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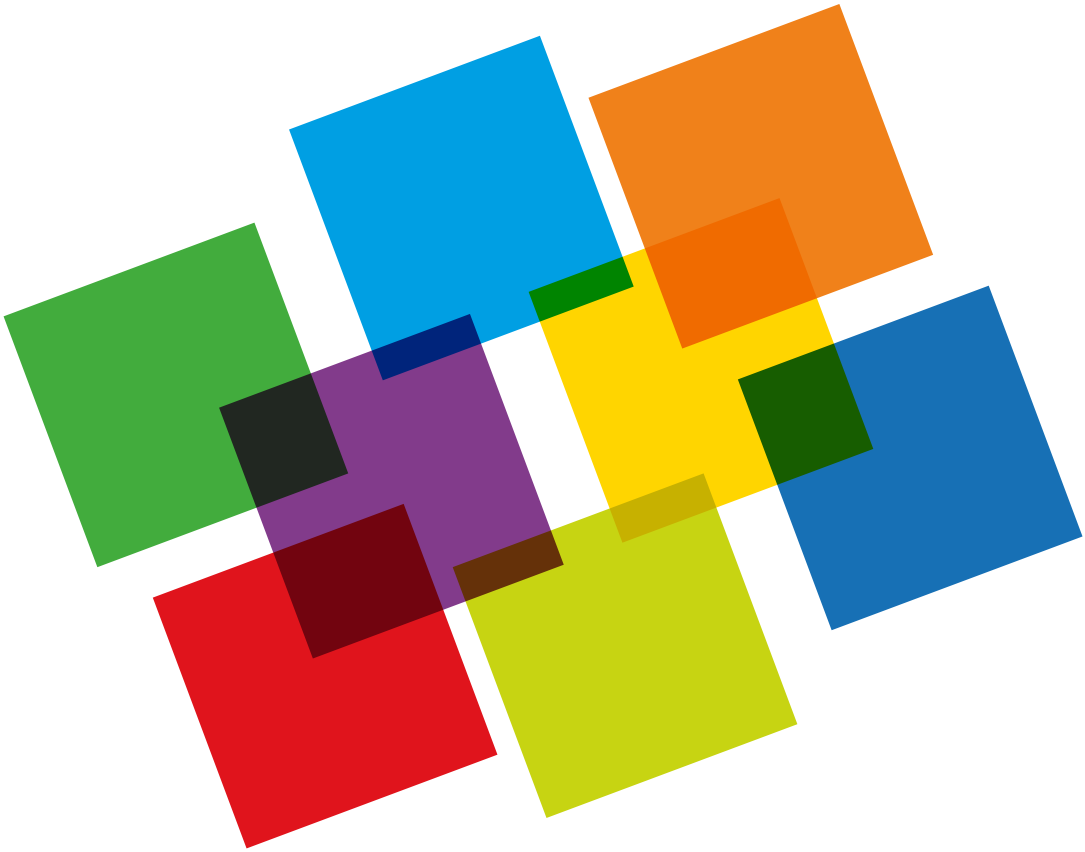

Apprenticeship for adults

Results of an explorative study

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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training, skills and qualifications. We provide information, research, analyses and evidence on vocational education and training, skills and qualifications for policy-making in the EU Member States.

Cedefop was originally established in 1975 by Council Regulation (EEC) No 337/75. This decision was repealed in 2019 by Regulation (EU) 2019/128 establishing Cedefop as a Union Agency with a renewed mandate.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
Postal address: Cedefop service post, 570 01 Thermi, GREECE
Tel. +30 2310490111, Fax +30 2310490020
Email: info@cedefop.europa.eu
www.cedefop.europa.eu

Jürgen Siebel, *Executive Director*
Barbara Dorn, *Chair of the Management Board*

Foreword

Apprenticeship provision has a long history of enabling transitions of young people from education into sustained skilled employment. While the potential of apprenticeship in qualifying adults is rising on the policy agenda, it remains a relatively unexplored area of research.

Nevertheless, several structural issues bring the adult population into the spotlight. As Cedefop's forecast consistently shows, adults will continue to represent an increasingly large share of the European workforce in the years to come. The decline in youth cohorts, together with their different behavioural patterns (later occupational choices, preference for life experiences and personal growth) has a direct impact on participation in education and training and the labour market. At the same time, adults' level of educational attainment is structurally lower than that of the younger population and their knowledge, skills and competences are more frequently outdated or at risk of becoming so. An ageing population increases the pressure for people to work longer, and constantly to learn and update their knowledge, skills and competences. It also emphasises the need to activate the inactive and long-term unemployed and to update or upgrade their qualifications.

It is in this context that the Council recommendation on upskilling pathways for adults ([1]) urges Member States to take measures to help low-skilled adults acquire a minimum level of literacy, numeracy and digital skills, or to progress towards an upper secondary qualification or equivalent (EQF level 4).

Apprenticeship has the potential to play an important role in re-engaging adults into education and training. However, a consistent and complete set of information is necessary for well-founded decision- and policy-making in this area. This study provides Cedefop's stakeholders with ground-breaking information as a basis for the respective future policy debates and initiatives.

Jürgen Siebel
Executive Director

Antonio Ranieri
Head of department for learning and employability

([1]) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN

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Table of contents

Foreword 4
Executive summary 9

1. Introduction 15
   1.1. Background 15
   1.2. Objective of the research 16

2. Main findings of the literature review 18
   2.1. Definitions, understandings and concepts of adult apprenticeship 19
   2.2. Distinctive features of adult apprenticeship 20
   2.3. Rationales for adult apprenticeship 21
   2.4. Learning approaches specific to adult apprenticeship 22
   2.5. Benefits and challenges of adult apprenticeship 23
   2.6. Recent developments and trends 24
   2.7. Literature review findings and implications for the field work 24

3. Main findings of the field work/empirical research 26
   3.1. Scope and approach to data collection 26
      3.1.1. Scope 26
      3.1.2. Approach 27
   3.2. Apprenticeship schemes 28
      3.2.1. Approach to the analysis of the apprenticeship schemes 28
      3.2.2. Approaches in function group A apprenticeship 30
      3.2.3. Function group B 34
   3.3. Apprenticeship learning opportunities 36

4. Country examples 40
   4.1. Function group A apprenticeship 40
      4.1.1. Australia: apprenticeships 40
      4.1.2. Austria: dual apprenticeship *(Lehre/duale Ausbildung)* 43
      4.1.3. Denmark: apprenticeship *(Lærlingeuddannelse)* 46
      4.1.4. Germany: dual system *(Berufsausbildung)* 47

4.1.5. Norway: upper secondary vocational programmes *(Videregående- opplæring, Yrkesfaglige-utdanningsprogram)* 48
4.1.6. Switzerland 50
4.1.7. UK-England: intermediate apprenticeships *(Trailblazers)* 52
4.2. Function group B apprenticeship 55
4.2.1. Estonia: workplace-based learning *(Töökohapõhine õppevorm)* with work contract 55
4.2.2. Finland: apprenticeship training *(Ammatillinen perustutkint)* in adult education 56
4.2.3. France: professionalising contract *(contrat de professionnalisation)* in the continuing VET system 57
4.2.4. Hungary: dual vocational training *(Tanulószerződésen alapuló duális szakképzés)* with apprenticeship training contract in adult education 58
4.2.5. Luxembourg: apprenticeship contract *(contrat d'apprentissage)* in continuing training 59
4.2.6. Spain: dual VET *(formación profesional dual)* with apprenticeship contract 61
4.2.7. Sweden: apprenticeships in adult education 61

5. Conclusions 63
Abbreviations/Acronyms 66
References 68
Annex 1. List of reviewed literature 70
Annex 2. *Justintegration* under *Implacementstiftung* (Austria) 91
A2.1. Governance 91
A2.2. Financing 92
A2.3. Training companies 93
A2.4. Tailoring 93

Figures

1. Paths leading to an apprenticeship qualification: group A apprenticeship schemes 33
2. Paths leading to a VET qualification: group B apprenticeship schemes 36

Boxes

1. One apprenticeship system for all: Germany 29
2. Italy: type 2 apprenticeship (professional apprenticeship) 37
3. Denmark: Commercial shipping programme 38
4. Overview of *Australian apprenticeships* 41
5. Rationale of public policies to encourage adult participation in apprenticeship training in Austria 43
6. *Implacementstiftung* framework: success factors, strengths and weaknesses 45
7. Certificates of practice *(praksisbrev)* 49
8. Pre-apprenticeship *25plus* 51
9. Barclays Bolder apprenticeship 54
10. Approach to off-the-job training (common in initial training and continuing training) 60

Executive summary

Cedefop carried out this study in a context where the interest in apprenticeship for adults was on the rise and research and evidence on the topic were scarce and fragmented. The aim has been to explore the topic from a conceptual and theoretical point of view by examining relevant existing research, and also from a practical point of view by exploring what EU countries and four non-EU countries have in place in relation to apprenticeship for adults.

The study identified the following main research questions:

(a) are there two different types of apprenticeship, one for young people and one for adults, or they are two sides of the same coin? There was a follow-up question on access of adults to apprenticeship;

(b) are there any specific features required to shape or gear the apprenticeship to adults? Do adults (not only young adults) actually have access to apprenticeship? Are they able to benefit from apprenticeship opportunities?

A thorough literature review preceded and refined the approach and research questions for the field work, which included desk research and interviews (Section 3.7).

Main findings of the literature review

While the literature review confirmed that research on the topic is patchy and limited, a few clear messages have emerged.

First, it is confirmed that adult apprenticeship is not usually considered as a distinct analytical category or concept; the concept of apprenticeship applies, be it in the context of qualifying young people or adults. Apprenticeship for adults is therefore not perceived, at least in existing literature, as a separate type of apprenticeship. In this perspective, the research question is whether adults have access to apprenticeship and whether they are actually given the opportunity to benefit from apprenticeship, by creating a culture of adults

participating in apprenticeship, removing institutional and social barriers and providing financial and non-financial incentives.

Second, age is not a conclusive factor in distinguishing apprenticeship for young people from apprenticeship for adults. The term 'adults' is often interpreted in a broad sense as persons who have left initial education and entered the labour market as employees or unemployed; there is not necessarily a one-to-one relationship between these factors and age. As a result, there is no consistency in the delimitation between young people and adults.

Against this background, however, existing research draws on the distinctive characteristics of adults (for example, prior work experience, more mature, more motivated) and argues that these characteristics need to be considered to shape or gear apprenticeship delivery to adults and also encourage participation. Hence the importance of the learning approaches that need to take into account, for example, the prior knowledge of adults. Relevant to the learning approaches is the need to create a culture of continuous learning in the workplace involving all employees; this is a *sine qua non* condition for training companies to open up to recruiting adults, even among their employees, for the apprenticeship positions.

Field work

The scoping exercise of the field work covered all EU Member States together with Australia, Canada, Norway and Switzerland. While various educational levels were considered, the report refers to upper secondary level apprenticeship provision and includes information on a selection of countries where the scoping exercise showed clear information on policies and measures facilitating participation of adults in apprenticeship at this level ([2]).

Analysis of the data collected was structured into two levels:

(a) by applying the criterion of formality (apprenticeship scheme) versus non-formality (apprenticeship as a learning opportunity) ([3]);

([2]) These countries are: Australia, Austria, Denmark, Estonia, Finland, France, Germany, Hungary, Luxembourg, Norway, Spain, Sweden, Switzerland and the UK-England.

([3]) While the scheme is underpinned by formality, applied both to the organisation of the apprenticeship training (arrangements defined in national regulations), as well as to the qualification (linked to the national qualifications framework, NQF), the opportunity falls outside of the realm of formality.

(b) by function group of apprenticeship (Cedefop, 2018):
   (i) function group A: apprenticeship as an education and training system;
   (ii) function group B: apprenticeship as a type of vocational education and training (VET) delivery.

The field work confirmed that apprenticeship for adults is not a separate type of apprenticeship nor a separate concept.

Applying the formality and non-formality criterion in the data collection and analysis and framing the analysis into the two function groups, proved to be meaningful in addressing the research questions. The formality versus non-formality criterion signalled:

(a) the importance of the legal or regulatory frameworks in shaping (and preserving) the identity of apprenticeship, especially the apprenticeship quality and value in the context of a proliferation of training offers with in-company placements that have limited/narrow educational value, particularly in the context of active labour market policies;
(b) the potential of the non-formal sector to offer additional paths to the regular formal ones for people (particularly adults) to achieve an apprenticeship qualification at upper secondary level;
(c) the increased value given to prior work experience in an adult approach to achieving an apprenticeship qualification.

On this final point, the literature review underlines that one of the main characteristics of adults is their prior learning and work experience; this needs to be taken into account in designing learning approaches for adults (whether in the context of apprenticeship or other forms of VET). In practice, national policies and practices show that this is the case, as 'flexibilisation' of the apprenticeship systems in group A is underpinned by the opportunity given to adults to shorten their study duration and the right to sit the final apprenticeship exam exclusively based on proven relevant work experience.

Analysis by function groups A and B revealed the profound differences of approach between the two when it comes to providing adult access to apprenticeship and the necessary support to enable them to benefit from this opportunity.

In function group A, adults had access to the system along with young people for a long time; in practice, however, the regular apprenticeship programmes (the provision) have been traditionally designed for the use

of young people. Findings show that, while adults are encouraged to take up regular apprenticeship programmes through financial incentives given either to the individuals themselves (higher salaries) or to the companies, or through the possibility to shorten the duration of studies, the regular programmes are no longer a unique way of achieving apprenticeship qualifications. There are measures and policies that increase access to these qualifications by expanding the paths leading to the apprenticeship exam. These measures and policies that increase flexibility of the system do not jeopardise the identity and value of apprenticeship. While regular apprenticeship programmes continue to be an important part of the apprenticeship system, the apprenticeship standards and qualifications developed by industry for the industry, and embedding the alternance principle, remain its backbone. Opening up the system to new paths, while not specifically targeting adults, is mainly in their favour. The main incentive for adults and the main selling point for attracting adults into apprenticeship is given by the educational value underpinning function group A and the perspective of a qualification with value on the labour market.

In function group B, access of adults to apprenticeship is determined by how the entire VET system is structured. With apprenticeship introduced in initial vocational education and training (IVET), adults have access to it as long as they have access to the IVET system. If adults need to enrol in adult learning or continuing vocational education and training (CVET) to acquire an upper secondary VET qualification, access to apprenticeship depends on whether apprenticeship also exists as a learning path in these two systems. It is not surprising that introduction of apprenticeship in adult learning or CVET is a recurrent measure in this group of countries as a way to give adults access to apprenticeship. In contrast with function group A, apprenticeship in this group was introduced in the VET system as an additional track to the school-based one, to provide the option for people (young or adults) to get a qualification in a more practical way than the school-based. Apprenticeship in this group is mostly a second-chance option for people to get a qualification (Cedefop, 2018); its main function is to help people get a qualification while in employment and to combat (particularly youth) unemployment. By serving this function, apprenticeship is already a policy to incentivise people to take up VET, as it offers, as opposed to other VET tracks, employment, remuneration and a higher amount of practical training. Apprenticeship injects flexibility into

the VET system: it may complement or replace school-based VET and it is implemented through individual learning paths rather than apprenticeship programmes. So, in this group, the question of making apprenticeship more flexible is a non-issue. Apprenticeship has a strong link with social inclusion and employment; the employment aspect tends to be prioritised over the education one. This is why adults are exceptionally further incentivised (through financial incentives) to take up the apprenticeship track.

