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Apprenticeship Supply in the Member States of the EU

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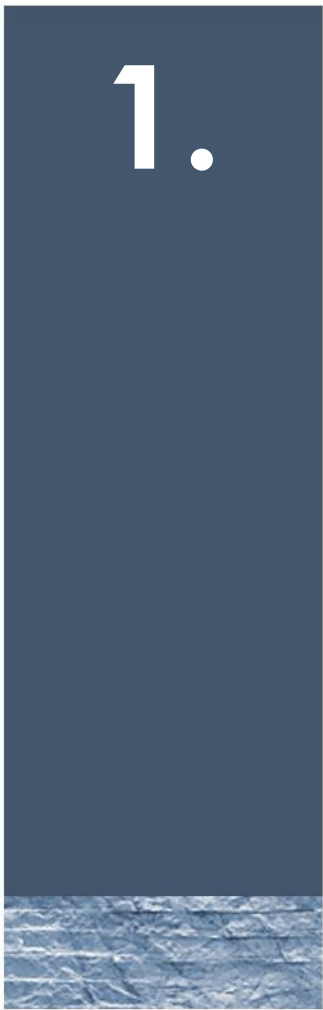
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INTRODUCTION

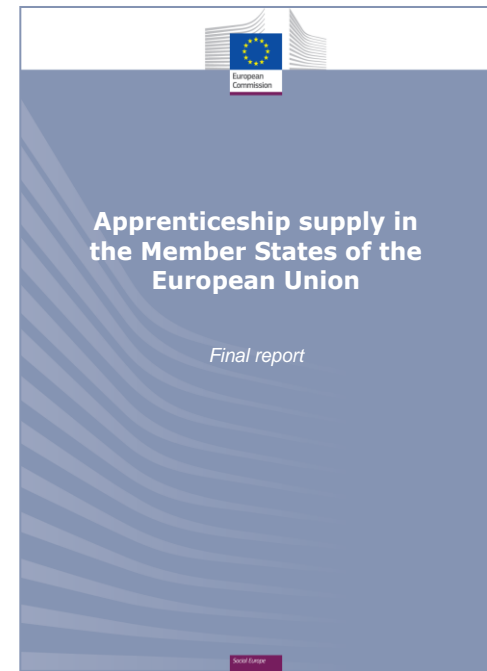
1. INTRODUCTION

CONTEXT OF THE STUDY

- Commissioned to Ikei Research & Consultancy by **Directorate-General for Employment, Social Affairs and Inclusion**.
- Significant numbers of young people face **challenges in transitions from education to work**
- **Skill mismatches** between labour demand and supply

OBJECTIVE OF THE STUDY

- Provide an **overview of apprenticeship schemes** in the EU Member States.
- Analyse the **effectiveness** of these schemes to improve the employability among young population.



1. INTRODUCTION

CONCEPT OF APPRENTICESHIP

- There is **not a single** and commonly accepted **definition** of apprenticeship.

- **Apprenticeship-type schemes**: forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education in a school or training centre), and whose successful completion leads to nationally recognised initial VET certification degrees.



2.

OVERVIEW OF APPRENTICESHIP-TYPE SCHEMES IN THE EU

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PRESENCE AND CONSIDERATION OF VET STUDIES AT NATIONAL LEVEL

ISCED level 3 that opt for a vocational orientation, 2009



- VET studies not equally important and attractive in all EU Member States
- In some Member States, very positive perception about VET studies → **VET as 'backbone of education'**
- In other MS, VET studies are **less popular** or have a **poorer image** amongst population

