

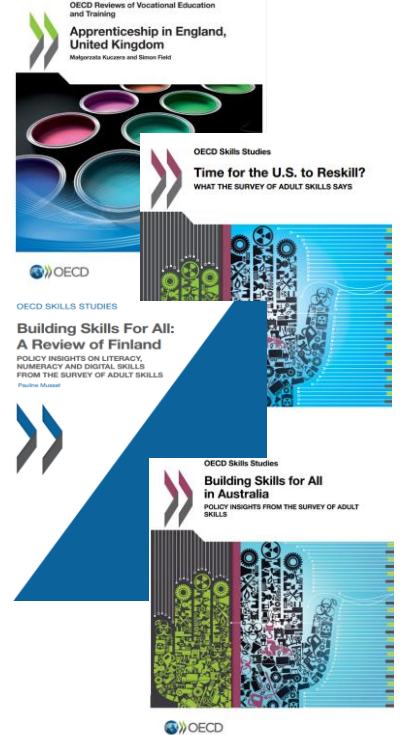
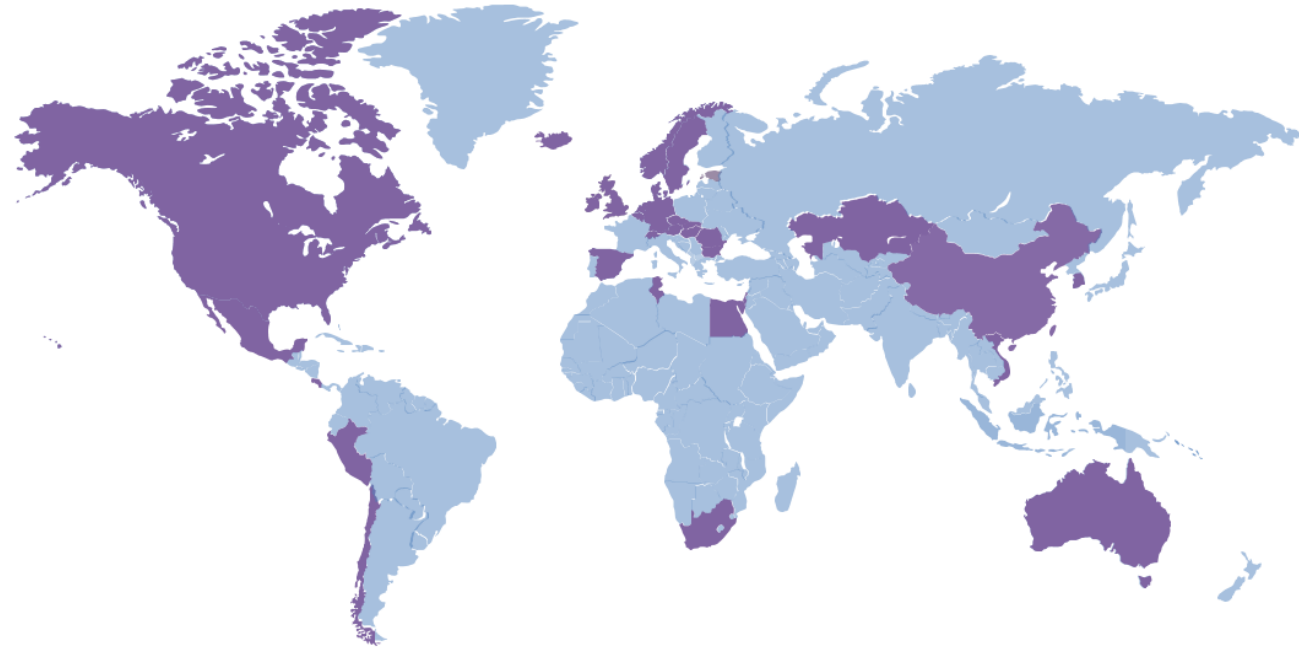


# LIED-UTVALGET: VOCATIONAL EDUCATION AND TRAINING

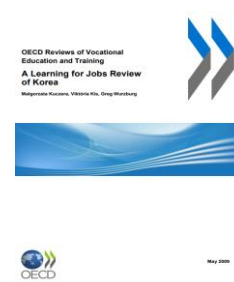
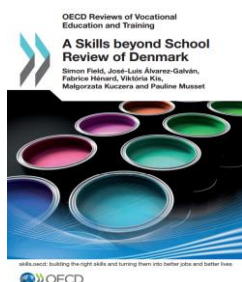
Benedicte Bergseng  
Centre for Skills – VET and adult skills team