Literature review and field work findings were also convergent about the fact that age is not a determining factor in shaping measures or policies to support participation of adults in apprenticeship. Policies to encourage participation of adults in apprenticeship are often built around criteria related to the status of individuals on the labour market. Findings show that apprenticeship may be effective in qualifying low-qualified employees; as part of the company's human resource strategies, employers offer their employees the opportunity to improve their qualification level by converting their ordinary contract into an apprenticeship one. This also leads to an improved position in the company.

Field research findings show that the issue of learning approaches is relevant for the school-based part of the apprenticeship training. Besides shortening the duration of the apprenticeship training, usually benefiting adults, learning approaches for the school-based part, which may be applied to all learners, include modules, online courses, and other approaches to facilitate learning flexibility. What actually matters, particularly in the case of adults, is an understanding of previous experiences from employment as well as the prior education that the adult learners bring into the classroom as a basis for their training plan. It is also important that teachers have insights into adult motivation. In the in-company part, adults usually need less supervision and interventions from employers.

The study confirms the two main apprenticeship function groups identified by Cedefop:

(a) apprenticeship as a system;

(b) apprenticeship as a type of VET delivery.

While the former needs to become more flexible in response to external pressures, such as ageing population, the latter is part of the response to such pressures –particularly unemployment– and injects flexibility into the VET system. In both cases, the boundaries seem to blur between formality and non-formality, between different forms of delivery, between education

policies and active labour market ones; this also accounts for the identity crisis in apprenticeship. However, what seems to preserve the identity in the case of apprenticeship as a system, is the fact that it is not exclusively linked to how the training delivery is structured but also to the existence of specific apprenticeship training standards, qualifications and final exams, and to occupations. The duality, which is at the heart of apprenticeship, is not only a matter of provision but also a matter of design, done by industry for industry.

CHAPTER 1.

Introduction

1.1. Background

While much attention has been devoted to apprenticeship over recent years due to high youth unemployment rates in many EU Member States, systematic and comprehensive knowledge on apprenticeship for adults at the European level is still lacking. Even in countries where adult participation in apprenticeships is high compared to young people, such as the UK, experts highlight that 'there has been a surprising lack of public or scholarly debate about what they are for and how they should be organised', and come to the conclusion that there is a 'visible lack of consistency in the quality and subsistence of apprenticeships' (Fuller et al., 2015, p. 4), with the term 'apprenticeships' sometimes being misused. The available knowledge is fragmented and sparse, while a consistent and complete set of information is necessary for well-founded decision- and policy-making in the field. Further research is necessary to review information and evidence available, to analyse current concepts, policies and practices, to identify main issues and challenges, to investigate the potential of apprenticeship for adults and to explore how the most can be made of it.

Against this background, the potential of apprenticeship for adults is still largely unexplored. Apprenticeship for adults might address a diverse range of individuals, from the low-skilled to the high-skilled, and serve various purposes. It may offer an effective way of increasing adult participation in lifelong learning, improving access to education and training, and retraining and upskilling adults.

Improving access to and raising adult participation in education and training lies at the heart of current European policies. In the frame of *the Skills agenda for Europe*, the Council recommendation on *Upskilling pathways: new opportunities for adults* ([4]) aims to help low-skilled adults acquire a minimum level of literacy, numeracy and digital skills and/or progress towards an upper secondary qualification or equivalent (European qualifications framework (EQF) level 4). The renewed European agenda for adult learning identifies the

([4]) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN

provision of learning opportunities for all as a main priority ([5]), and the Bruges communiqué, as well as the Riga conclusions, place great importance on developing flexible and high-quality provision ([6]).

The EU policy framework consistently highlights the potential of work-based learning and calls for supporting and using it. One of the five Riga medium-term priorities for 2015-20 is to 'promote work-based learning in all its forms, with special attention to apprenticeships' (European Commission, 2015, p. 4), for young people as well as for adults. So far, only limited new initiatives seem to be explicitly aimed at adults.

The subject of the research study reflects an increasing interest in apprenticeship that has been prominent in education policies in Europe in the aftermath of the 2008 financial crisis, as well as the growing international interest in apprenticeship research. While interest in apprenticeship research has increased, there has been less focus on using apprenticeship for qualifying adults, which has remained an unexplored field.

1.2. Objective of the research

The study is explorative in nature. By looking at previous research and policies and practices in the EU-28 and four non-EU countries (Australia, Canada, Norway and Switzerland), the focus of the study has been to explore whether:

(a) apprenticeship for adults is a distinct analytical category or concept and whether, conceptually, there are two different types of apprenticeship: one for young people and one for adults, or just two sides of the same coin;

(b) any specific features are required to shape or gear the apprenticeship to adults, including the deployment of enabling factors.

The overall purpose of the study was to increase the evidence base which can support policy- and decision-makers in designing and implementing measures for developing and/or improving access of adults to apprenticeship ([7]).

([5]) Council of the European Union (2011): renewed European agenda for adult learning.

([6]) European ministers for VET (2010): the Bruges communiqué on enhanced European cooperation in vocational education and training for the period 2011-20.

([7]) For the purpose of this study, in line with the Eurostat definition, an adult is understood as a person aged 25 or older.

The study had two main parts:

(a) literature review: the purpose of the literature review was to contribute to the understanding the current use of apprenticeship for qualifying adults and the concepts and approaches used to study the phenomenon of adult apprenticeship. The review, which took place in the first half of 2017, included two phases:

- (i) a scanning of research literature (scholarly publication as well as contract research reports) on apprenticeship, adult education, and continuing education in the following languages: Danish, English, French, German, Italian, Norwegian, Spanish and Swedish;
- (ii) a review of selected sources, which were chosen according to their relevance to the assignment;

(b) field work: following and building on the previous part, the purpose of the field work was to have an overview of policies and practices in different countries using apprenticeship for qualifying adults. The data collection consisted of desk research of official sources in the national languages and interviews ([8]) carried out by country experts. The field work took place from mid-2017 to mid-2018 and included two phases:

- (i) scoping exercise in the EU-28 and four non-EU countries (Australia, Canada, Norway and Switzerland) aimed at providing an overview of national policies and concepts on apprenticeship schemes (within the formal system and as defined in the national regulatory frameworks) and about apprenticeship learning opportunities for adults outside the formal education system;
- (ii) further data collection in nine countries (Australia, Austria, Denmark, France, Luxembourg, Netherlands, Portugal, Switzerland, the United Kingdom (England)) aimed at providing more in-depth information about the selected apprenticeship schemes or learning opportunities. As the Netherlands and Portugal did not provide any meaningful information, they are not covered in this report.

The following sections include an analysis of the most relevant findings based on the literature review (Chapter 2), field work carried out in selected national contexts (Chapter 3), and a description of country examples, based on which the analysis of the field work has been carried out (Chapter 4). The report concludes with a brief discussion of the main findings (Chapter 5).

([8]) Most interviewees opted for anonymity, so their names and details will not be revealed in this report.

CHAPTER 2.

Main findings of the literature review

Chapter 2 presents findings from the review of existing research relevant to understanding adult apprenticeship in the selected languages (Annex 1). The review, undertaken by national experts according to the language of the sources, aimed to consider and contribute to an understanding of definitions, concepts and experiences of adult apprenticeship in Europe.

The criteria for selecting sources for review involved the following:

(a) the relevance of the source/paper to the purpose of this task;
(b) the appropriateness of the methodology used to generate the data;
(c) the quality of the analysis: whether the conclusions are supported by the evidence provided.

The review was organised around six categories (themes) that have provided a preliminary framework for undertaking a thorough literature review of adult apprenticeship:

(a) definitions, understandings and concepts of adult apprenticeship;
(b) distinctive features;
(c) rationales;
(d) specific learning approaches;
(e) benefits and challenges;
(f) recent developments and trends.

This framework provided a structure for cataloguing the various sources of evidence and for analysing findings whose synthesises is presented in Sections 2.1 to 2.6.

Several issues arose from the review that help to contextualise the findings. First, the extent and range of sources identified by the process revealed that adult apprenticeship is mainly a new or emerging phenomenon in contrast to apprenticeship (for young people) as an explicit programme or strand of provision within national vocational education and training systems. It follows that there is not (yet) extensive or mature literature on the phenomenon, or its

theorisation. Most of the sources were descriptive and empirically grounded. Research methods in this field tend to be based on empirical observation, with inductive analysis of descriptive and qualitative findings providing the warrant and evidence base for the development of theory.

Second, the geographic focus of the reviewed sources is most often limited to the author's/(s') own country/countries or to a selected number of countries with similar approaches to apprenticeship. This suggests that the theoretical implications arising from this work are strongly related to the characteristics of one or a limited number of concrete apprenticeship approaches.

2.1. Definitions, understandings and concepts of adult apprenticeship

The literature revealed little evidence of research that has attempted to develop generic concepts for characterising adult apprenticeship, which could direct attention to and illuminate the differences between young and adult apprenticeship. The latter are most frequently viewed as just a subcategory of apprenticeship, rather than being a distinct analytic category or concept: the general/generic definition of apprenticeship is often used to describe apprenticeship for adults. There is no attempt to explain the particular meaning of the term 'apprenticeship for adults'.

The scarcity of sources that focus specifically on apprenticeship for adults makes it challenging to develop a conceptual understanding of the term in the European context. This suggests that more research is a priority. The sources suggest a high degree of variation in both interpretations of, and approaches to, describing and understanding the concept of apprenticeship as a whole and of adult apprenticeship in particular. A common approach in the research literature is to adopt and employ –without further discussion– existing definitions and delimitations used in national contexts.

The review has revealed geographic variations in the intensity of research into apprenticeship for adults. For example, although Germany has a well-developed apprenticeship system, largely open to adults, the review indicates that research on the specificities of adult apprenticeship is rather limited. In England, however, the availability of annual statistics on the age of participants draws researchers' attention to trends in take-up by age and highlights the popularity of apprenticeship for those in the over-25 age group, as well as in the group of apprentices aged over 19. Consequently,

UK sources most frequently refer to adult apprenticeship as schemes and opportunities offered to those aged over 19 when discussing apprenticeship for adults.

2.2. Distinctive features of adult apprenticeship

There is a shortage of research that specifically focuses on identifying distinctive features of adult apprenticeship. Many research and policy publications describe distinctive features of apprenticeship in general, with occasional references indicating that this could apply to both young and adult apprentices. The reviewed sources also reveal no consistency in the delimitation between young people and adults.

The research indicates that apprenticeship offers are targeted at people in specific life situations rather than at people above a specific age limit. The term 'adults' is often interpreted in a broad sense as persons who have left initial education and entered the labour market as employees or are unemployed, and there is not necessarily a one-to-one relationship between these factors and age.

The research points to several characteristics that may serve to distinguish the learning needs of adults from those of young people:

(a) adult learners more often have previous work experience and existing skills than young people, and this should be –and sometimes is–taken into account in adult apprenticeship delivery;
(b) as adult learners are in the labour market, their status as either employees or unemployed gives rise to very different learning needs;
(c) adult learners are more often in a place in their lives where they have a family, so financial and practical obligations need to be considered.

Of all the sources, Fuller et al. (2015) from the UK provide the most comprehensive focus on adult apprenticeship. Specifically, the authors identify a range of pertinent issues from the perspective of adult apprentices, employers and providers:

(a) recognising adults' existing skills and knowledge in the development of specific measures, policies, programmes;
(b) recognising that adult apprentices can bring valuable life experiences and maturity into the workplace;

(c) adults can be highly motivated to learn and can be determined to benefit from the opportunity for gaining occupational expertise and career progression offered by apprenticeship.

While these factors point to distinctive characteristics of adults undertaking an apprenticeship programme or offer, compared to young people, they do not represent the distinctive features of apprenticeship for adults. Nonetheless, such characteristics of adult apprentices can be viewed as having implications for adult apprenticeship policy and the design of apprenticeship provision for adults. For example, if adults already possess relevant technical and soft skills from their previous experience, they may require less training than young people (Cedefop ReferNet United Kingdom, 2014) or may be suitable for progressing to a higher level of training more quickly.

The reviewed German language literature offered no specific research or policy papers dealing with the specific distinguishing features of adult apprenticeship as opposed to apprenticeship for young people. There is no upper age limit for participation in apprenticeship programmes. The literature suggests that a range of approaches and features of training would apply to both younger and older apprentices: regular apprenticeship training, short version of apprenticeship training, or getting external accreditation for non-formal/informal acquired vocational education and training (VET) competences (Bliem et al., 2014).

2.3. Rationales for adult apprenticeship

Rationales for developing adult apprenticeship are found to be strongly related to economic, social and demographic factors. Cross-cutting themes include skill shortages, ageing society, the need to upskill/reskill (particularly as a result of automation/digitalisation), labour market demands, unemployment and inclusion.

However, the literature reveals that specific rationales differ according to the national context. In France, the need to ease mobility (not geographic but between different sectors and occupational groups) is the biggest rationale for investment in adult apprenticeship. Other rationales relate to enhancing productivity and addressing skills shortages. In Germany, due to skill shortages, university dropouts (individuals who may not have work

experience and may therefore be more easily accommodated in upper secondary apprenticeship programmes in spite of their age) are of potential interest for companies looking to fill vacancies at higher-skill levels. Large companies have more experience and interest in training this group; they can be more attractive to prospective apprentices as training providers than public education providers, because they offer employment and career opportunities. The main challenges for companies are how to find those who have left university prematurely but who are interested in participating in apprenticeship training, and how to assess their learning performance (Ebbinghaus, 2016).

The literature generally points to a need to enhance adults' opportunities for undertaking vocational education. Fuller et al. (2015) identify key factors/rationales that motivate companies to provide apprenticeship to adults:

(a) workforce planning;
(b) organisational culture, workforce quality and performance;
(c) corporate social responsibility.

The authors also indicate that adult apprenticeship is an important vehicle for addressing skill gaps and shortages, diversifying the workforce, as well as a retention strategy. Organisations also benefitted from the additional value accrued through the capabilities and increased motivation that older workers bring to the workplace.

