

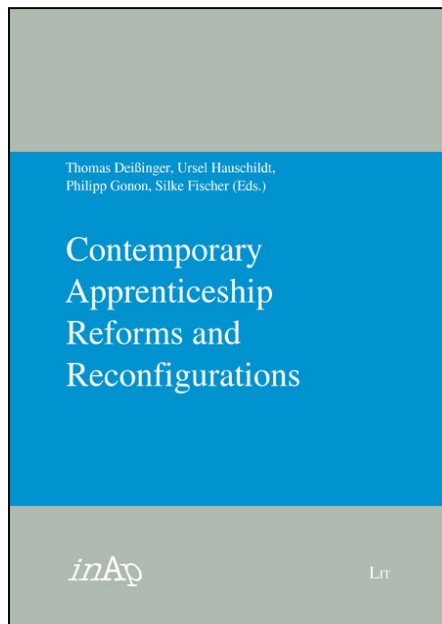
The Future of Apprenticeships in Europe: Three Scenarios

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Future of apprenticeships? Building on previous work...

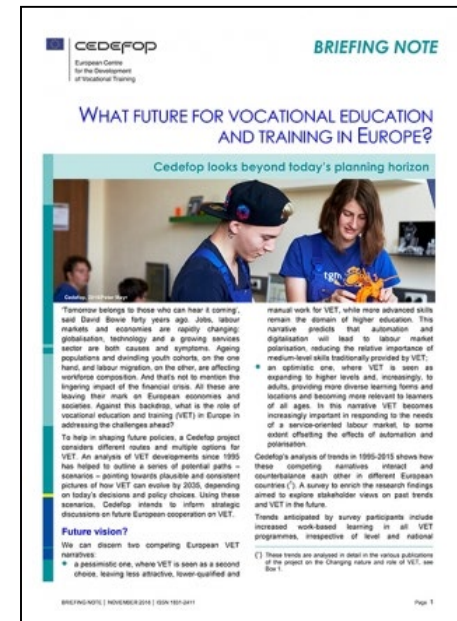
1. Shape of programmes?



2. Decisions of firms?



3. Status of VET?



Typology of education and training logics

relevant for apprenticeship

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

Source: Markowitsch & Wittig, 2019

Example: Public training schemes

Assumed key features of apprenticeships	Examples from European countries
<ul style="list-style-type: none">▪ More strongly depending on business cycles▪ Temporary programmes▪ Learners perceived as participants▪ Addressing unemployed or other disadvantaged groups▪ Low apprentices pay covered by social security budget	<ul style="list-style-type: none">▪ <i>Supra-company apprenticeship (AT)</i>▪ <i>Professionalising contract (FR)</i>▪ <i>Apprenticeship at the workplace (RO)</i>▪ <i>Apprenticeship programmes (PT)</i>▪ <i>EPAS apprenticeships (EL)</i>▪ <i>Professional apprenticeship (IT)</i>