# 50+ reviews in 30+ countries over the last decade



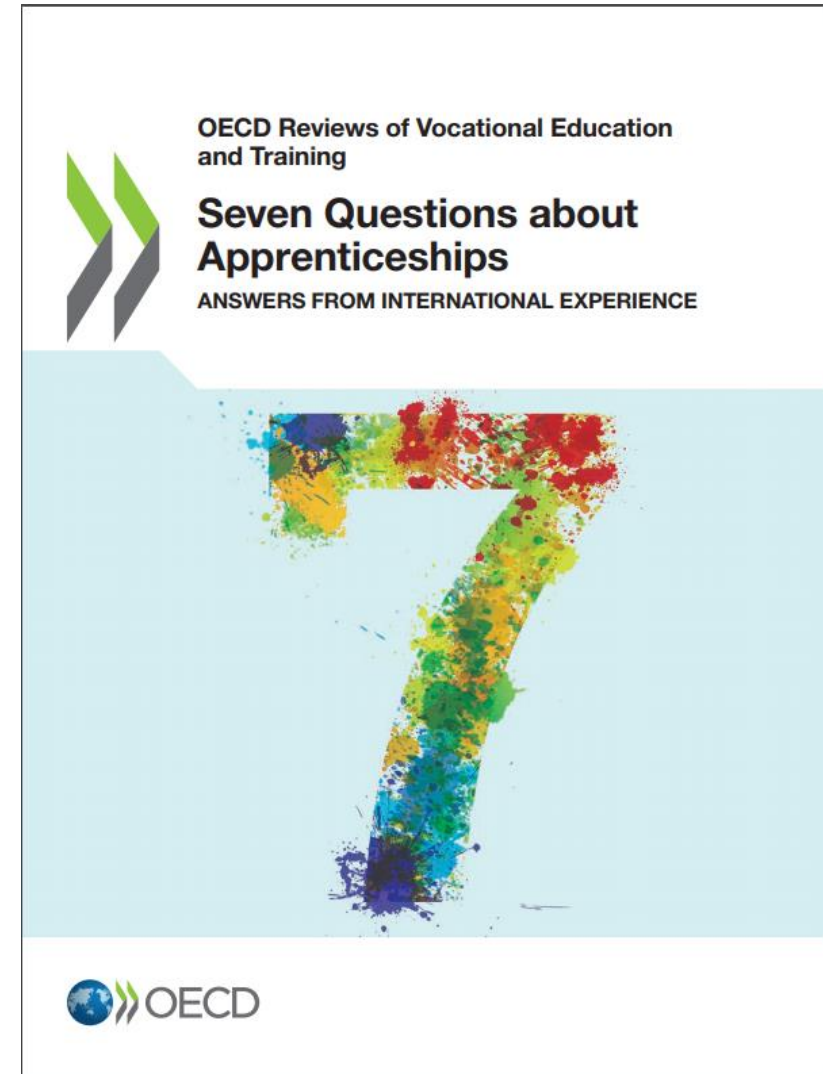
OECD reviews of VET, apprenticeship and adult learning





## Cross-country analytical work

- **Work-based learning**  
6 working papers, one funded by Norway on incentives for apprenticeships
- **Ongoing and upcoming work:**  
Unlocking the potential of migrants through VET, work-based learning in upper secondary education, Teachers and trainers, data on VET