2.4. Learning approaches specific to adult apprenticeship

The scholarly literature provides very limited information about and discussion on specific learning approaches relevant to adult apprenticeship. Some sources refer to general approaches for apprenticeship training, without specific focus on adults (Brockmann and Laurie, 2016). A British study on adult apprenticeship in England offers some examples of approaches associated with apprenticeship provision for adults. Their findings draw on the expansive-restrictive framework, a conceptual tool for analysing apprenticeship (Fuller and Unwin, 2014), which indicates that, for the development of meaningful learning approaches and stimulating (expansive) learning environments for adults, the following need to be considered:

(a) the significance of 'creating a culture of continuous learning in the workplace involving all employees, regardless of age. This was seen as vital to ensure their workforces had the expertise necessary to meet business goals and for business survival' (Fuller et al., 2015, p.57);
(b) employees' (adult apprentices) prior experiences need to be taken into account and recognised, so that the apprenticeship can be better tailored to individual training needs.

There is a lack of research related to both the development and implementation of specific learning approaches in the context of apprenticeship for adults across all sources considered in this review.

2.5. Benefits and challenges of adult apprenticeship

The sources identified both specific benefits and challenges associated with adult apprenticeship. The benefits most frequently identified include economic returns (to individuals, companies, or society), tackling unemployment, upskilling and reskilling the adult population and contributing to social inclusion. Adult apprenticeship has also been considered as a positive development that could contribute to addressing demographic challenges in the European context, such as ageing populations and skill shortages. The review indicates that some programmes for adults are launched as a response to demographic changes, specifically aiming at creating viable routes into employment for everybody regardless of age or social circumstances, and/or providing opportunities for retraining, thus contributing to improving individual life opportunities. Bringing a fresh skill set to companies is another important benefit.

Specific challenges of adult apprenticeship are also identified in the literature. The most common include barriers associated with national governance or regulatory structures, and funding arrangements that may prevent adults from engaging in apprenticeship training. Motivating and convincing adults to enrol and companies to offer placements to adults are other challenges. As highlighted by Gambin and Hogarth (2016), based on the UK experience, challenges that affect completion of apprenticeship training can be identified, including:

(a) factors internal to the workplace, for example relatively poor terms and conditions of employer or working conditions;
(b) problems related to the provision of training;
(c) the personal circumstances of the individual;
(d) external labour market conditions: if there are jobs available requiring no training and paying relatively well, apprentices may be tempted to leave their apprenticeship training.

2.6. Recent developments and trends

The literature review suggests some development and expansion of adult apprenticeship as an emerging trend in a European context due to new reforms and legislations. It also highlights new funding arrangements and the shrinking of the young cohort. In England, one of the most prominent changes in apprenticeship policy in recent years has been funding arrangements based on apprentice age. Providing funding for apprenticeship for adults helps explain why the profile of apprentices has been changing in recent years, particularly with regards to the age of learners (increased participation of adult apprentices (over 19)). In the UK, one of the trends is that, in contrast to the traditional perception of apprentices as young school leavers, young people over 19 years old make up the larger group in the apprentice population, and the under-19 group is the smaller group (Fuller, 2016, p. 426).

Some sources indicate the potential role of apprenticeship training in reskilling university dropouts. Most university dropouts do not have any vocational qualifications so apprenticeship training can be a profound reorientation, helping become qualified in a way that provides good chances of entering the labour market successfully (Ebbinghaus et al., 2015).

2.7. Literature review findings and implications for the field work

The review confirmed that research on the topic is patchy and limited. However, the following messages have emerged and been used to refine the objectives of the field work.

The literature review confirmed that adult apprenticeship is not a distinct analytical category or concept, and that the concept of apprenticeship applies to qualifying both young people and adults. Apprenticeship for adults is not perceived, at least in existing literature, as a separate type. If this is the case, the research question is whether adults have access to apprenticeship and whether they are actually enabled to benefit from it. This requires creating a culture of adults participating in apprenticeship, in addition to young people, removing institutional barriers and through financial and non-financial incentives.

Age is not conclusive in distinguishing apprenticeship for young people from apprenticeship for adults. The term 'adults' is often interpreted in a broad sense as persons who have left initial education and entered the labour market as employees or unemployed; there is not necessarily a one-to-one relationship between these factors and age. There is no consistency in the delimitation between young people and adults. Research, however, draws on the distinctive characteristics of adults (prior work experience, more mature, more motivated) and argues that these need to be considered in shaping or gearing apprenticeship delivery to adults and encouraging participation. Hence the importance of the learning approaches that need to take into account, for example, the prior knowledge of adults. Relevant to the learning approaches is the need to create a culture of continuous learning in the workplace involving all employees; this is a *sine qua non* condition for training companies to open up to recruiting adults, even among their employees, for apprenticeship positions.

Building on the above three findings, the aim of the field work was refined to:

(a) investigate whether adults have access to apprenticeship and whether they are actually given the opportunity to benefit from apprenticeship training and how (for example, exclusive offers, incentives);
(b) verify if age is a determining factor in shaping measures or policies to support participation of adults in apprenticeship;
(c) explore whether specific learning approaches are applied that may differentiate provision between young people and adults.

CHAPTER 3.

Main findings of the field work/empirical research

3.1. Scope and approach to data collection

3.1.1. **Scope**

Considering that the literature review did not turn up any coherent or shared understanding of the concept 'adult apprenticeship' that could serve as the starting point for the field work, this caused methodological challenges on how to delimit the scope of the exploration. However, the same findings also indicated that adult apprenticeship is often included in the broad definition of apprenticeship. Therefore, to define the scope of the field work, the following were used.

'Apprenticeship' is understood as an umbrella concept. It is defined as education and training underpinned by structured alternation of learning in an education and training setting with learning and working at a workplace. An apprentice has a contract with the employer and receives compensation (wage or allowance) from the employer according to the relevant regulations.

Structured alternation, contract with employer and remuneration are the three main features that all countries use to define apprenticeship (Cedefop, 2018). However, another less straightforward feature, often associated with apprenticeship, is related to the outcome of apprenticeship training. While Cedefop, in its *European terminology of European education and training policy* (Cedefop, 2014), defines apprenticeship as leading to a specific occupation, in the Council recommendation on a *European framework for quality and effective apprenticeships* (Council of the European Union, 2017), apprenticeship is defined as leading to nationally recognised qualifications (formal qualifications linked to the national qualifications framework, NQF). The European framework also refers to apprenticeship as formal vocational education and training schemes. As a result of this distinction, two new concepts were introduced:

(a) apprenticeship scheme;

(b) apprenticeship learning opportunity.

Apprenticeship scheme, as defined in Cedefop's *Analytical framework for apprenticeships* (Cedefop, 2019), is rooted in national regulations and is a systematic arrangement about how provision should be designed, delivered, assessed, certified, and governed within the overall VET system. More than one scheme may exist in an apprenticeship/VET system. An apprenticeship scheme leads to a formal qualification (linked to the NQF).

Apprenticeship learning opportunity is that apprenticeship training which leads to certification with occupational value. It may or may not be underpinned by national or sectoral level regulations.

While the scheme is underpinned by formality, applied both to the organisation of the apprenticeship training (arrangements defined in national regulations), as well as to the qualification (linked to the NQF), the opportunity falls outside of the realm of formality. This distinction was introduced because the research aimed at capturing also those training offers that, having the same characteristics (structured alternance, contract and remuneration) lead to certifications with occupational value. The assumption was that the opportunities were led and managed by the labour market actors.

The literature review also pointed out that age is not conclusive in distinguishing apprenticeship for young people from apprenticeship for adults. For the purpose of the field work, the definition of adults as persons over 25 years old was kept; however, where countries applied another age limit (for example over 18 years old) or other criteria in defining 'adults', the national concepts prevailed.

3.1.2. **Approach**

The field work related to the apprenticeship schemes started from the results of Cedefop's study *Apprenticeship schemes in European countries: a cross-nation overview* (Cedefop, 2018). By looking into the national regulations on apprenticeship in the EU countries plus Iceland and Norway, the study identified core mainstream apprenticeship schemes existing in these countries. The national experts were asked to:

(a) identify which apprenticeship schemes from a list of apprenticeship schemes in the country (with the exception of Australia, Canada and Switzerland, for which no lists were available) are either exclusively targeted at adults or open to adults (there is no upper age limit for enrolment). In the case of the three countries where such a list was not available, the national experts were asked to identify the apprenticeship schemes as defined in the national regulations from scratch;

(b) provide information on:
   (i) those apprenticeship schemes exclusively targeting adults;
   (ii) those open adult apprenticeship schemes which in-build measures and/or provide financial incentives to encourage take-up by adults.

The national experts were also asked to identify, from scratch, apprenticeship learning opportunities existing outside the formal education system and where adults are eligible to participate, and thus provide information on:
(a) apprenticeship learning opportunities exclusively targeting adults;
(b) those open learning opportunities which in-build measures and/or provide financial incentives to encourage take-up by adults.

The following sections provide an analysis of the main findings by apprenticeship scheme (Section 3.2) and apprenticeship learning opportunity (Section 3.3).

3.2. Apprenticeship schemes

3.2.1. **Approach to the analysis of the apprenticeship schemes**

The scoping exercise revealed that when apprenticeship is delivered at post-secondary or tertiary levels, it is not exclusively targeted at persons over 25, nor are there special incentives or measures targeting these people. This is explained by the fact that only graduates of upper secondary education, people over 18 years of age who are legally adults, may enrol at these levels. The scoping exercise also revealed that specific measures or policies targeting adults are aimed at supporting them upskill or reskill by getting a first qualification at upper secondary level or another of value on the labour market.

As a result, and due to the explorative nature of the study, the analysis of the apprenticeship schemes provides a glimpse of how a number of countries support adults in getting an upper secondary qualification through apprenticeship. The analysis is limited to a selection of countries where the scoping exercise showed clear information on such support, either by policies and measures facilitating participation of adults in open apprenticeship schemes or by having/introducing schemes addressing adults exclusively.

The analysis excluded those open schemes (no upper age limit to enrolment) that do not include any support or clear support for adults.

The analysis is structured along the two main function groups identified in the Cedefop study *Apprenticeship schemes in European countries: a cross-nation overview* (Cedefop, 2018), in an attempt to show if, and how, approaches differ between the two groups. The two function groups are:

(a) function group A: apprenticeship as an education and training system (specific type of governance, qualification, programme) which aims to qualify (young) people for specific middle-level occupations as qualified workers;

(b) function group B: apprenticeship as a type of VET delivery which includes on- and off-the-job learning, but which is not restricted to a particular type of programme or level.

In function group A, the place of apprenticeship as a system is clear in the overall education and training system and aims to qualify (young) people for specific middle-level occupations as qualified workers. The offer is normally restricted to upper secondary level education and training (apprenticeship is equivalent to initial vocational education and training (IVET) in some countries in this group, such as Denmark and Germany). The system is composed of apprenticeship programmes underpinned by specific apprenticeship standards and curricula, each leading to apprenticeship qualifications linked to specific trades or occupations. The standards and curricula are designed for the purpose of alternation and aims for of (most of the) learning being delivered at the workplace. Apprenticeship in this group is formally not limited to a specific age group (German example in Box 1) but viewed as an apprenticeship system for young people (the regular apprenticeship programmes are structured for the use of young people).

Box 1. **One apprenticeship system for all: Germany**

There is no difference between apprenticeship for youths and adults, just as there is no national definition of the term 'apprenticeship'. The related law (Vocational Training Act) defines what is initial vocational education; it states that initial training shall, through a systematic training programme, impart the vocational skills, knowledge and qualifications (vocational competence) necessary to engage in a form of skilled occupational activity in a changing working world; that vocational training shall be provided in companies, for example.

Further, it is stated in the law that initial training in a recognised training occupation may only be provided based on the initial training regulations. And these training regulations, together with the framework curricula for the school side, define the amount of learning time in each learning site. On average, it is two days VET school and three days in-company training.

Source: Cedefop.

In function group B, apprenticeship and other types of VET delivery (such as school-based with or without compulsory work placements) are equivalent means of reaching a VET qualification; they train vocationally skilled workers. The different types of VET delivery may complement or replace each other in delivering the qualifications; they may also address the same learners and same companies. Generally, qualifications do not specify whether they are achieved in apprenticeship or other types of VET delivery. Apprenticeship in this group is often not confined to a specific programme but associated with individual pathway and learning experience or education level; apprenticeship provision may range from international standard classification of education (ISCED) level 2 to 6.

In group B, apprenticeship and school-based VET share the same training standards and curricula. In most cases, they are designed principally for the school-based track and are arguably adequate to the practical circumstances of the workplaces. Schools/training providers and individual companies choose the learning objectives and adapt them for the workplace for the in-company part of apprenticeship learning.

When provided at the lower or upper secondary levels, apprenticeship belonging to function group B may share goals with active labour market policies based on training; it is often associated with the employment function, even though linked to formal qualifications. The ultimate aim is of easing access to the labour market or maintaining employment and it is often used as a safety net or second chance option, in particular for young people (also in the context of the Youth guarantee). Most schemes in this group provide options for people to get a VET qualification while in employment.

3.2.2. **Approaches in function group A apprenticeship**

The subsequent analysis is based on the information on the following schemes:

(a) Denmark: apprenticeship;

(b) Germany: dual system;

(c) Austria: dual apprenticeship;
(d) UK-England: intermediate apprenticeships (*Trailblazers*).

In addition to these EU countries, Australia, Norway and Switzerland are included in this group for the purpose of the analysis: all of these countries having their apprenticeship organised as a system. The country-specific information underpinning this analysis may be found in Chapter 4.

All apprenticeship schemes in these countries have been traditionally open to adults; adults are allowed by law to enrol in the regular apprenticeship programmes and get an apprenticeship qualification, in the same way as young people. However, regular apprenticeship programmes are structured for the use of young people: full-time training, fixed timetables, and compulsory attendance for the full programme. These conditions often hinder the participation of adults in the regular apprenticeship programmes. For example, adults may have time constraints that do not allow them to follow rigid timetables, they may have prior relevant knowledge, skills and competences and thus may be unwilling to undergo the overlapping parts of the training.