Source: Markowitsch & Wittig, 2019



40 case studies

Why
and
how



18 expert interviews

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



KR-K5

IT-K5

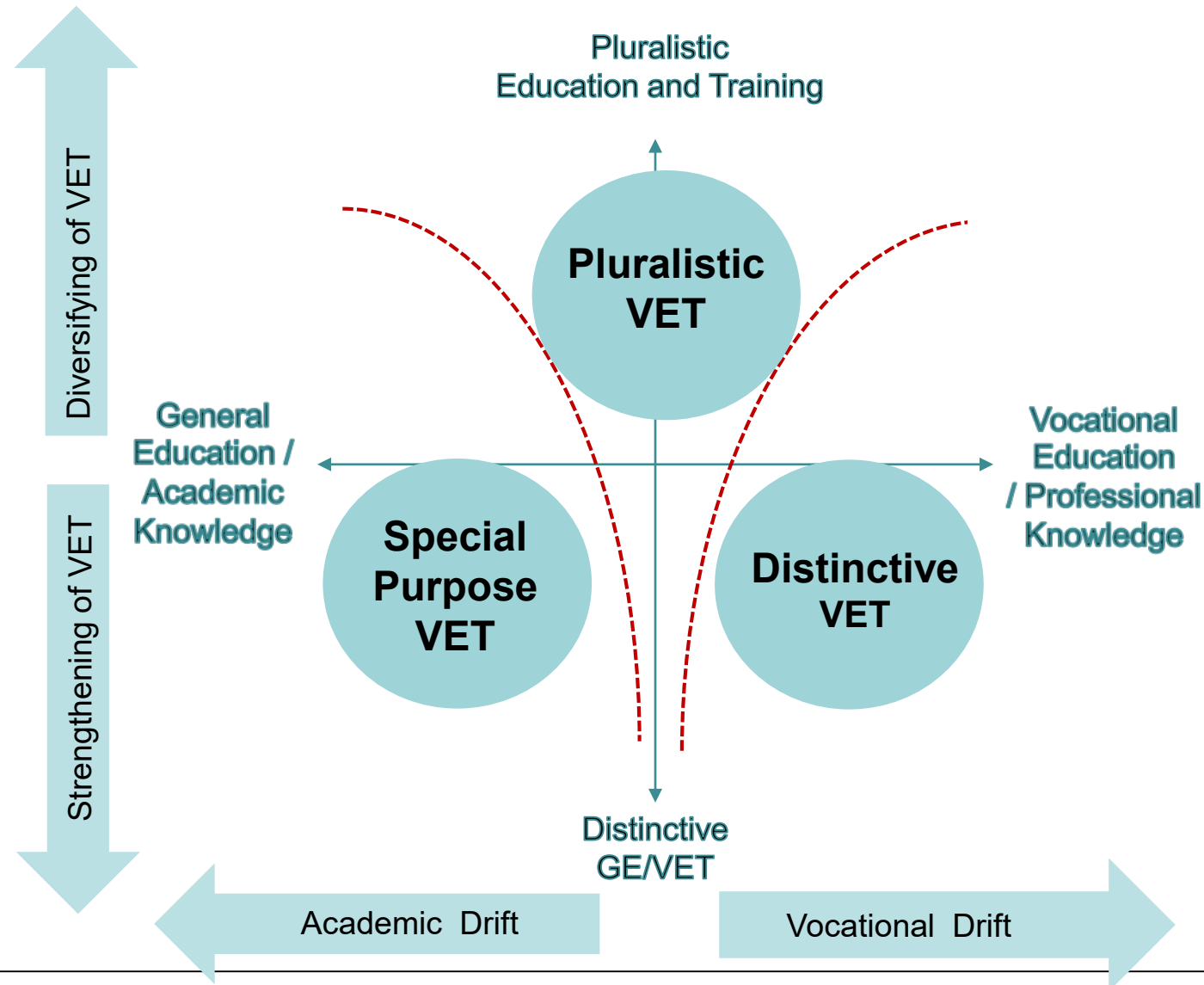
- no alternative /but not well known
- longer screening → productivity/investment → strategy of skilled labour supply
- great variety of “unit- costs” of training

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



Source:
Cedefop (2019,
forthcoming)

Pluralistic VET

How is VET understood?

VET is understood as ‘vocationally oriented learning’ in various contexts

What is VET’s position in the wider education and training system?

VET takes place in various settings within the wider education and training system and is regarded as a particular feature of education (having closer links to the labour market) rather than a sector of its own.

What is VET’s key organising principle?

Key concept: (certified) ‘core ‘competence’; VET is organised around qualifications.

Who is it for?

Increasing diversity of target groups; covering lower levels as well as medium and higher levels

What type of pathways?

Numerous VET pathways operate side by side; school and work-based pathways have the same status and are mixed pragmatically; strongly individualised.

What type of provision?

Wide variety of provisions at diverse institutions, with some emphasis on project- and problem-based as well as self-directed learning.



„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

Discussion

Trends and Drivers for the three scenarios

„Label“



- 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

„Brand“



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

„Fake“



- 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!

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