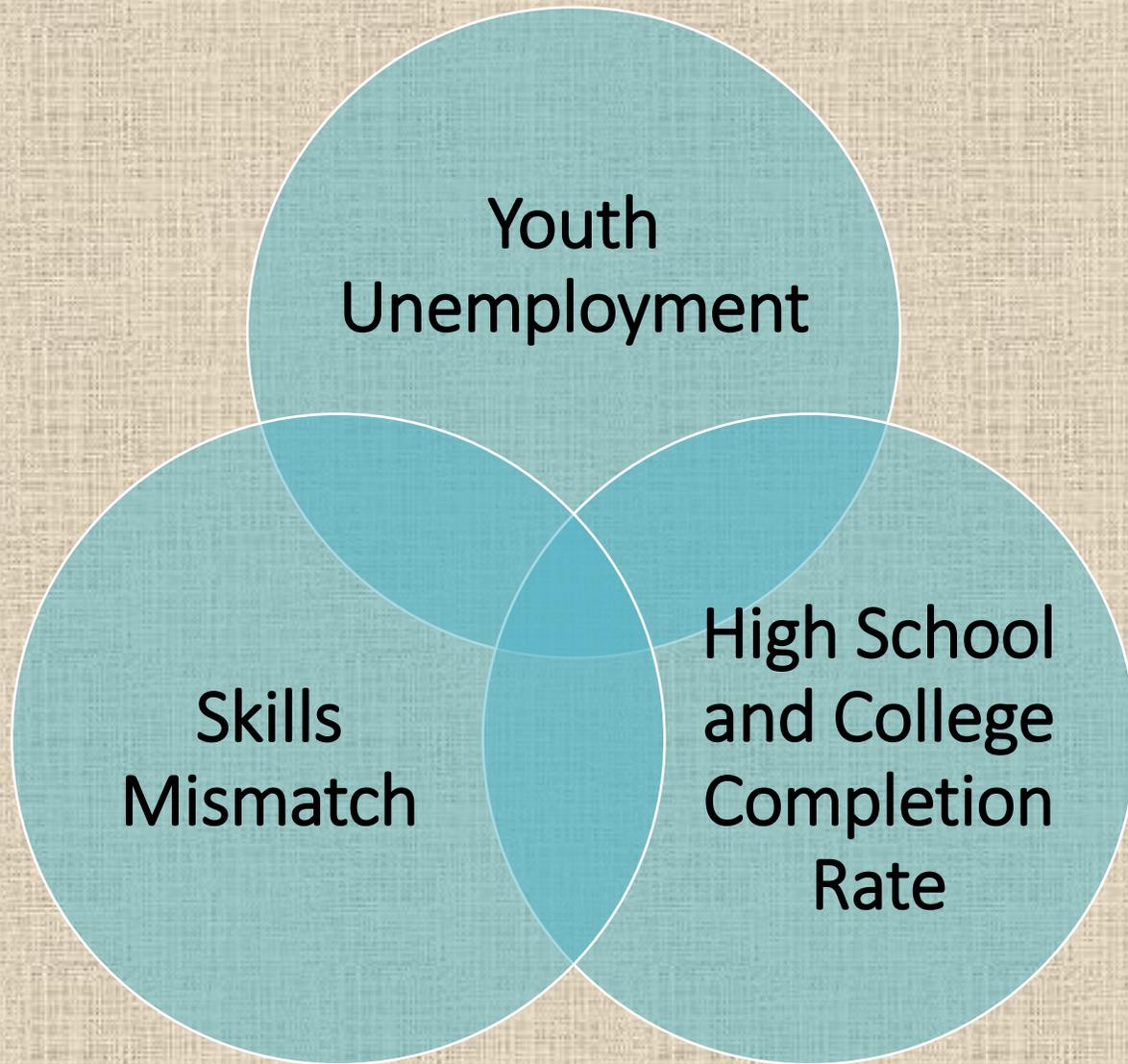




Apprenticeship Pathways

Comparative Lessons in Developing Apprenticeships that Work

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Multiple,
simultaneous
problems

Interest in cross-national learning

“...Promote, and where necessary, strengthen quality apprenticeship system...” with an aim to fostering the “...sharing of experience in the design and implementation of apprenticeship programs and exploring ways to identify common principles across G20 countries by facilitating a dialogue among our social partners who have presented us a shared sense of the importance of apprenticeships.”