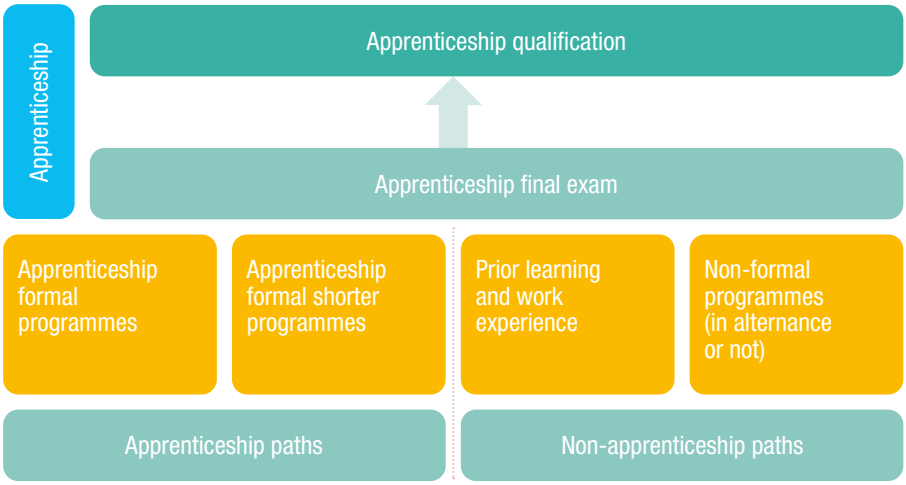
Apprenticeship in these countries has been often characterised as being rigid. What the country examples show is that countries offer more flexibility by introducing new ways or paths, in addition to the regular apprenticeship programmes, leading to an apprenticeship qualification. One of these paths is the option for a person with prior learning and relevant work experience; it aims to make them visible by getting an apprenticeship qualification to access the final apprenticeship exam without attending the regular programme (Austria, Germany, Switzerland). Besides providing the option to a person who has been employed in a relevant job to get the desired apprenticeship qualification without attending a regular programme or further learning, this measure has opened the opportunity in the non-formal education and training system to organise training (in alternance or not) to prepare these people to sit the final apprenticeship exam. Despite the fact that non-formal training may deviate from the formal arrangements on how apprenticeship should be provided, the learner may sit the apprenticeship final assessment and get a formal apprenticeship qualification. The awarding body may award qualifications based on an assessment of learners' knowledge, skills and competences against the learning outcomes as defined in the apprenticeship training standards.

The scoping exercise also showed that countries in this group use apprenticeship standards to create individualised training offers with in-company placement for specific target groups (for example refugees) as a way of helping them integrate more quickly into the labour market. However, these training offers lead not to apprenticeship qualifications but to certificates.

The fact that (regular) apprenticeship programmes are no longer the unique track (albeit they are the main one) leading to an apprenticeship qualification, as Figure 1 illustrates, brings into the spotlight the importance of apprenticeship qualifications and their underpinning standards when it comes to preserving the identity and, ultimately, the value of apprenticeship. It may be argued that access to the final apprenticeship exam without attending the regular programmes is apprenticeship defined as education and training underpinned by structured alternation of learning in an education and training setting with learning and working at a workplace. A similar problem is raised by non-formal programmes deviating from the regulations but having, as point of reference, the knowledge, skills and competences defined in the apprenticeship standards and curricula. The methodological separation between apprenticeship schemes (underpinned by formality) and opportunity (underpinned by non-formality) for the purpose of the research proved difficult to understand and apply for the national experts; the question was where the non-formal programmes leading to formal apprenticeship qualifications would fall. For the purpose of this report, these paths, even though non-formal (falling outside of the apprenticeship system), were included under the apprenticeship scheme umbrella, due to their link to the apprenticeship exam and qualifications and to their relevance for the object of the research.

To what extent the path is important in the value of the qualification rests with the national regulators. In Norway, for example, beneficiaries of non-apprenticeship paths do not get a journeyman certificate similar to the learners undergoing training in a real work environment; they receive an upper secondary vocational qualification leaving certificate, strongly signalling and valuing the way in which the apprenticeship qualification was achieved (Cedefop, 2018, p. 45).

Figure 1. **Paths leading to an apprenticeship qualification: group A apprenticeship schemes**



Source: Cedefop.

The apprenticeship schemes in the six countries under analysis are open, in the sense that they do not have an upper age limit to enrolment. When new paths are introduced on the top of the regular formal apprenticeship programmes, they are not explicitly targeting adults. However, de facto, the main beneficiaries are people with experience on the labour market and, most commonly, adults. Denmark, however, is an exception among the countries which encourage participation of adults in apprenticeship. It is the only country among the six that decided to introduce a track for adults in the system, parallel to the regular formal programmes (for young people and adults). The main difference between the two tracks is that adults may benefit from shorter apprenticeship programmes, by having their prior knowledge validated, and from higher salaries. While adults in other countries may benefit from shorter duration (for example Austria), this is not formalised as a separate track for adults; in the Austrian case it is left to the decision of the company, being a possibility rather than a right. Adults may benefit from higher salaries in other countries as well, but as a financial incentive to enrol in the regular programmes.

The UK-England stands out among the six countries under analysis since the system has been reformed to encourage participation of adults in apprenticeship training. The regulations and funding seem to encourage a practice known as 'conversion', whereby employees may become apprentices at their own initiative, or that of the employer, with the view to getting a qualification and improving his/her position in the company and in the labour market more generally. This practice can be found in other countries but to a lesser extent.

Provision of financial incentives seems to be the only measure that explicitly targets adults and, with the exception of Denmark, this is aimed at supporting them to enrol in the regular programmes. Validation of prior learning aimed at shortening the duration of regular programmes, while benefitting mainly adults, is not explicitly targeting the adult population (with the exception of Denmark, as indicated above).

Adults need to meet the same requirements as young people to access the programmes. In such cases they may benefit from preparatory courses (UK-England: *Bolder apprenticeship*) or programmes (Switzerland: pre-apprenticeship programme). Rather than getting adults into employment through apprenticeship, measures and policies are aimed at offering adults the possibility of getting an apprenticeship qualification, the educational value of apprenticeship offering benefit to employment.

3.2.3. **Function group B**

The subsequent analysis is based on the information on the following schemes:

(a) Estonia: workplace based learning with work contracts;
(b) Finland: apprenticeship training;
(c) France: professionalising contract;
(d) Hungary: dual vocational training with apprenticeship training contract;
(e) Luxembourg: apprenticeship contract in continuing training;
(f) Spain: dual VET with apprenticeship contract;
(g) Sweden: apprenticeships in adult education.

The country-specific information underpinning this analysis may be found in Chapter 4.

While the schemes in this group encompass apprenticeship at different educational levels, the focus of the report and of Section 3.2.3 is apprenticeship at upper secondary level.

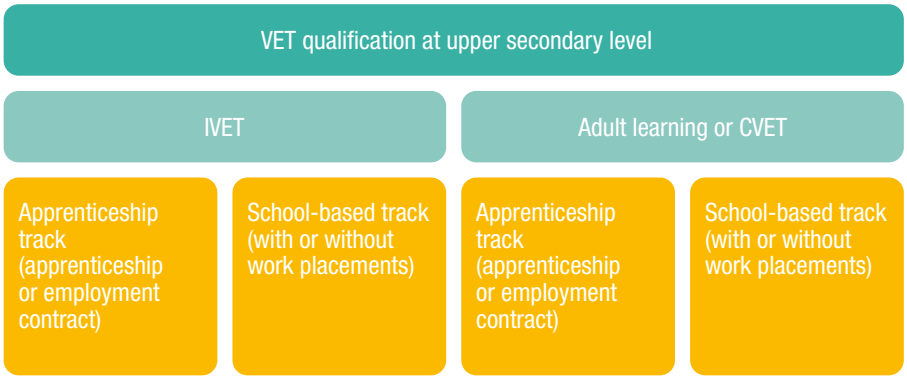
In contrast with function group A, apprenticeship in this group was introduced in the VET system as an additional track to the school-based one to provide principally young people with the option to get a qualification in a more practical way than the school-based. Apprenticeship in this group is mostly a second-chance option for people to get a qualification (Cedefop, 2018), its main functions being to help people get a qualification while in employment and a way to combat (youth) unemployment. By serving these functions, apprenticeship is already a policy to incentivise people to take up VET; unlike other VET tracks, it offers employment, remuneration and a volume amount of practical training. It has a strong link with social inclusion and employment; the employment aspect is favoured over educational one. The Spanish example is illustrative, as the authorities have opened up the possibility for people to sign an apprenticeship contract up to age 30 years if the unemployment rate is equal to or higher than 15%. No further financial or non-financial incentives are offered besides this extension of eligibility.

There is a lack of incentives for adults (as well as for young people) for apprenticeship in IVET. Apart from Estonia, the scoping exercise did not show particular strategies that would encourage adults to take up apprenticeship in the IVET system. Also, the flexibility that the IVET system offers in Estonia (such as modularisation and validation) is not restricted to the apprenticeship contract but to the overall system, including apprenticeship.

Where adults may not enrol in IVET but in the adult learning system or continuing vocational education and training (CVET) to achieve an upper secondary qualification, the authorities expanded the use of the apprenticeship to these systems, serving the same function as in the IVET system (alternative, more flexible way to get a qualification, and, most important, employment). Introducing apprenticeship into adult learning or CVET systems is already an incentive for adults to pursue a VET qualification. This may explain why, also in adult learning or CVET systems, research has revealed little use of any particular incentives to encourage adults to enrol in apprenticeship; exceptions are France and Luxembourg, which foresee specific financial incentives (higher salaries for adults with vulnerabilities, particularly the unemployed). Sweden also offers additional financial support.

Figure 2 provides an overview of the main paths a VET system may offer people to get a VET qualification at upper secondary level. In contrast to function group A, apprenticeship is defined by the path (alternation, employment, remuneration), while the standards and qualifications do not play any particular role in its identity or value.

Figure 2. **Paths leading to a VET qualification: group B apprenticeship schemes**



Source: Cedefop.

While apprenticeship in the adult education or CVET systems may be considered as exclusive schemes for adults, those in the IVET system, where adults are eligible to enrol, may be considered as open but with no incentives.

3.3. Apprenticeship learning opportunities

The methodological separation for the purpose of the research between apprenticeship schemes (underpinned by formality) and apprenticeship learning opportunity (underpinned by non-formality), proved difficult for the national experts to understand and apply; the question (for group A apprenticeship schemes) was where the non-formal programmes leading to formal apprenticeship qualifications would fall. Given their link to the formal apprenticeship qualifications and the significance of these programmes in the context of the 'flexibilisation' of the apprenticeship systems under group A to address a broader group of people (including adults), the report classified them under 'apprenticeship schemes', even though reported by the national experts as 'learning opportunities'.

The result is that very few apprenticeship learning opportunities exist outside the formal education system (no link to a formal path or qualification) fulfilling the criteria for apprenticeship. One clear apprenticeship learning opportunity is the Italian type 2 apprenticeship, normally addressing young people with the exception of a few groups where the upper age limit does not

apply. In this case, the identification and classification has been straightforward since apprenticeship type 2, even though not leading to formal qualifications, is underpinned by a legal framework; together with the other two Italian types of apprenticeship ([9]), this forms the full range of apprenticeship offers in Italy.

Box 2. **Italy: type 2 apprenticeship (professional apprenticeship)**

Type 2 apprenticeship, defined as an employment contract, is conceived as an occupation-oriented apprenticeship for people aged 17/18 to 29. It does not correspond to any formal education level, so it is not part of schooling, though it may lead to an occupational qualification recognised by the relevant collective agreements.
The main limit for taking part in the programme is age. This sort of contract is addressed to people aged up to 29, except for those receiving mobility allowance and unemployment benefits where age limit does not apply. For people in these categories, employers receive specific incentives (irrespective of age):

- social security burden relief to employers when unemployed people are employed as apprentices, with an additional bonus available if, after 12 months, the apprenticeship contract is converted into an open-ended contract;
- tax relief on apprentices' salaries, i.e. the expenditure for apprentices training are excluded from the basis for calculation of the regional tax on productive activities (*imposta regionale sulle attività produttive,* IRAP);
- for employers that recruit an employee over 29 years old on a professional apprenticeship contract, there is the possibility to withdraw from the contract before the apprenticeship period finishes.

When it comes to learning objectives and learning approaches, no difference is foreseen between young and adult students.

Source: Cedefop.

Another straightforward example of apprenticeship learning opportunity is the Latvian craft apprenticeship, underpinned by legislation, but implemented outside of the formal education and training system and leading

([9]) Type 1 apprenticeship is for people aged 15 to 25 and may be applied to education and vocational education and training programmes at upper and post-secondary levels. Type 3 apprenticeship is for those aged 18 to 29 and includes two subtypes:
(a) apprenticeship for higher education and training, which leads to university degrees, including doctorates and higher technical institute diplomas;
(b) apprenticeship for research activities, which leads to a contractual qualification outside the education and training systems.

to journeyman and master craftsman certificates not linked to the NQF. While it has no upper age limit to enrolment, it does not foresee any incentives to encourage participation either young persons or adults.

Along with the non-formal programmes leading to apprenticeship qualifications, and the two opportunities above underpinned by legislation, the scoping exercise found one relevant programme organised by the sector for the sector, underpinned by curricula, employment and a high percentage of learning in the company: the Commercial shipping programme in Denmark. Although this programme may be considered an apprenticeship learning opportunity, it addresses highly qualified persons already employed in the sector. No such opportunities organised by the sector for the sector were identified for qualifications equivalent to upper secondary level. This raises a question: to what extent do sectors offer structured programmes leading to sectoral qualifications at these levels rather than expect public policies to intervene and support adults get this level of qualifications? Further, it is worth noting that, in the Danish context, the programme in the shipping industry is not considered to be an apprenticeship programme, because of its non-formality and also because apprenticeship is under the exclusive remit of IVET (apprenticeship is IVET).

Box 3. **Denmark: Commercial shipping programme**

The Commercial shipping programme is a privately run learning opportunity offered by the Danish Shipowners Association through its Danish Shipping Academy which prepares trainees for a career within the shipping industry. Shipping companies are made aware of the programme by the association. The programme is updated and adjusted in line with dialogue between the Danish Shipping Academy and the member companies.

The shipping company purchases the Commercial shipping programme from the Danish Shipowners Association. Shipping companies pay a total fee of DKK 93 750 for each trainee that they enrol in the programme.

The programmes address people already employed by the member companies, where they will also complete the programme. The trainee is paid a salary, but the shipping companies have different levels of salaries.

Applicants are required to have an upper secondary education, a bachelor or master degree or a comparable education. The programme has a curriculum in place and lasts for two years; it alternates between school-based learning, online learning and in-company training. In-company training takes up most of the time; trainees spend a total of four weeks at the Danish Shipping Academy in Copenhagen, with a total 24

webinars conducted during the programme. Trainees receive a certificate on successful completion. This certificate is recognised by the sector body and by most European shipping companies. Trainees get a proper understanding of the financial and legal aspects of the shipping industry along with the necessary basic knowledge of shipping regulations, vessel technology and types of cargo *en route* to becoming certified in transportation of dangerous goods. Trainees gain knowledge of appropriate negotiation techniques and proper preparation for business negotiations. Awareness of both their own culture and other cultures is covered to enable them to adapt their behaviours and communication styles to build better relationships for effective working in an international environment.

Source: Cedefop.