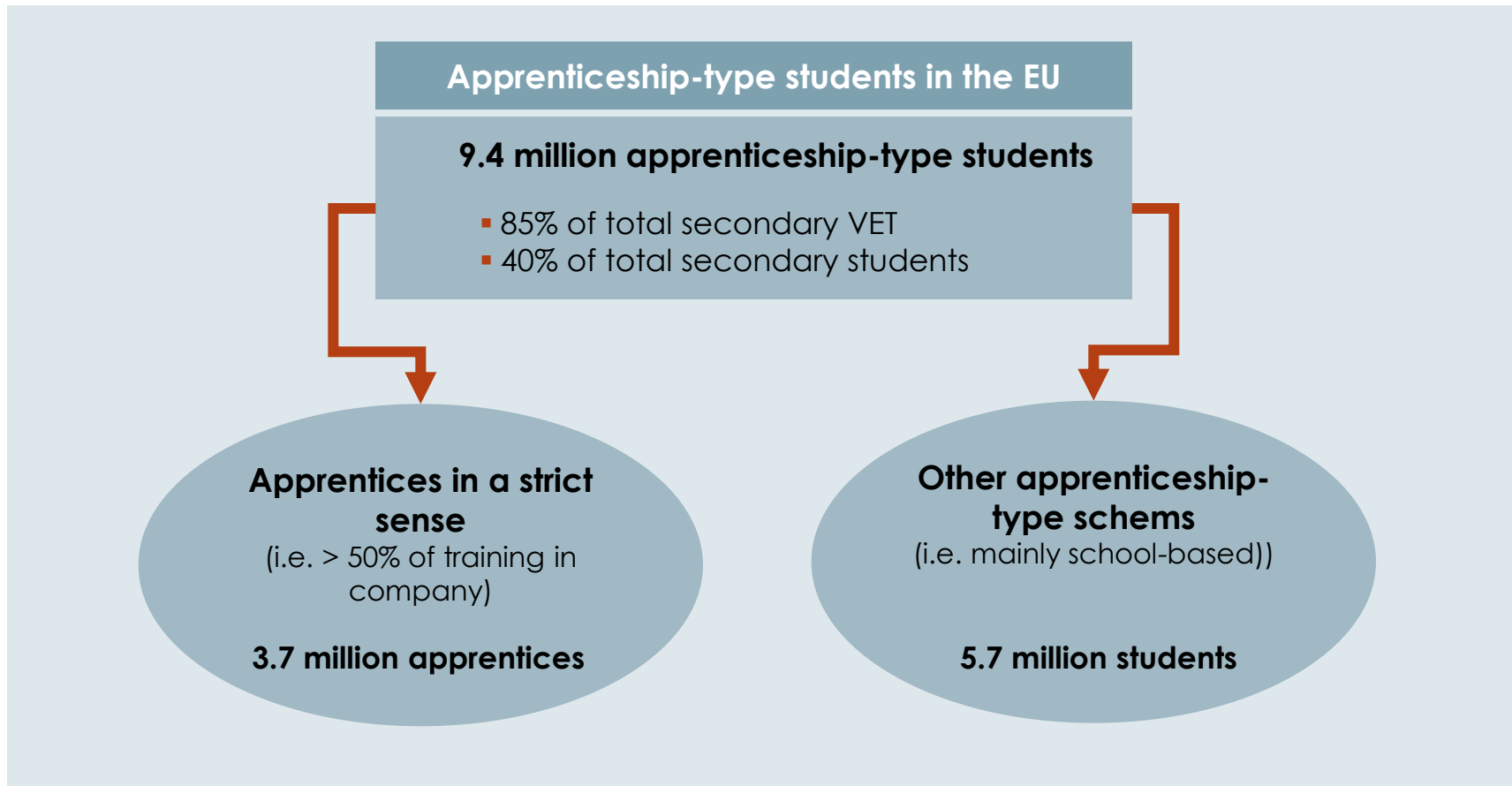
2. OVERVIEW OF APPRENTICESHIP-TYPE SCHEMES IN THE EU

APPRENTICESHIP-TYPE SCHEMES ARE WELL SPREAD ALL OVER EUROPE

- **Great variety of VET systems** in the Member States.
- **In all MS** => schemes at upper secondary level where **workplace training** plays a **significant role**.
- In most MS (24 out of 27) => there are **VET schemes which can be labeled as mainly company based** (i.e. apprenticeship systems in a strict sense).

2. OVERVIEW OF APPRENTICESHIP-TYPE SCHEMES IN THE EU

SOME FIGURES ON THE NUMBER OF APPRENTICESHIP PLACES (2009 data)



2. OVERVIEW OF APPRENTICESHIP-TYPE SCHEMES IN THE EU

DISTRIBUTION OF WORK-BASED TRAINING AND SCHOOL TRAINING

Schemes in the 9 case-study countries

Country	% work-based training	% School based training and time distribution	
Denmark	66%-90%	10%-35%	By blocks of 5-10 weeks
Estonia	66%	33%	Flexible arrangements
France	66%	33%	2-3 weeks company/ 1 week VT centre
Germany	60%	40%	1-2 days/week
Slovak Republic	>=60%	<=40%	1-2 days/week
The Netherlands	>=60%	<=40%	1-2 days/week
United Kingdom	<=70%	>=30%	1 day/week
Poland	4-6 summer weeks	Whole academic year	
Spain	20%-30%	70%-80%	At the beginning of training cycle

2. OVERVIEW OF APPRENTICESHIP-TYPE SCHEMES IN THE EU

VARIETY OF APPRENTICESHIP SYSTEMS

Parties involved

- Most countries: usually the enterprise and the student/apprentice sign a contract.
- Other countries, the training centre and the company sign a contract or agreement.

