

Lehrlingsausbildungen in Europa. Ein neuer Begriffsrahmen für den sich wandelnden Begriff der Lehre



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Comparative empirical research on apprenticeship

Countries

Early accounts

4-6

Williams (1963), ILO (1966)

Oil crises / increased youth unemployment

4-6

Hayes and Wheatley (1979), Parkes (1979),
Jallade/CEDEFOP (1982), Murray (1984)

Enlarging Europe

12

Ni Cheallaigh/CEDEFOP (1995)

Financial crises / increasing unemployment

28-30

UK Commission for Employment and Skills (2012), Steedman/ILO (2012), European Commission (2012, 2013a, 2013b), ETF (2014), European Parliament/ Chatzichristou et al. (2014), Cedefop (2016)

The changing notion of apprenticeship

19th Century & before 'Apprenticeship'

- Master-apprentice
- Occupation/profession
- Skilled worker level
- On the-job learning
- No legal basis
- Flexible duration
- No formal qualification
- Pocket Money/Fees

Until ~1930

(Ongoing in
developing countries)

20st Century 'Dual Training'

- Duality
- Occupation/profession
- Skilled worker level
- **On & off-the job learning**
- Legal basis
- Fixed duration
- Formal qualification
- Wages

~ 1930-2030

Decreasing numbers of
apprentices since 1990ies
in DE, DK, AT, NL

21st Century 'Dual Lifelong Learning'

- Duality
- Qualification
- Any level
- On & **off**-the job learning
- Legal basis
- Flexible duration
- Formal qualification
- Wages/Allowances/Fees

~ 2000-?

Increasing numbers of
apprentices since 2000 in
FR, UK, FI, ES, PT...

How many apprenticeship programmes are there in Europe?

Cedefop 2018
≈ 30 Apprenticeship programmes
complying with most criteria

‘Systematic,
alternating long-term
training, leading to a
specific occupation,
apprentices are
contractually linked to the
employer and receive
wages/ allowances’

ISCED 2011:
≈ 80 Work-based
Learning Programmes

EC 2012:
≈ 70 Apprenticeship and
Apprenticeship-like
programmes

Previous approaches to classify

	Concept	Reference	Characteristic & Use
Governance Perspective	Plural governance	Rauner, Wittig, and Deitmer (2010); Rauner and Wittig (2013)	How can we compare different, but rather similar apprenticeship systems?
	Skill formation regime	Busemeyer and Trampusch (2012)	Which type of economy is most conducive for apprenticeship systems?
	Feedback mechanism	Cedefop (2013); Markowitsch and Hefler (2018)	How can we distinguish traditional apprenticeship systems from other VET systems?
Delivery Perspective	Type of duality	Rauner and Smith (2010)	How is the alternation between learning venues organised?
	School-based & work-based	ILO (1966); Ni Cheallaigh (1995); European Commission (2012)	Which learning venue dominates (in terms of time spent)?
	Expansive vs restrictive	Fuller and Unwin (2011); Mazonod (2016)	How can we distinguish between high/low quality apprenticeships?
	Holistic vs modular	Pilz (2012); Pilz et al. (2018)	How is the training organised in terms of the learning approach /competence development?

Typology of education and training logics relevant for apprenticeship

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

1 Logic of Professional Education

Assumed key features of apprenticeships	Examples from European countries
<ul style="list-style-type: none">▪ Occupation/profession as key organising unit▪ Longer duration of programmes▪ Learners perceived as apprentices▪ Main focus on young people▪ High apprentice pay, collectively bargained▪ No or little subsidy for companies▪ Social partners driven / involved at all levels	<ul style="list-style-type: none">▪ Dual apprenticeship (AT)▪ Dual VET (DE)▪ Apprenticeship training (CH)▪ Apprenticeship (DK)▪ Apprenticeship (HU)▪ Apprenticeship (IE)▪ Apprenticeship (IS),▪ Apprenticeship contract (LU)▪ Dual pathway (NL)▪ Upper-secondary vocational programmes (NO)▪ Vocational preparation of young workers (PL)▪ <i>Apprenticeships for SMEs (BE-nl)</i>▪ <i>Craft apprenticeship (LV)</i>

2 Logic of Enterprise training

Assumed key features of apprenticeships	Examples from European countries
<ul style="list-style-type: none">▪ Variety of programmes and qualifications▪ Shorter durations of programmes▪ Longer periods of on-the-job learning▪ Learners perceived as employees▪ Higher share of adult apprentices▪ High apprentices pay paid for by companies	<ul style="list-style-type: none">▪ Apprenticeships (England, Wales and Northern Ireland)▪ Modern Apprenticeships (Scotland)

3 Logic of School Education

Assumed key features of apprenticeships	Examples from European countries
<ul style="list-style-type: none">▪ Qualifications can also be obtained via school-based tracks and/or the apprenticeship scheme is part of school-based VET▪ Access to further / higher education▪ Higher share of school-based learning▪ Learners perceived as students▪ Centrally determined low or medium apprentice pay depending on minimum / average wages	<ul style="list-style-type: none">▪ Dual training (BE-fr)▪ New Modern Apprenticeship (CY)▪ Apprenticeship training (FI)▪ Apprenticeship contract (FR)▪ Unified Model of Education (HR)▪ Apprenticeship for a vocational qualification and diploma; Higher education and research apprenticeship (IT)▪ <i>Part-time vocational secondary education (BE-nl)</i>▪ <i>Workplace based learning (EE)</i>▪ <i>Various programmes* (PT)</i>▪ <i>Apprenticeships in upper secondary (SE)</i>▪ <i>VET in dual system (RO)</i>▪ <i>Apprenticeships in Dual VET (ES)</i>

*Adult education and training, Professional VET programmes, Vocational courses at upper secondary level, Technological specialisation programmes

4 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>

Conclusion & Outlook

- Apprenticeships which appear similar at first, turn out to be quite different when aspects of governance/ financing are added
- The aim was not a snapshot, but a tool which is able to explain dynamics and power struggles
- A clear trend towards School/University logic in the last decades, while apprenticeship following the logic of professional education has lost ground
- Apprenticeships following Public Training Schemes are a rather new phenomenon, but can be expected to increase

The typology should assist stakeholders in organising peer learning activities and structuring international debates

Looking forward to your feedback!

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