There was a considerably higher occurrence in the scoping exercise of certificates which are not part of a NQF, and also not recognised by a sector. Such certificates are typically awarded as proof of completion of highly individualised and flexible learning offers; these include in-company placement, targeting groups at risk in the labour market, such as the unemployed and low-skilled, older workers, and migrants. Such learning offers exist in many countries, particularly in the employment policy sector, as part of active employment policy measures. Unemployed people receive training provided by the jobcentre followed by a traineeship (supported employment) in a company. These offers may be adaptations of the formal apprenticeship curricula (in group A countries); however, they do not lead to a formally recognised qualification, nor is their delivery in line with the regulations.

The difficulty in identifying learning opportunities beyond the two underpinned by legal frameworks (above) and the non-formal programmes linked to the formal apprenticeship qualifications (reported by the national experts as such but included in this report under the analysis of the apprenticeship schemes), signals the importance of the legal frameworks in defining the identity of apprenticeship. It is important to preserve this identity and also apprenticeship quality and value in the context of a proliferation of training offers with in-company placements that have limited/narrow educational value, particularly in the context of active labour market policies. Apprenticeship underpinned by legal and regulatory frameworks is an aspect emphasised both by Cedefop in its *Analytical framework for apprenticeships* (Cedefop, 2019) and in the Council recommendation on *a European framework for quality and effective apprenticeships* (Council of the European Union, 2018).

CHAPTER 4.

Country examples

The information below was collected during the two phases of the field work and underpins the analysis of the apprenticeship schemes in Chapter 3. As mentioned in Chapter 1, the scoping exercise of the field work covered all EU Member States as well as Australia, Canada, Norway and Switzerland, while further data collection was carried out in nine countries: Australia, Austria, Denmark, France, Luxembourg, Portugal, Switzerland and the United Kingdom (England). The country examples include only a selection of these countries where the scoping exercise and the further data collection showed clear information on specific measures or policies targeting adults with the aim of supporting them upskill and reskill by getting a first qualification at upper secondary level or another one of value on the labour market.

4.1. Function group A apprenticeship

Section 4.1 provides information on the following countries and schemes:
(a) Australia;
(b) Austria: dual apprenticeship;
(c) Denmark: apprenticeship;
(d) Germany: dual system;
(e) Norway;
(f) Switzerland;
(g) UK-England: intermediate apprenticeships (*Trailblazers*).

4.1.1. **Australia: apprenticeships**

Australian apprenticeships offer opportunities for anyone of working age to train, study and earn an income in a wide range of occupations. Available in more than 500 occupations at all certificate levels up to advanced diploma, they provide nationally recognised quality training developed by industry for industry. They are a training and employment pathway for people of all ages; adults (including people over 25 years of age) have had access for over 20 years. *Australian apprenticeships* was expanded by introducing a category

of traineeships to cover employment-based training programmes outside the traditional apprenticeships area (for example trades). Both traineeships and traditional apprenticeships are covered by the term and policy relating to *Australian apprenticeships*. Adults have access to both subcategories (apprenticeships and traineeships).

Box 4. **Overview of *Australian apprenticeships***

Enrolment into *Australian apprenticeships* is open to any adult without a previous qualification of this sort. The qualification to be gained must be nationally recognised. The process may be triggered by the adult worker, who can either enlist interest and support from their employer, or may approach a training provider; the adult may also approach an *Australian apprenticeships* support network member. For the enrolment to take place, a contract must be signed by the apprentice, the employer, a registered training provider and the *Australian apprenticeship* network member. Anecdotally, in most cases it is the employer who initiates the process with a view to accessing incentives (a practice similar to reconversion in UK-England).
Australian apprentices must be employed and be in receipt of a salary. An unemployed person may enter an apprenticeship and become employed.
Learners receive a nationally recognised qualification between Australian qualifications framework (AQF) level 2 and 5. Graduates will be awarded *Certificate II*, *Certificate III*, *Certificate IV* or *Diploma* for their studies. The qualifications sit within the AQF which applies to upper secondary and tertiary studies.
Learning objectives for both registered training organisation and employer are derived from the same set of competence standards defined for the qualification being studied.

Learning approaches
Officially, learning approaches in *Australian apprenticeships* are not modified for adults. However, anecdotally, adult apprentices have generally been working in their role for some time prior to the commencement of an apprenticeship and therefore require less supervision and interventions by employers or registered training organisation (RTO) staff. In in these cases adult apprentices are encouraged to access recognition of prior learning processes that are promoted at a policy level and sometimes enacted in practice. On-the-job training may be via workbooks or online modules, supported by occasional monitoring visits by RTO trainers through to full lecture and workshop delivery during off-site and block-release learning. Support within companies is a vexed issue in Australia: larger employers provide structured, dedicated support, but the majority of employers do not.

Attitudes of adults towards enrolling in apprenticeship
Some mature workers have reservations about doing an apprenticeship:

- going back to school with the study component of the apprenticeship;
- feeling they will be paid less as an apprentice than in their current position, which can impact on being able to make mortgage payments;
- potentially taking instructions from someone younger.

Attitude of employers towards adult apprentices
Mature apprentices are seen by the employers to have the relevant experience, life skills, commitment, employability and job-ready skills required, making them more attractive and productive to employers to be taken on as an apprentice. In some instances, employers also see mature workers with mortgages as potential stable, long-term employees.

Source: Cedefop.

4.1.1.1. *Financial incentives for employers*

From 2012, the Australian government introduced a category of employer financial incentives designed to support adult apprentices. This policy is called the *Support for adult Australian apprentices* initiative. According to the policy, an employer of an adult apprentice is eligible for *Support for adult Australian apprentices* payments if the apprentice is:

(a) aged 25 or older when they commence their *Australian apprenticeships*;
(b) undertaking a Certificate III or IV level qualification that leads to an occupation listed on the national skills needs list (NSNL);
(c) in receipt of an actual wage paid by the employer at the date of commencement, which is equal to or greater than the national minimum wage;
(d) meets the eligibility criteria outlined in the *Australian apprenticeships* incentive programme.

The *Support for adult Australian apprentices* initiative is the most recent policy targeting adult apprentices. In its current form, the policy provides for incentives to be paid to employers who pay adult employees at over-minimum award rate. Eligible employers of adult apprentices can access AUD 4 000 worth of incentives over the course of the apprenticeship; this is in addition to the AUD 4 000 paid to all employers of Australian apprentices. Under the *Support for adult Australian apprentices* initiative rules, an eligible employer will receive AUD 8 000 of incentives over the duration of the apprenticeship.

4.1.2. Austria: dual apprenticeship (Lehre/duale Ausbildung)

4.1.2.1. *Shortening the training duration upon agreement between the training company and the apprentice*

Depending on prior education obtained ([10]) training duration is often shortened by one year and/or the apprenticeship wage can be raised (though it is up to the training company to raise apprentice wages). If the apprentices have already finished some kind of VET school, VET college or upper secondary general education, the duration of training can be reduced by one year, when both the training company and the apprentice agree.

4.1.2.2. *Subsidies to employers to encourage intake of adults in regular apprenticeship programmes*

The guideline of the Federal Ministry of Science, Research and Economy, regulating quality-oriented subsidies for the company-based part of apprenticeship training, explicitly mention adults (defined as people older than 18 when starting apprenticeship training) as a target group, with subsidy for apprenticeship training for adults also described.

In the relevant regulations of the Public Employment Service Austria (AMS) adults (over 18) who have a lack of qualification which could be covered by apprenticeship training are mentioned as target group (beside other groups) to receive subsidy for their apprenticeship training.

A growing number of companies offer their low-skilled workers the chanced to change employment from low-skilled worker into apprenticeship training (a practice called 'reconversion' in UK-England).

Box 5. **Rationale of public policies to encourage adult participation in apprenticeship training in Austria**

The rationale to promote participation of adults within the formal apprenticeship system is driven by both labour market considerations hand and specific company needs. Using traditional apprenticeship training to upskill unskilled or low-skilled workers is intended to reduce unemployment of among a low-skilled workforce. Austrian companies also face a growing need for a skilled workforce some industries. Attracting

([10]) *Maturita* or a three-year VET school, or another apprenticeship-leave exam, or a skilled-workers exam in agriculture.

adults, especially low-skilled ones, to apprenticeship training seems one possibility to cover this need.
Fewer young people decide on apprenticeship training as their initial VET so this seems to be an appropriate way to encourage adults to undertake apprenticeship training to offer them a second chance and to cover the demand for skilled workers.

Source: Cedefop.

4.1.2.3. *Extraordinary access to apprenticeship leave exam*

The Vocational Training Act opens access to the apprenticeship leave exam to those who have not completed any formal apprenticeship programme, providing them with the possibility of acquiring an apprenticeship qualification. They must meet the following conditions: they must be over 18 years of age; and furnish evidence that they have acquired the knowledge and skills required for the respective apprenticeship occupation, for example by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course. Also, completion of at least half of the period stipulated for the respective apprenticeship occupation is accepted as evidence, if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period.

4.1.2.4. *Partial qualifications*

With the integrative (inclusive) IVET scheme (IBA in German), the legislator has created a flexible model for people at disadvantage in the labour market. There are two integrative IVET possibilities, from which one is a prolongation of the apprenticeship by one year (in exceptional cases by up to two years) and the other is the acquisition of a partial qualification, where only a part of an apprenticeship occupation or of several occupations is taught ([11]).

4.1.2.5. *Delivery of non-formal programmes leading to the apprenticeship leave exam*

As a result of the subsidy policy and the extraordinary access to the apprenticeship leave exam, there is an overall framework for retraining or upskilling of the unemployed: *Implacementstiftung*. Within this framework, federal or regional public employment services (PES) implement a variety of training projects, some of which are organised in alternance and prepare

([11]) Vocational Training Act (*Berufsausbildungsgesetz, BAG*): Paragraph No 8b.

the unemployed people for an apprenticeship leave exam, leading to apprenticeship qualifications. *Justintegration* (Annex 2) is such a training project in the frame of the *Implacementstiftung*.

The regional PES issue calls for projects to partner institutions (typically foundations or NGOs) that work together with education institutions to carry out training for the unemployed (and sometimes also those in employment who need upskilling). The training is financed by PES and regional authorities, while participants receive unemployment or social benefits. The partner institutions apply for funding and manage the project finances, including payments to education providers and final accounting. The outcome of the training should be assessed (by the regional economic chamber) through an apprenticeship leave exam, which is identical to the one used to assess graduates of formal apprenticeship programmes. The curricula and qualifications are identical to those of the corresponding apprenticeship programmes in the formal system.

Box 6 summarises the success factors, strengths and weaknesses of the *Implacementstiftung* framework.

Box 6. ***Implacementstiftung* framework: success factors, strengths and weaknesses**

The research indicates that the structure of this framework and the programmes within it have significant strengths, but also a number of weaknesses.

It is assessed that the common framework is a strength, as it provides clarity and ensures systematic follow-up of participants. All opportunities in the *Implacement-stiftung* framework are monitored by the PES, according to the following indicators:

- participants' success in the labour market;
- successfully passed apprenticeship training examinations;
- gender: a certain number of female participants within the opportunity (cannot be reached in the refugee target group);
- dropout rates.

Performance on these indicators is decisive when awarding contracts in the framework.

According to the interviewees, it is a strength that the programmes are linked to recognised and well-known occupational qualifications. This means that employers have no problems in understanding the objective of the programme.

The main potential weakness of the initiative concerns the social identity of the participants. Participants are social clients or unemployed when they enrol in training. The initiative does not, however, offer the participants a label such as 'apprentice' or 'student'. Also, they are not formally employed by the training company, and hence

they are unable to take on a social identity as 'employee'. They remain, in the eyes of the public employment service, unemployed with the addition 'in training'. This is a weakness in the concept insofar, as it may reflect negatively on employers' and participants' perception of their own role and status.

Challenges are also related to the engagement of the unemployed in training:

- participants of the programme are mostly low-skilled or unskilled people, not used to regular learning and training. Especially at the beginning, it could be a challenge to develop a predetermined daily routine with the participants and the necessary willingness, motivation and ability to learn;
- sometimes the motivation of the participants to study is not very high, so it is a challenge to find ways to show them their personal benefit from the programme;
- another challenge is to find enough companies for the practical training phases, especially for new apprenticeship occupations. Once there is a pool of companies in a specific field, it works well.

Source: Cedefop.

4.1.3. Denmark: apprenticeship *(Lærlingeuddannelse)*

4.1.3.1. *Apprenticeship programmes with special conditions targeted at adults*

Adult learners may enrol in apprenticeship on the same terms and conditions as young people. However, they may also choose to enrol in apprenticeship via the programmes introduced in the system that include special conditions targeted at adults.

As part of the preparation 2014-15 reform of the VET (apprenticeship) system in Denmark, it was emphasised that adults 25 years or older must be offered more attractive, predictable and goal-oriented apprenticeship offers/programmes to progress from low-skilled to skilled worker. These must take as starting point the education and the experience which the adult already possesses. As a result, special measures (*Erhvervsuddannelser for voksne* [VET for adults], EUV) were introduced to make the offer in the apprenticeship system, originally conceived for young people, also suitable for the needs and conditions of adults as a way to help them acquire an apprenticeship qualification. These measures, defining some special terms for adults' participation, are part of the legislative act governing the apprenticeship system.

While the modes of participation differ for adults compared to young people, the governance, scope and qualifications are the same, everything

falling under the same system. The social partners of the trade committees at national and local level define learning objectives and curricula for the programmes, as well as their length and the division of time spent by the apprentice at the school and the company. The company is obliged to provide training so that the apprentice can reach the learning objectives formulated by the relevant trade committee for the placement periods (*praktikmål*).

However, adults may enrol in apprenticeship programmes on different terms; most are able to shorten the total length of their learning trajectory due to a system for the accreditation of prior learning. The total duration of the programmes for adults differs according to the student's prior practical experience and educational achievements. A system for accreditation of prior learning (real competence *vurdering*) ensures that previous practical experience and educational achievements are taken into account and the total length of their learning trajectory shortened.

Adults might be entitled to higher apprenticeship salaries compared to young people; a special adult apprentice salary (*voksenlærlingeløn*) has been introduced. The rationale is to make it less of a financial burden for low-qualified adults to enrol in apprenticeship. The salaries differ according to the employment status of the apprentice at the time of enrolment. Some adult apprentices are entitled to grants from the State Education Fund instead of salaries.

The learning approaches are also tailored to adults and to the way they acquire new competences and knowledge (*voksenpædagogik*). Teachers working with adults are required to understand and acknowledge the previous experiences from employment as well as the prior education that the adult learners bring into the classroom. It is also important that teachers have insights into the motivation of adults.

Employed adults are able to enrol in apprenticeship. They sign an apprenticeship contract with their employer and the learning programme is tailored to the needs of the adult. In some cases, (when the learner has more than two years of relevant work experience) the learner only needs training at the vocational school to gain a vocational certificate. Employed adults are paid an apprenticeship salary and the employer is reimbursed for the periods where the employee is at the vocational school.