G20 Labor and Employment Minister Conclusions, May 2012.

“Learn and Earn”

- Ease the transition from school to work
- Help to develop a pipeline for a supply of labor
- Apprenticeships offer a mechanism to reduce youth unemployment

Dual-Study Model

- Hybrid which combines higher education and apprenticeship-based vocational training
 - Linking a post-secondary program of study with curriculum developed in a dual apprenticeship
 - Increasing the theoretical education component to match high level of skills required in the most innovative occupations

Challenges

- Limited sectors
- Often overlooked: “Selection-by-failure” perception
- Employer reluctance
- Lack of coordination among social partners

A woman with long dark hair, wearing safety glasses and a white lab coat, is focused on working on a piece of machinery. She is using a tool, possibly a screwdriver, to adjust a component. The background is a blurred laboratory or industrial setting with blue and yellow lights. The text "A Framework for Developing Apprenticeship Systems" is overlaid on the bottom half of the image.

A Framework for Developing Apprenticeship Systems

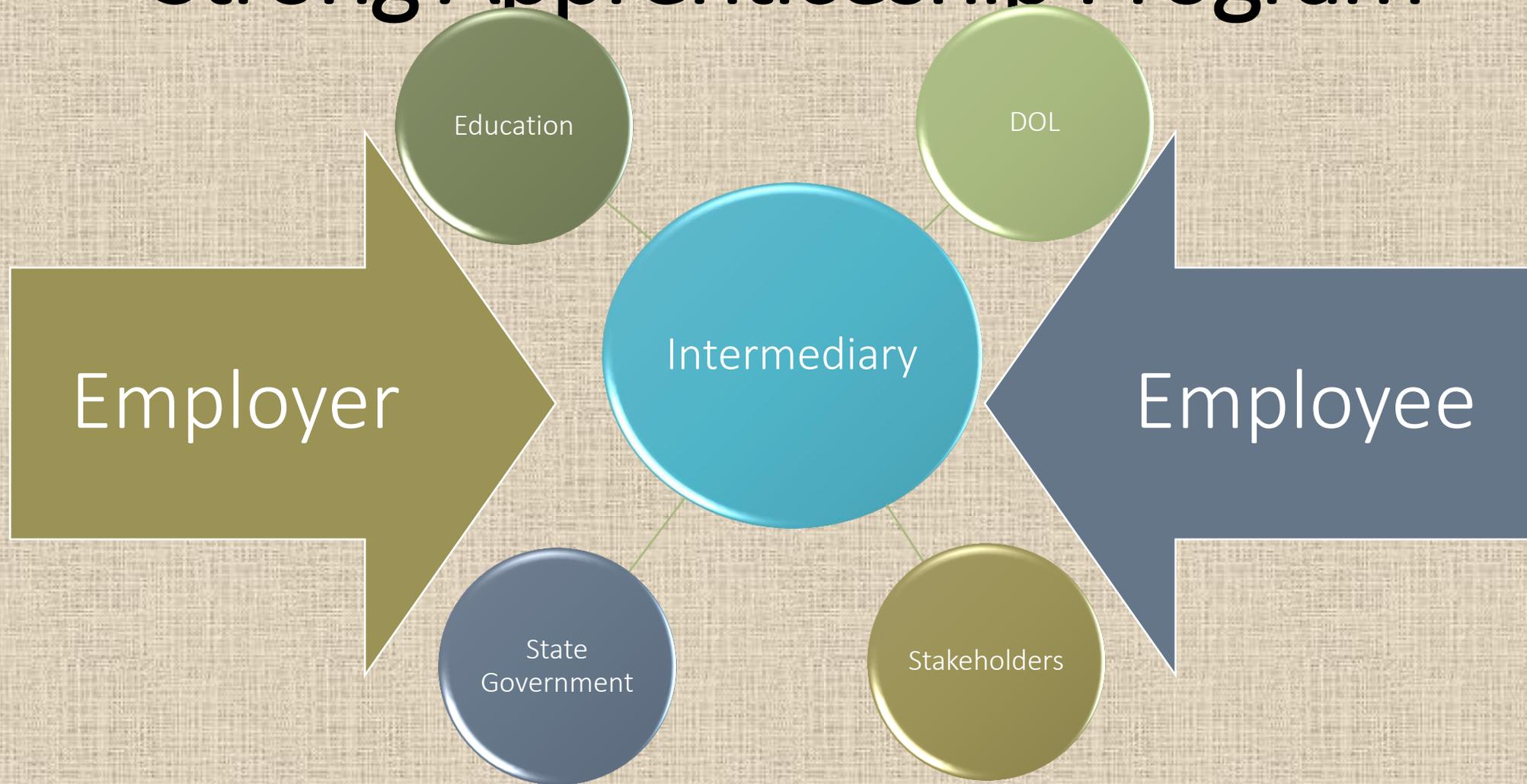
1. Legislation is coherent and aims for a simple but effective framework