Contracts vs. Agreements

- Contract: apprentice as worker
 - Contents: start duration, training/productive activities; working conditions, remuneration,...
- Agreements: apprentice as student
 - Contents: form/duration of placements, training plan, evaluation processes...

Remuneration

- If there is a labour relationship: employers obliged to pay a wage
- If there is not a work contract: students may receive some compensation



3.

ADVANTAGES OF APPRENTICESHIP TYPE SCHEMES

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ADVANTAGES FOR STUDENTS

- **Practical hard skills and professional experience (equipment, working methods, technologies, etc.)**
- **Key soft professional skills (e.g. problem-solving, teamwork, communication skills, etc.)**
- **'Recruitment advantages': daily contact between employers and trainees makes later recruitment much easier**
- **Salary or monetary compensation**

3. ADVANTAGES OF APPRENTICESHIP TYPE SCHEMES

ADVANTAGES FOR COMPANIES

- **Recruitment benefit: Work-based training as 'assessment centre' for recruiting potential skilled employees**
- **Productive benefit: Apprentices undertake useful work and generate a productive benefit**
- **Apprentices bring new up-to-date knowledge and fresh perspectives to enterprises (specially for SMEs)**
- **Enterprises which provide training enjoy a better social image**

3. ADVANTAGES OF APPRENTICESHIP TYPE SCHEMES

ADVANTAGES FOR THE WHOLE ECONOMY

■ Apprenticeship-type schemes facilitate:

- Better matching between labour market demand and training (apprenticeship-type schemes as a tool for identifying skill shortages).
- Rapid school to work transitions for apprentices
- Countries with high proportions of youth in apprenticeship tend to have lower youth unemployment rates.

Youth unemployment rates (15-24 years old) by Member States, 2010



Source: Eurostat.



4.

CRITICAL ELEMENTS AND DRAWBACKS

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TRANSITORY BENEFITS?

- **Increase of employment rates in early working life...**
...but effects on pay and promotion in the long run are less clear.
- **Value of skills learnt through apprenticeship may decay faster.**

LIMITED TRANSFERABILITY OF ACQUIRED SKILLS

- **Acquired skills can be too enterprise-specific, limiting worker mobility.**
- **Training provided by larger enterprises more positively assessed than the one provided by smaller firms.**

4. CRITICAL ELEMENTS AND DRAWBACKS

ACCESS TO APPRENTICESHIP-TYPE STUDIES SUBJECT TO IMPORTANT BIASES

- **Young women are usually underrepresented**
- **Access for students with migration background, some ethnic groups, etc.**
- **Access for students with low core academic skills**

PROBLEMS OF EARLY DROPOUTS

- **Vocational programmes typically face higher rates of students who leave studies without a certificate**

4. CRITICAL ELEMENTS AND DRAWBACKS

NOT ALL SUITABLE EMPLOYERS PARTICIPATE IN APPRENTICESHIP

- High costs derived from training activities
- Lack of awareness about the existing apprenticeship offer
- Lack of suitable in-house training facilities, equipment, etc.

APPRENTICES AS A SOURCE OF CHEAP LABOUR?

- Different perspectives depending on the countries.
- In most cases apprenticeship not used by companies as a source of cheap labour
- Usually programmes structured to prevent cheap labour problems



5.

SOME QUESTIONS FOR REFLECTION/CHALLENGES AHEAD

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- **Improvement** of the general **image of VET**, especially in some countries

- Balance between **occupational skills and general skills** → Importance of “learning how to learn” and long life employability

- **Facilitate transition** of apprenticeship students **to further education levels**

- Balance in the **role of the different stakeholders**:
 - Companies, training centres
 - Employment contracts vs. training agreements

5. SOME QUESTIONS FOR REFLECTION / CHALLENGES AHEAD

- Context of economic crisis: provision of **enough apprenticeship-type places**
 - Increased number of students interested in VET
 - Lower amount of in-company training placements in companies
 - ➔ Initiatives to cope with the crisis: e.g. incentives for enterprises

- **Adaptation** of VET contents **to enterprises' needs.**

- Facilitate **exchange of information** and good ideas amongst Member States.

MANY THANKS FOR YOUR ATTENTION

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