4.1.4. **Germany: dual system *(Berufsausbildung)***

As in Austria, the State has introduced subsidies directed at employers to encourage intake of adults in regular apprenticeship training programmes.

In 2016, a new law introduced the financing of vocational qualification for young adults (25 to 35) that have no or low level qualifications. With this instrument, financing of the participation of adults in the dual system is possible. The objective is to integrate 120 000 young adults until the end of 2020 to be part of the programme and for them to get an IVET qualification in the dual system. The financing supports the training companies; where the learner passes the examination, there is a bonus of EUR 1 000 for the individual learner (BMBF, 2017, pp. 107, 118).

As part of the strategies to help adults get an apprenticeship qualification in alternative ways to participation in full apprenticeship programmes, the system offers the following possibilities:

(a) access to external examinations, and courses that prepare participants for external examinations;
(b) use of part-time vocational training contracts.

4.1.5. Norway: upper secondary vocational programmes *(Videregående- opplæring, Yrkesfaglige-utdanningsprogram)*

The main target group is young people following completion of lower secondary school. Adults, however, have a right to enrol if they have residency in Norway and have completed lower secondary school.

The upper vocational programmes spend two years in school and one at an employer.

There are different ways for an adult to complete the upper secondary vocational programmes later in life, besides enrolment on regular terms, through:

(a) experience-based trade certification *(praksiskandidat)*: adults have access to the final exam if they have more than five years of professional experience;
(b) certificate of practice *(praksisbrev)*: adults have the possibility of doing the first part of the programme (the first two years) with more training than schooling;
(c) trade certificate at work *(fagbrevpå job)* which is an experiment in some counties: adults train for their skilled-worker certificate at their job, while receiving a small amount of schooling.

Box 7. **Certificates of practice *(praksisbrev)***

Completion of certificates of practice is only completion of the first part of the upper secondary vocational programmes. After completion, students must either continue a regular programme or find a job. The arrangement is for people having difficulties attending regular programmes (not due to learning disabilities, but because they had, for example, low attendance and low grades) and needing a more practical approach. The assumption is that these people –with a more practical approach– over time should be able to get the full apprenticeship qualification. It started as an arrangement for young people, but expanded to adults. The target group is both young people and adults in need of an approach with more practical training than regular programmes. The arrangement is not aimed at adults in employment. Participants must sign a contract with a training company, where they will spend most of their time.

The prime learning objective is to provide young people and adults with the possibility to acquire a qualification recognised by the education and training system at upper secondary level. *Praksisbrev* only qualifies as part of the upper secondary. Following *praksisbrev*, the student can find a job or enrol and complete the last part of VET. On successful completion, the student receives a certificate *(praksisbrev)* documenting his/her skill. *Praksisbrev* is a basic competence that grants access to the last part of VET programmes and then a skilled-worker certificate *(fagbrev, svennebrev)*.

The Norwegian Directorate for Education and Training that established the rules governing *praksisbrev*. The Directorate also decided that the education plans should be developed in the counties and be based on the education goals and competence objectives of regular VET.

Regular VET programmes are organised as *Vg1*, *Vg2* and *Vg3*, and lead to a skilled-worker certificate *(fagbrev, svennebrev)*. This is not the case with *praksisbrev:* the programmes leading to *praksisbrev* last two years and build partly on content from courses at *Vg1* and *Vg2*, as well as containing more elements from *Vg3*. The training company provides this part of the training. The student must also follow courses in Norwegian, maths and social science at upper secondary level.

This measure provides beneficiaries with skills to get a job after training, but also functions as an alternative path to obtaining a skilled-worker certificate.

Each county is responsible for developing their own curriculum for the programmes leading to *praksisbrev* based on the curriculum for the regular programmes. The selection of certain course requirements *(kompetansemål)* from *Vg1*, *Vg2* and *Vg3* is done by the county, in cooperation with the local businesses, in order to determine which skills and competences are needed.

Source: Cedefop.

4.1.6. **Switzerland**

The State Secretariat for Education, Research and Innovation (SERI) makes a distinction between apprentices aged 25 years or more and young (traditional) apprentices. Four pathways enable both adolescents and adults to attain a vocationally oriented upper secondary education degree (apprenticeship qualification). Two of them focus on adolescents but are also open to adults and are in the frame of the formal initial VET. Another two are specifically designed to aid access to qualifications and the labour market for adults, and acknowledge non-formal education and training:

(a) vocational education and training (90% of the cases are company-based and designed as so-called 'dual apprenticeship');
(b) a short-cycle apprenticeship for learners who already have an upper secondary degree being either vocationally or academically oriented;
(c) direct access to the qualification process for experienced workers based on Article 32 of the Vocational Education and Training Ordinance (*Berufsbildungsverordnung*, BBV);
(d) validation of prior learning experiences *(validation des acquis)* based on Article 33 of the Federal Act on Vocational Education and Training (*Bundesgesetzüber die Berufsbildung*, BBG) and Article 31 of BBV.

In the case of pathways 3 and 4, there is contract exists regulating the duties of the training companies, as they are aimed at recognising already acquired vocational competences, either non-formally and/or informally.

Although existing legislation is neither specifically targeting nor excluding adults, articles in the law and edict on VET referring to the facilitation of permeability, recognition of (prior) educational attainments and direct roads to the process of qualification may be particularly important for adult learners aged 25 years or more.

Participation in regular apprenticeship programmes is demanding: the learner needs to have a minimum level of knowledge, skills and competences and be prepared to face the requirements at the workplace. The pre-apprenticeship programme (Box 8) has been introduced to prepare adults to enter and complete an apprenticeship programme.

Box 8. **Pre-apprenticeship *25plus***

Introduced in 1997, pre-apprenticeship *25plus* is hosted at BFF Bern (vocational school), an education institution with a wide range of offers in vocational preparation and vocational education and training (care, health, housekeeping, facility management, parenting, social education) as well as in further education. The school`s career preparation department is in charge of the initiative.

The duration of the pre-apprenticeship *25plus* is one year. The measure aims at enabling participants to enter a regular programme after the pre-apprenticeship. The pre-apprenticeship *25plus* is described by stakeholders as a good offer for adults who want to make up for a professional diploma, but who need to close a wide range of language-related or scholastic gaps or lack any practical experience. In the pre-apprenticeship *25plus*, the focus is rather on providing general knowledge and competences than on subject-specific training (although some participants would appreciate it).

By addressing participants individually, the pre-apprenticeship *25plus* is regarded an effective means to prepare them to enter a regular apprenticeship programme, as transition into an apprenticeship is often demanding.

The pre-apprenticeship *25plus*, like a regular VET programme, is designed as a so-called 'dual education', consisting of education and training in the company and also in school. In the pre-apprenticeship programme, participants work three days a week in (training) companies and attend school two days a week.

There is a framework curriculum of the Education Directorate of the canton of Bern. Within the framework it is stated that the school part of the pre-apprenticeship focuses on the development of self and social competences, as well as on expertise in the desired occupational field, and prepares these to the requirements of regular programmes. The school part is divided into a basic portfolio (about three quarters of the class time) and an individualised portfolio (about one quarter of the class time) to be determined by specific characteristics of the school and the participants.

The training content differs widely in the companies. In the case of *Domicil Galactina Park*, a nursing home, they already anticipate much of the practical content of the first year of the regular apprenticeship in the pre-apprenticeship. Other companies stressed that they do not follow a regular schedule but support participants individually; several stated that they provide an insight into the whole spectrum of the profession. Learners also confirmed that they were assigned a wide range of tasks.

Source: Cedefop.

4.1.7. UK-England: intermediate apprenticeships ([12]) *(Trailblazers)*

4.1.7.1. *Incentives*

Since 2005, England has been providing government funding to support adults (those aged 19 or older) to participate in apprenticeship training. In both policy and research papers, apprentices who start apprenticeship training aged 19 and over are referred to as 'adult apprentices' to distinguish them from the 16 to 18 age group. Since May 2010, the Government has announced a further significant expansion. In June 2010, it allocated funding to deliver an additional 50 000 adult apprenticeship starts by the end of the 2010/11 financial year. At the spending review in November 2010, it made the increase announced in June permanent and added a further 25 000 adult starts to the target. This took the total number of additional starts to 75 000 a year by 2014-15 (National Audit Office, 2012).

4.1.7.2. *Higher salaries*

Apprentices aged 19 and over are entitled to the GBP 3.50 apprentice minimum wage in the first year of their apprenticeship. After this, they are entitled to the relevant national minimum wage rate for the age group: GBP 5.60 an hour for 18- to 20-year-olds, GBP 7.05 an hour for 21 to 24 year-olds and GBP 7.50 for people aged 25 and over.

4.1.7.3. *Funding arrangements and regulations (the levy and the Trailblazers approach)*

On 6 April 2017, the apprenticeship levy came into effect, with all UK employers with a pay bill of over GBP 3 million per year paying the levy. This has led to an end of voluntary contributions by employers to education and training. The levy is set at 0.5% of the value of the employer's pay bill above the GBP 3 million threshold, and will be paid into an apprenticeship service account by the employer. Funds in this account will then have to be spent on apprenticeship training and assessment with a training provider. Employers seem to behave rationally and train existing workers (as apprentices).

([12]) Intermediate apprenticeships are positioned at level 2 in the UK's qualification framework. This means that the qualifications achieved at the end of the programme will be at level 2; this includes NVQ level 2 and other vocational qualifications which are seen as broadly equivalent to the attainment of five A*-C GCSEs) in the education system. The exact entry requirements are specified by each intermediate apprenticeship programme. All apprenticeships have to be a minimum of 12 months' duration and all apprentices have to have employed status.

One of the key factors that underpin the apprenticeship scheme in England, and which is exemplified by the Barclays *Bolder apprenticeship* (Box 9) is that employers are actively involved in the development of the apprenticeships to make sure that they meet labour market needs. Groups of employers, including at least one small and medium-sized enterprise (SME), develop the new apprenticeship standards and the related end-point assessment requirements (the *Trailblazers* approach which was evaluated in 2015 and fully launched in 2017). The curriculum is then developed by the training providers. The minimum duration of apprenticeships was set at one year.

Quality criteria for apprenticeship standards and the integrity of each standard's assessment plan are developed and maintained by the Institute for Apprenticeship (IfA). The IfA supports the employer groups' development of standards and assessment plans and publishes approved standards. The IfA was established in May 2016 by the Enterprise Act 2016. It is a crown, non-departmental public body, sponsored by the Department for Education (DfE), which went live in April 2017. The aim of the IfA is to ensure high-quality apprenticeship standards and assure end-point assessments. It also advises the government on the amount of funding that can be claimed by employers for each apprenticeship standard.

4.1.7.4. *Conversion*

England differs in having a large proportion of older adults who join an apprenticeship while they are with their existing employer; the practice is known as 'conversion' (Fuller et al., 2015) and is further favoured by the new funding arrangements. If prospective apprentices are already in the workplace, the employer needs to justify that it is value for money to spend their levy on these individuals. There are some restrictions: for example, if someone has a degree in a certain subject, employers would not be expected to offer a degree apprenticeship in the same subject (Department for Education monitors this).

4.1.7.5. *Individualisation*

The apprenticeship involves a range of content (modules/courses) that the apprentices must learn and on which they are assessed and tested. Each apprentice is treated as an individual and has an individualised training plan. At the outset, each apprentice undergoes training need analysis. The results of this inform the development of their individual plan, which specifies which courses they need to take to achieve competence in the

required areas. Not all apprentices will be following the same plan or training programme; they have different learning needs based on their prior experience and existing skills. The training plan is discussed and agreed by the college and the individual.

Box 9. **Barclays *Bolder apprenticeship***

The programme, which specifically targets older learners (over 25 years old), became possible as a result of the *Trailblazers* approach to apprenticeships whereby (groups of) employers develop apprenticeship standards. Following the introduction of the apprenticeship levy, the company, as a levy-paying employer, has a specific account in the apprenticeship service to receive levy funds, which can be spent on apprenticeships, to manage apprentices and pay training providers.

Barclays *Bolder apprenticeship* is a 12- to 18-month level 2 apprenticeship programme (following this, progression to higher levels is strongly encouraged and supported) offering a full-time job as part of this programme. The most distinctive feature of this apprenticeship programme is that the learners (apprentices) are recruited into full-time employment at the company at the start of their apprenticeship. Consequently, all apprentices are remunerated in line with the company salary scales for the jobs which they are undertaking.

The financing of *The company apprenticeship for older learners* is undertaken via a joint investment by the company and the government. The financing of this apprenticeship programme is as follows:

- the company is responsible for financing apprentices' salaries;
- the government covers the training and qualification costs.

Launched in April 2015, with just under 20 apprentices in personal banking, the programme has grown, recruiting some 200 apprentices in the year of the research. The specific objectives of this programme are as follows:

- providing opportunities for older unemployed adults (as a response to demographic change and unemployment);
- providing opportunities for retraining;
- creating career opportunities regardless of age;
- bringing a fresh skill set to the company, as emphasised by the programme's director: 'we need to have a workforce that reflects all our customers, not just young people'.

The programme specifically targets:

- adults over age 24, with no upper age limit;
- adults with no more than one A-level (or equivalent) or less than a full level-3 qualification (equivalent to two A Levels);
- those who have been out of work for over 12 months or underemployed (working fewer than 16 hours per week).

Each application is carefully reviewed; if applicants are considered to be ready to start a level-2 apprenticeship, they are invited for interviews. For those who are not considered ready to start, there is an option to start a pre-apprenticeship programme which helps to prepare, support and select individuals for future entry into the apprenticeship programme, through tailored training, funded and run by the company. This consists of 10 days of full-time, classroom-based training focused on basic employability skills.

Source: Cedefop.

4.2. Function group B apprenticeship

Section 4.2 contains information on the following countries and schemes:
(a) Estonia: workplace-based learning with work contracts;
(b) Finland: apprenticeship training;
(c) France: professionalising contract;
(d) Hungary: dual vocational training with apprenticeship-training contract;
(e) Luxembourg: apprenticeship contract in continuing training;
(f) Spain: dual VET with apprenticeship contract;
(g) Sweden: apprenticeships in adult education.

4.2.1. Estonia: workplace-based learning *(Töökohapõhine õppevorm)* with work contract

In 2007, the regulation on *Policies and conditions for implementing workplace-based learning* was introduced, regulating the provision of apprenticeship training (signing a work contract for the purpose of getting a qualification through on-the-job and off-the-job training). The new regulation established that apprenticeship is integrated into the VET system and is formalised as one of two study forms. Apprentices can study on all levels in the VET system. As there is no age limit for participating in VET in Estonia, there is no age limit to enrolment in apprenticeship.