- Ensuring close cooperation of social partners
- Providing guideposts
- Secure the rights of the apprentice as employee, but recognize apprentice as learner

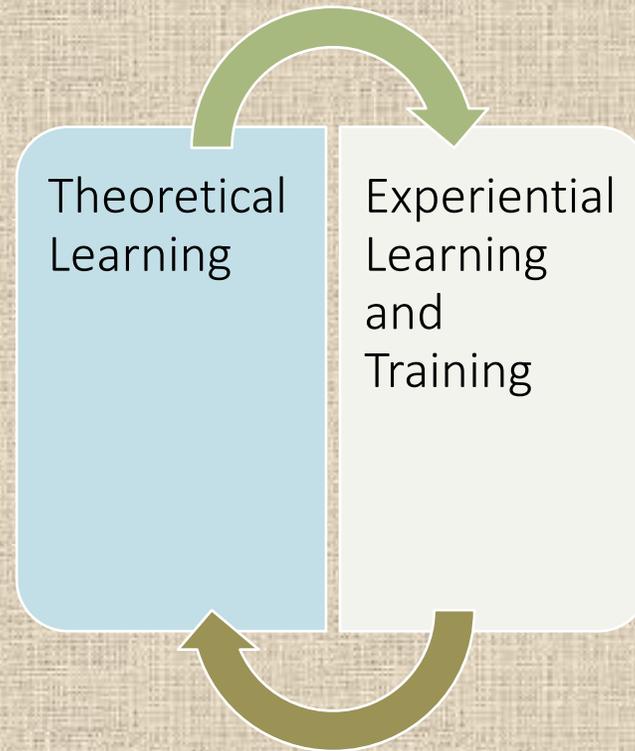
2. Primary Relationship is between Employer and Employee



3. A Strong Intermediary is Key to a Strong Apprenticeship Program



4. Structured Program of Learning: training occurs both on and off the job



5. Organized According to Competency-Based Completion, Not Time-Based Completion

Competency-based learning links success to mastery of established skill-sets, rather than to completing courses that require a rigid set of hours.

6. Apprenticeships Should Provide Certifications, But Also Degrees

- Apprenticeships should be certified and well integrated into a formal schooling system
- Credential should be “nationally recognized” and valued, recognized by employers
- This ensures that there is flexibility in the labor pool, which benefits all employers

7. Equitable Sharing of Costs, among employers, public, and apprentices

- Fiscal incentives can provide a powerful stimulant to introducing apprenticeship programs

8. Quality apprenticeship systems should attempt to cover multiple sectors and occupations in innovative, high growth areas and should encourage the participation of women.

“One of the things that I really strongly believe in is that we need to have more girls interested in math, science, and engineering. We’ve got half the population that is way underrepresented in those fields and that means that we’ve got a whole bunch of talent...not being encouraged the way they need to.”

-- President Barack Obama, February 2013

Framework

- 1) Legislation should be coherent and provide a simple framework
- 2) Primary relationship is between the employer and employee
- 3) Strong intermediary is key to a strong apprenticeship program
- 4) Structured program of learning, with on and off the job training
- 5) Organized according to competency-based completion, not time-based completion
- 6) Recognized, transferable certifications embedded in a formal schooling system
- 7) Equitable sharing of costs
- 8) Apprenticeship systems reach into innovative, high-growth sectors and encourage the participation of women