome processes

„Label“

• variety of logics & actors
• variety in length, status of learners, responsibilities, content
• long-term and short-term
• diverse jobs
• screening, taking advantage of the label, reputation, financial incentives
• specific economic sectors
• low attractiveness and visibility
• fragmentation

grollmann@bibb.de, markowitsch@3s.co.at
Discussion
Trends and Drivers for the three scenarios

- hybridisation of VET
- diverse new apprenticeship programmes
- increasing enrollments in the school logic type, but decreases („academic drift“) in the professional type
- market-led technological changes

- ‘upgrading’ of apprenticeships, distinct higher VET
- new apprenticeship sectors
- raising entry requirements, talent tracks
- managed technological change

- skills polarization & skill shortages (shrinking youth cohorts, increasing migration)
- increase of adult apprentices
- disruptive technological change
What are your futures of apprenticeship?

Thank you for your attention!

DI. Dr. Jörg Markowitsch  
3s Unternehmensberatung GmbH  
Wiedner Hauptstraße 18, 1040 Wien  
Tel +43-1-5850915-15, Fax –99, Mobil +43-676-945 4804  
markowitsch@3s.co.at, www.3s.co.at

Dr. Philipp Grollmann  
Federal Institute for Vocational Education and Training (BIBB)  
Division “VET Systems in international Comparison, Research and Monitoring”  
Robert-Schuman-Platz 3, D-53175 Bonn  
Tel: +49-228-107-1638  
grollmann@bibb.de