Apprenticeship training is targeted at:
(a) people who have completed or have not completed basic and upper secondary education, but who do not have any professional skills;
(b) younger people who prefer practical training to school-based studies, often identified as students with low academic levels;
(c) unemployed people;
(d) working employees that do not have the required qualification.

The curricula are identical for the school-based VET and apprenticeship training. VET institutions, in cooperation with single employers, design a curriculum modules implementation plan.

Different study forms are available for all (young and adults) those enrolled in VET (school-based or apprenticeship). A modular approach supports the design of individualised training plans/individual study paths. Learners may benefit from a flexible timetable, wages and scholarship opportunities, supervision, career counselling, and compensation for travel costs. Some of these measures (flexible timetable, individualised training plans) target working adults, or adults with children.

4.2.2. Finland: apprenticeship training *(Ammatillinen perustutkint)* in adult education

There is a law for adult VET which states that adult degree can be studied as apprenticeship and there is law for apprenticeship that states that it covers also degrees in adult VET.

When apprenticeship training is used for the purpose of qualifying adults, it is based on the curricula in adult education. Adult education is based on competence-based qualifications and it is shorter than the degree for young students. Adult degrees include less general studies and they are more practice-oriented than studies for young students. There is some individual variation depending on previous studies and qualifications. Adult level is more based on qualification demonstration, which gives more responsibility to the student.

In Finland, there have been programmes (for example *Noste*, *Strengthening adult skills*) to support those who have no secondary-level education or whose education is outdated. In these programmes, apprenticeship has been a tool, but not a primary one. In apprenticeship, the main incentive for the apprentice (young or adult) is the fact that he/she is paid by the employer, which is an economically favourable way to obtain the vocational education, both for young people and adults.

Though it is not strictly targeted at the unemployed, apprenticeship is in the toolkit on unemployment policy and the employer may get wage subsidies both for young and adult apprentices; the latter must have been unemployed for a specified time before the apprenticeship training.

There are opportunities for the employed to undergo apprenticeship training, for example, if the employer and employee agree that apprenticeship is a good way to update the latter's skills. A person may get employment in

the sector without formal education and later acquire the education as an apprenticeship. Otherwise, an employed person may look for a new employer interested in offering apprenticeship training, and then sign a contract.

4.2.3. France: professionalising contract *(contrat de professionnalisation)* in the continuing VET system

The concept of apprenticeship is defined by law in the remit of the apprenticeship contract *(contrat d'apprentissage)* and the professionalisation contract *(contrat de professionalisation)* which are the two main apprenticeship schemes in France. These are individual employment contracts. By offering these contracts, employers commit themselves to remunerate the apprentices and deliver effective training and tutoring to them throughout the contract duration. Apprentices commit themselves to work for the signatory employer within the full duration of the contract.

While the apprenticeship contract addresses people from 15 to 25 years of age, and is used to qualify them in the IVET system, the professionalising contract is used in the CVET system and addresses people from 16 to 25 years of age who want to complete their initial training, and people older than 26 who:

(a) are unemployed registered on *Pôleemploi* jobseekers list;
(b) are beneficiaries of specific State aid for the most at risk of social exclusion (for example *revenude solidarité active* (RSA), *allocation de solidarité spécifique* (ASS) or specific allocation for disabled adults (AAH));
(c) benefit from State-subsidy jobs (*contrat unique d'insertion*, CUI).

The main objective of the contract is to offer these people second-chance routes leading to formally recognised qualifications. The approaches to learning used by the education provider do not differ according to whether students are young or adults.

Employers may benefit, depending on the case, from a number of financial or non-financial incentives:

(a) signatories of these contracts are not counted in the company's workforce;
(b) exemption from paying severance pay;
(c) exemption from social security employers' contribution (sickness, maternity, invalidity, old age and death insurance) and social welfare when the employee is 45 years and over;
(d) specific exemption and help for some groups of employers;

(e) financial support for big companies (250 employees or more) with more than 5% of apprentices;
(f) a grant of EUR 2 000 is paid to companies hiring a jobseeker aged 45 and over;
(g) a financial incentive in the form of an *aide forfaitaire* for employers hiring beneficiaries from the State allocation for job reinsertion *(allocation d'aide au retour à l'emploi,* ARE).

Help is also provided to encourage companies to hire people with disabilities or to prolong their employment.

The beneficiaries number between 150 000 and 200 000 per year (186 000 in 2015). Less than one quarter are adults aged 25 or older (44 000 in 2015) ([13]).

4.2.4. Hungary: dual vocational training *(Tanulószerződésen alapuló duális szakképzés)* with apprenticeship training contract in adult education

The proposal to introduce an apprenticeship training contract in adult education was highlighted in the concept policy paper *VET for economy* ([14]) in February 2015. Amendment of the Act on vocational training made it possible to conclude this type of contract, even in the framework of adult education, from 12 June 2015 onwards. According to the policy paper, the main rationale behind the initiative was to ensure more skilled workers and technicians for the economy, as well as to improve the employability of adults and to widen the practice-oriented learning possibilities for them. Training under an apprenticeship contract in adult education is identical in terms of form and content to that for students under 25 years of age.

After the year the student reaches the age of 25, in the case of vocational schools, he/she can start the next school year exclusively in the system of adult education. The apprenticeship contract can be concluded just within the framework of adult education. Similarly, people below 25 years of age who already obtained their first State-recognised vocational qualification are entitled to acquire the second State-recognised vocational qualification and conclude the apprenticeship contract exclusively within the framework of adult education.

([13]) http://dares.travail-emploi.gouv.fr/dares-etudes-et-statistiques/statistiques-de-a-a-z/article/le-contrat-de-professionnalisation
([14]) Government Decree No 1040 of March 2015 on VET for the economy.

Act CLXXXVII of 2011 on vocational training ([15]) not only governs apprenticeship in general but also involves all the special provisions which have to be taken into consideration when the apprenticeship takes place in adult education.

4.2.5. Luxembourg: apprenticeship contract *(contrat d'apprentissage)* in continuing training

For adults to benefit from an apprenticeship contract in the continuing training, they must be:

(a) 18 years old at least on 1 September in the year of registration;
(b) no longer be under initial training or no longer be under an apprenticeship contract in initial training for at least 12 months;
(c) affiliated to the national social security system for at least 12 months for at least 16 hours per week.

Adults who want to sign an apprenticeship contract need to meet the same academic conditions of access as under the apprenticeship contract in initial training. They must also have the required language skills.

Luxembourg has set a national strategy to create a coherent national framework for lifelong learning. Participation of adults, particularly the unemployed, in apprenticeship training is part of this national strategy. The policy aims at providing eligible adults with an opportunity to finish, complete or obtain a vocational training diploma/certificate: the technician's diploma (*diplôme de technicien*, DT); the vocational aptitude diploma (*diplôme d'aptitude professionnelle*, DAP); or the vocational capacity certificate (*certificat de capacité professionnelle,* CCP). The diplomas/certificates, the duration and learning objectives are the same as in initial training. The total duration of an apprenticeship contract is three years; exceptions may be allowed under some conditions (set by a specific committee) but the apprenticeship training duration cannot be less than one year.

Adults are financially incentivised to enrol in apprenticeship training and sign an apprenticeship contract. These incentives are given by the national employment agency (*agence pour le développement de l'emploi*, ADEM), who support the unemployed and non-/low-qualified to acquire a qualification through apprenticeship training. Unemployed adults are encouraged to participate in apprenticeship training through the active employment

([15]) http://njt.hu/cgi_bin/njt_doc.cgi?docid=139866.323411

measures implemented by the Ministry for Employment in coordination with the national employment agency. The amount of financial support differs per type of certificate/diploma, as in the following sections.

4.2.5.1. *CCP: certificate de capacité professionnelle*

The amount of the allowance for a CCP qualification varies from EUR 430.76 to EUR 732.3 for the first year (average EUR 579.61); from EUR 484.56 to EUR 947.65 for the second year (average EUR 738.32); and from EUR 592.31 to EUR 1 076.87 for the third year of apprenticeship (average EUR 917.17).

For adults, the allowance is increased up to the minimum wage for an unqualified worker (from 1 January2017, the minimum wage for an unqualified worker is EUR 1998.59 per month).

4.2.5.2. *DAP: diplôme d'aptitude professionnelle*

The amount varies from EUR 323.09 to EUR 2271.25 (average EUR 705.62) before successfully completing the intermediate integrated project; and from EUR 538.43 to EUR 2584.42 (average EUR 1095.6) after successful completion.

Similar to the CCP, adults receive an allowance that is increased up to the minimum wage for an unqualified worker.

4.2.5.3. *DT: diplôme de technicien*

Similar to the two other diplomas, the apprenticeship allowance for an adult is increased up to the minimum wage for an unqualified worker.

4.2.6. Spain: dual VET *(formación profesional dual)* with apprenticeship contract

Dual VET can be carried out through an apprenticeship contract, regulated by Spanish labour law at the national level, or through different agreements, usually at regional level. The apprenticeship contract can normally be signed with young people from 16 to 25 years of age. The limit for this contract was increased to age 30 in 2015 if the unemployment rate is under 15% in the country. The age limit does not apply to those with disability or from disadvantaged groups or in the case of learners participating in certain training programmes organised by the public employment services under active labour market policies. Employed adults may participate in this scheme if their job is compatible with it in terms of time.

There are no incentives to encourage the participation of adults. However, in practice, about half (49.7%) of those who signed an apprenticeship

Box 10. **Approach to off-the-job training (common in initial training and continuing training)**

Teaching is provided through modules (and not by discipline). Each module aims to develop several skills and to confront students with real-life professional situations. The students can learn theoretical knowledge along with implementation in practice. The modules correspond to different areas of professional activity. Different modules form one unit.

There are three kinds of module:

- basic modules: these are mandatory. In the event of failure, the student must pass these modules in the next semester (catching module);
- add-on modules: in the event of failure, they can be caught up later during the training (and not directly the next semester);
- preparatory and optional modules: these broaden the scope of the training or prepare to potential additional training.

Learners are assessed on skills (there are no notes).

Source: Cedefop.

contract in 2016 (46 384) were aged 25 or older (23 073 persons), and 50.3% under 25 years of age (23 311 persons) (SEPE, 2017).

4.2.7. Sweden: apprenticeships in adult education ([16])

Apprenticeship education leading to a diploma at upper secondary level may be organised in the initial education and training system for young people and in the adult education system for adults. In the latter system, apprenticeship training must last at least 20 weeks and a maximum two years. The larger part of the education must be at a training company. It does not involve a contract and salary.

The scheme is open to people who wish to enrol in upper secondary school and have completed primary school. An adult apprentice at upper secondary level must follow a study plan in accordance with the School Law and Law on Adult Education.

The policies on adult education have no special focus on apprenticeships, other than on funding. When an adult enrols in the scheme, in his/her county, the county can apply to the State for contribution to financing. It is possible

([16]) Sweden regards adults as people aged 20 and older.

to apply for State reimbursement of meals at, and travel to, the workplace, as well as grants.

CHAPTER 5.

Conclusions

Findings of both the literature review and field work were convergent in showing that apprenticeship for adults is not currently considered as a separate type of apprenticeship or a separate concept in the reviewed countries. Against this background, research efforts should focus on whether adults have access to apprenticeship and whether they are actually enabled to benefit from apprenticeship (removing institutional barriers, through incentives, specific apprenticeship training provision, and specific learning approaches). It is in this perspective that the issue has been approached in the field work.

Applying the formality and non-formality criteria in the data collection and analysis, and framing the analysis into the two function groups of apprenticeship identified by Cedefop in previous research, proved to be meaningful in addressing the question.

The formality versus non-formality criterion signalled:

(a) the importance of the legal or regulatory frameworks in shaping the identity of apprenticeship, and, particularly, in preserving the identity, quality and value of apprenticeship in the context of a proliferation of training offers with in-company placements that have limited/narrow educational value, especially in the context of active labour market policies;

(b) the high potential of the non-formal sector to offer paths additional to the regular formal ones for people (particularly adults) to achieve an apprenticeship qualification at upper secondary level;

(c) the increased value given to prior work experience in the process of an adult achieving an apprenticeship qualification.

On the last point, the literature review underlines that one of the main characteristics of adults, compared to young people, is their prior learning and work experience, a characteristic that needs to be taken into account in designing learning approaches for adults (either in the context of apprenticeship or other forms of VET). In practice, national policies and practices show that this is the case: 'flexibilisation' of the apprenticeship systems belonging to group A is underpinned by the opportunity given

to adults to shorten their study duration but also the right to sit the final apprenticeship exam exclusively based on proven relevant work experience.

Analysis by function groups A and B of whether countries provide adults access to apprenticeship and also enable them to benefit revealed that they apply different approaches and that there are profound differences between these two.

In function group A, both adults and young people have had access to the system for a long time; in practice, however, regular apprenticeship programmes (the provision) have been traditionally designed for the use of young people. While adults are encouraged to take up regular apprenticeship programmes through financial incentives given either to the individuals themselves (higher salaries) or to the companies, or through the possibility to shorten the duration of studies, the regular programmes are no longer a unique way to achieving apprenticeship qualifications. There are measures and policies that increase access to these qualifications by expanding the paths leading to the apprenticeship exam. Such measures and policies increase system flexibility but do not jeopardise the identity and value of apprenticeship. While regular apprenticeship programmes continue to be an important part of the apprenticeship system, the apprenticeship standards and qualifications developed by industry for industry, and embedding the alternance principle, remain its backbone. Opening up the system to new paths, while not specifically targeting adults, is mainly in their favour. The main incentive for adults, and the main selling point for attracting adults into apprenticeship, is given by the educational value underpinning function group A and the perspective of a qualification with value on the labour market.

In function group B, access of adults to apprenticeship is determined by how the entire VET system is structured. Apprenticeship is initially introduced in IVET and adults have access to it as long as they have access to the IVET system. If adults need to enrol in adult learning or CVET to acquire an upper secondary VET qualification, access to apprenticeship depends on whether or not apprenticeship also exists as a learning path in these two systems. It is not surprising that introduction of apprenticeship in adult learning or CVET is a recurrent measure in this group as a way to give adults access to apprenticeship. In contrast to function group A, apprenticeship in this group was introduced in the VET system as an additional track to the school-based one to provide the option for people (young or adults) to get a qualification in a more practical way. Apprenticeship in this group is mostly a second chance option for people to get a qualification (Cedefop, 2018), its main function being to help people get a qualification while in employment

and to combat (particularly youth) unemployment. By serving this function, apprenticeship is already a policy to incentivise people to take up VET, as it offers, as opposed to other VET tracks, employment, remuneration and a higher amount of practical training. Apprenticeship injects flexibility into the VET system, as it may complement or replace the school-based VET, and it is implemented through individual learning paths rather than apprenticeship programmes. So, the question of flexibilising apprenticeship in this group is a non-issue. Apprenticeship has a strong link with social inclusion and employment; the employment aspect is favoured over the educational one. This is why adults are exceptionally further encouraged (through financial incentives) to take up the apprenticeship track.