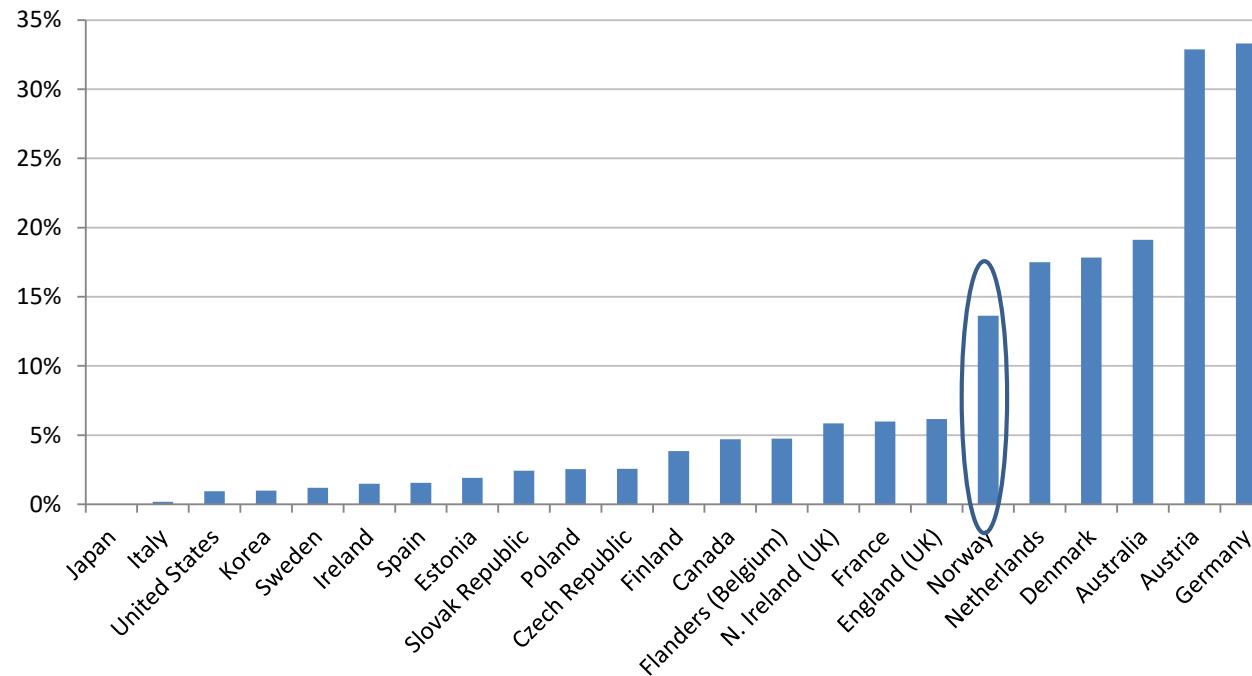




# Apprenticeship across countries

## There are large differences in the use of apprenticeships

Current apprentices in programmes leading to upper-secondary or shorter post-secondary qualifications as a share of all students enrolled in upper-secondary and shorter post-secondary education (ISCED 3 and ISCED 4C), 16-25 year-olds (2012)



Notes: In Ireland, Italy, Japan, Korea, Spain, Sweden and the United States the estimated share of current apprentices is not significantly different from zero.

ISCED: International Standard Classification of Education, [www.uis.unesco.org/Education/Documents/isced-2011-en.pdf](http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf).

Source: OECD (2016), Survey of Adult Skills (PIAAC) (Database 2012, 2015),

[www.oecd.org/skills/piaac/publicdataandanalysis/](http://www.oecd.org/skills/piaac/publicdataandanalysis/)



# Can apprenticeships provide a useful contribution in every country?

---

For apprenticeship to flourish:

- There must be fair competition between apprenticeships and alternative forms of training
- It should be expected that the design feature of apprenticeship (such as wage and duration) will vary by national and sectoral context to ensure the attractiveness to both employers and prospective apprentices
- This variation reflects differences in the cost-benefit balance of the apprenticeship. Finding the right balance between costs and benefits incurred by employers and apprentices is important in order to roll out apprenticeships.



## Should employers receive financial incentives to provide apprenticeships?

---

- While there is a good case for apprenticeship being supported by governments where they form part of upper secondary provision, governments should be wary of universal subsidies aimed at employers
- Where there is resistance to apprenticeship, governments should tip the cost-benefit balance more in favour of employers.



## When do employers provide apprenticeship?

**COSTS**

**Short term BENEFITS**

**Long term BENEFITS**

e.g. Who much does it cost to search for a new employee and to train her/him?

- around 10 000 EUR in Germany
- around 20 000 EUR in Switzerland



# How to encourage companies to provide apprenticeship?

## 1. Financial incentives







## Financial incentives for apprenticeship

### **RISKS?**

**While the total cost of apprenticeship rises, the provision of apprenticeship by companies remains the same**

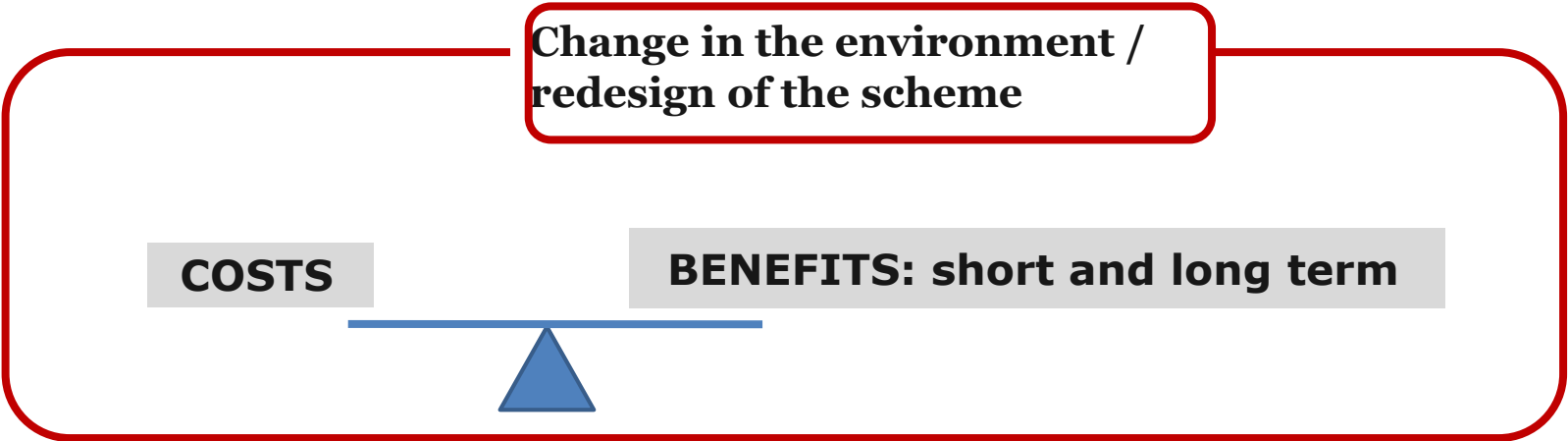
**Companies provide more apprenticeship but reduce other forms of training**

**Apprenticeship provision increases but in low skilled jobs**



# How to encourage companies to provide apprenticeship?

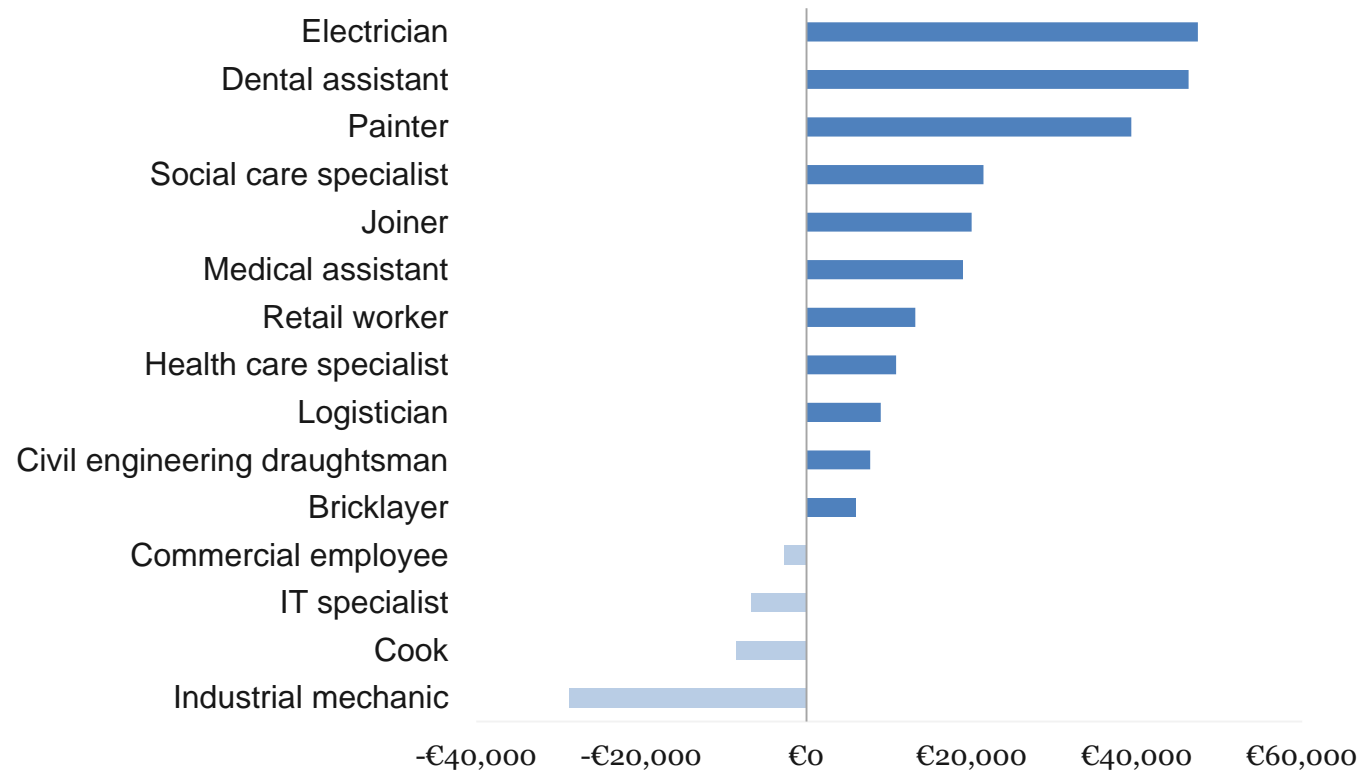
## 2. Non-financial incentives





## Differences between occupations, Switzerland

### The net benefits of apprenticeships in Switzerland to employers (3-4 year programmes)



Source: Mühlemann, S. (2016), "The Cost and Benefits of Work-based Learning", OECD Education Working Papers, No. 143, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5jlpl4s6g0zv-en>.



**Thank you**

<http://www.oecd.org/edu/skills-beyond-school/work-based-learning.htm>