Findings of both the literature review and field work were also convergent in that age is not a determining factor in shaping measures or policies to support participation of adults in apprenticeship. The unemployment/employment criteria are more relevant, as specific measures and policies to encourage participation of adults in apprenticeship are usually built around criteria related to the status of individuals on the labour market. The practice of reconversion seems to indicate that apprenticeship may be effective in qualifying low-qualified employees, an initiative that most often comes from the employers themselves.

Field research findings show that the issue of learning approaches is relevant for the school-based part of the apprenticeship training. Besides shortening the duration of the adult apprenticeship training, learning approaches for the school-based part, which may be applied to all learners, include modules, online courses, and other approaches to support learning flexibility. What matters, particularly in the case of adults, is an understanding of previous experiences from employment as well as the prior education that adult learners bring into the classroom as a basis for their training plan. It is also important that teachers have insights into the motivation of adults. When it comes to the in-company part, adults need less supervision and intervention from employers.

The research should be viewed as a first clearing of the ground; more research is needed to provide sufficient evidence for policy advice. It is recommended that future research limits its scope to specific target groups within the adult population. The current project has clearly indicated that the range of initiatives targeting different groups of adults is broad; analysing a more similar population would provide evidence that could more easily be operationalised.

Abbreviations/Acronyms

ADEM	*agence pour le développement de l'emploi* [Luxembourg's national employment agency]
AMS	Public Employment Service Austria
AQF	Australian qualifications framework
ARE	*allocation d'aide au retour à l' emploi* [return to employment allowance]
ASS	*allocation de solidarité spécifique* [specific solidarity allowance]
AUD	Australian dollar
BAG	*Berufsausbildungsgesetz* [Vocational Training Act]
BBG	*Bundesgesetzüber die Berufsbildung* [Federal Act on Vocational Education and Training]
BBV	*Berufsbildungsverordnung* [Vocational Education and Training Ordinance]
CCP	*certificat de capacité professionnelle* [vocational capacity certificate]
CUI	*contrat unique d' insertion* [single integration contract]
CVET	continuing vocational education and training
DAP	*diplôme d'aptitude professionnelle* [vocational aptitude diploma]
DfE	Department for Education
DKK	Danish krone
DT	*diplôme de technicien* [technician's diploma]
EQF	European qualifications framework
EU	European Union
Eurostat	statistical office of the European Union
EUV	*erhvervsuddannelser for voksne* [VET for adults]
GCSE	general certificate of secondary education
IfA	Institute for Apprenticeship

IRAP	*imposta regionale sulle attività produttive* [regional tax on productive activities]
ISCED	international standard classification of education
IVET	initial vocational education and training
NGO	non-governmental organisation
NQF	national qualifications framework
NSNL	national skills needs list
PES	public employment service
RSA	*Revenu de solidarité active* [active solidarity income]
RTO	registered training organisation
SEPE	*Servicio Público de Empleo Estatal* [Spain's public employment service]
SERI	State Secretariat for Education, Research and Innovation
SME	small and medium-sized enterprise
UK	United Kingdom
VET	vocational education and training

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ANNEX 1.

List of reviewed literature

Source	Country	Summary/abstract of the source, including main conclusions
Commission Européenne (2011). ***L'éducation formelle des adultes en Europe: politiques et mise en oeuvre [Formal education for adults in Europe: policies and implementation].*** **Brussels: EACEA.** https://www.doi.org/10.2797/52262	France	The study deals with European adult education, but gives a good overview of the French system with several pages dedicated to France. More specifically, it explains how secondary education institutions in France are regrouped on a geographic basis to share resources and provide adult education: every group forms one of the 300 GRETA (*groupement d'établissements*, consortium of local public education institutions), providing VET in 6500 sites. The report explains that GRETA includes formal programmes, non-formal programmes, and skills and knowledge validation for formal and informal programmes (such as the VAE, *validation des acquis de l'expérience*, validation of prior experience). The report also describes the work of the CNED (an institution working under the Ministry of Education, providing formal and informal VET), the paths that people have to follow to attend university after the education paths described above, and the system of mandatory funding of CVET for French companies.

Source	Country	Summary/abstract of the source, including main conclusions
Ministère de l'Éducation Nationale (2010). ***Les dossiers de l'enseignement scolaire: l'éducation nationale et la formation professionnelle en France [Report on school education: national education and professional training in France].*** https://media.eduscol.education.fr/file/dossiers/61/5/formation_professionnelle_VF_151615.pdf	France	The report, drafted by the French Ministry of Education, explains the national VET, IVET, and CVET systems, offering information on VET and apprenticeship practices targeted at adults, as well as recognition of skills and knowledge. The report details how the Education Ministry is also responsible for adult CVET through the network GRETA (consortium of local public education institutions), pooling resources in order to provide several training options to adults. Thanks to the GRETA network, one of the largest networks worldwide of education providers, 450 000 adults receive training every year. This number includes civil servants, employees, unemployed and older people. The report also explains the role of regional governments, who are in charge of the development of courses targeting adults.
Boutinet, J.P.; Carré, P., Kern, D. (n.d.). ***Proposition pour symposium: la formation tout au long des âges de la vie adulte: utopies et réalités. Les caractéristiques des apprentissages dans les phases de la vie adulte [Proposal for a symposium: lifelong learning during all stages of adulthood: utopia and reality. Characteristics of learning during the stages of adulthood].*** http://aref2007.u-strasbg.fr/actes_pdf/AREF2007_Jean-Pierre_BOUTINET_448.pdf	France	The study deals with the role that adult apprenticeships have provided in France since the year 2000. Even though before this there were apprenticeships targeting an adult audience, in the post-industrial society the phenomenon increased greatly, also following the inputs of European strategies such as lifelong learning. The study stresses the role of apprenticeship for adults, drawing a distinction with other form of apprenticeship targeting other classes, and highlighting its importance in a fast-changing society, in which sectoral mobility and upskilling are becoming increasingly relevant. The study analyses three trends: • the fact that apprenticeships are leaning more towards self-learning; • the way in which adults are stimulated to learn; • the fact that adult apprenticeships struggle to reach people that perform poorly in primary and secondary education in their youth.

Source	Country	Summary/abstract of the source, including main conclusions
Bliem W.; Petanovitasch A.; Schmid K. (2016). ***Duale Berufsbildung in Deutschland, Liechtenstein, Österreich und der Schweiz [Dual vocational education and training in Austria, Germany, Liechtenstein and Switzerland].*** **Vergleichender Expertenbericht, Zürich: ibw im Auftrag des Geberkomitee für Duale Berufsbildung.** https://www.dcdualvet.org/wp-content/uploads/DC-dVET_Duale_BB_in-DE_AT_FL_CH_Vergleichsstudie_DE_FINAL.pdf	German-speaking countries	N/A
Bliem, W., Schmid, K.; Petanovitsch, A. (2014). Erfolgsfaktoren der dualen Ausbildung [Success factors for the dual VET system: possibilities for know-how-transfer]. ***Kurt Schmid ibw-Forschungsbericht*****, No 177.** https://www.ibw.at/bibliothek/id/259/	German-speaking countries	N/A
Dornmayr H.; Löffler R. (2014). ***Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich [Report on the situation of youth employment and apprenticeship in Austria].*** **Wien: ibw-öibf-Bericht.** https://www.ibw.at/bibliothek/id/392/	German-speaking countries	N/A
Ebbinghaus M. (2016).***Studienabbrecher/-innen: Als Auszubildende in Betrieben willkommen – aber möglichst ohne Extrabehandlung [Dropouts: Welcome as trainees in companies – but preferably without extra treatment].*** **Bonn: BIBB.** https://www.bibb.de/veroeffentlichungen/de/publication/download/7977	German-speaking countries	N/A

Source	Country	Summary/abstract of the source, including main conclusions
Zentralverband des Deutschen Handwerks (2013). *Integration von Studienaussteigern in das duale Berufsbildungssystem [Integration of graduates into the dual vocational education and training system].* Berlin: Ergebnisse einer Umfrage [Results of a survey]. https://www.zdh.de/fileadmin/user_upload/themen/Bildung/Fachkraeftesicherung/Auswertung_Studienaussteiger_Fachkraeftepotenzial_09-2013.pdf	German-speaking countries	N/A
Statistik Austria (2012). *Erwachsenenbildungsbericht 2011 [Adult education report 2011].* https://www.bmdw.gv.at/Nationale%20Marktstrategien/LehrlingsUndBerufsausbildung/Documents/Erwachsenenbildungsbericht.pdf	German-speaking countries	N/A
Imdorf, C. (2012). Zu jung oder zu alt für eine Lehre? Altersdiskriminierung bei der Ausbildungsplatzvergabe [Too young or too old for an apprenticeship? Age discrimination in the allocation of training places]. *Journal for labour market research*, Vol. 45, No 1, pp. 79-98. https://doi.org/10.1007/s12651-011-0093-3	German-speaking countries	N/A
Zihler, A. (2014). *Mehr Erstabschlüsse für Erwachsene: Berufsbildung neu denken [More initial degrees for awakenings: rethinking vocational training].* Positionspapier von travail.suisse. https://ts-paperclip.s3-eu-west-1.amazonaws.com/system/uploadedfiles/2930/original/TravailSuisse-Positionspapier_Mehr-Erstabschluesse-fuer-Erwachsene_d.pdf?1395393289	German-speaking countries	N/A

Source	Country	Summary/abstract of the source, including main conclusions
Ebbinghaus, M.; Milde, B; Winterhager, M. (2015). Duale Berufsausbildung nach Studienausstieg? Ergebnisse aus dem BIBB Expertenmonitor [Dual vocational training after graduation? Results from the BIBB Expert Monitor]. *Berufsbildung in Wissenschaft und Praxis*, No 44, pp. 30-34. https://lit.bibb.de/vufind/Record/DS-171414	German-speaking countries	N/A
Anja Burri (2014). *Staat soll späte Berufslehre bezahlen [State should pay late apprenticeship].* Tagesanzeiger, 27.9.2014. http://www.tagesanzeiger.ch/schweiz/stand-ard/Staat-soll-spaete-Berufslehre-bezahlen-/story/16194392	German-speaking countries	N/A
Buratti, U.; Piovesan, C.; Tiraboschi, M. (2014). *Apprendistato: quadro comparato e buone prassi [Apprenticeship: comparative framework and good practices].* ADAPT working paper. http://adapt.it/adapt-indice-a-z/u-buratti-c-piovesan-m-tiraboschi-cura-di-apprendistato-quadro-comparato-e-buone-prassi-adapt-labour-studies-e-book-series-n-242014/	Italy	The source analyses the effects on the Italian apprenticeships system arising from Testo Unico 2011, a regulation shared by the government, regions and social partners. The report stresses the weaknesses of the Italian system, framing it in the European context. It highlights the areas in which Italy lags behind the guidelines set by the European alliance for apprenticeships. Finally, it describes the apprenticeships system in Denmark, Germany, Spain, France, Austria, Sweden and the UK.

Source	Country	Summary/abstract of the source, including main conclusions
Confcommercio (2014). *Rapporto annuale sul mercato del lavoro: l'apprendistato [Annual report on the labour market: apprenticeship].* https://www.camera.it/temiap/temi17/DOL0429.pdf	Italy	The report analyses the effects of the legislative Decree No 167 of 2011, according to impact on the three different types of apprenticeships in Italy (two of which concern adult education). The report digs into the statistics of the apprenticeship system with a focus on the tertiary sector of the economy. It analyses apprenticeship in the broader context of the economic crisis, its effects on the apprenticeships (broken down by sector), its relation with the number of employed, and the development of fluxes and stocks of apprentices. It gathers the opinions of tertiary sector employers on the legislative changes.
ISFOL (2016). *Verso il sistema duale: XVI Monitoraggio sull'apprendistato [XVI monitoring report on apprenticeship towards the dual system].* Rome: ISFOL. http://isfoloa.isfol.it/jspui/bitstream/123456789/1349/3/Isfol_FSE217%20volume.pdf	Italy	The report shows that there were 410 213 apprentices in 2015 and that 13.6% of employed persons were aged 15 to 29. In 2015, the number of apprentices decreased by 8.1% compared to 2014. This could be due to the introduction of exemption from total insurance contribution to be paid by the employers for the first three years after hiring, through open-ended contracts that has made the apprenticeship less attractive. In 2015, 197 138 new apprenticeship paths were activated (-17% compared to 2014).
Von Simson, K. (2014). Frafall i videregående skole og lokale arbeidsmarkedsforhold [Dropouts from higher education and local labour market conditions]. *Søkelys på arbeidslivet,* Vol. 31, No 1-2, pp. 42-58. https://samfunnsforskning.brage.unit.no/samfunnsforskning-xmlui/bitstream/handle/11250/2468802/Frafall+i+videreg%C3%A5ende+skole+og+lokale+arbeidsmarkedsforhold+siste.pdf?sequence=4	Nordic countries	The article finds that, in good economic times, the probability of dropout from higher education for the young increases, compared to bad economic times. The effect is greatest for students of general study programmes, but something indicates that the effect of vocational education is counteracted by fewer apprenticeships in a bad economy.

Source	Country	Summary/abstract of the source, including main conclusions
EVA (2013). ***Uddannelse for voksne: Kortlægning af ligheder og forskelle i ordninger på ISCED 3-niveau for voksne i de nordiske lande, Grønland og Åland samt på Færøerne [Education for adults: identification of similarities and differences in ISCED 3-level schemes for adults in the Nordic countries, Greenland and Åland, and in the Faroe Islands].*** http://dx.doi.org/10.6027/TN2013-575	Nordic countries	The five Nordic countries, except for Iceland when it comes to the vocational field, all have specific arrangements for adults on both the study preparatory and vocational field at ISCED 3 level. Adults in the three self-governing areas, Greenland and Åland as well as the Faroe Islands have fewer educational opportunities.
Deloitte (2013). ***Evaluering af voksenlærlingeordningen. Effekter, anvendelse og incitamenter [Evaluation of the adult apprenticeship scheme. Effects, use and incentives].*** **2013 report.** https://docplayer.dk/26801102-September-2013-rapport-evaluering-af-voksenlaerlingeordningen-effekter-anvendelse-og-incitamenter.html	Nordic countries	The report finds that the number of adult apprenticeships has decreased since 2007, and that the arrangement is used primarily by individuals in employment. The arrangement has significant positive effects on employment for adult apprentices coming from unemployment. Further, the arrangement has not affected the accession of young apprentices.
Ekspertgruppen om udredning af den aktive beskæftigelsesindsats (2014). ***Veje til job – en arbejdsmarkedsindsats med mening [Roads to jobs – a labour market effort with meaning].*** https://bm.dk/media/6779/carsten-koch-udvalget-web-pdf.pdf	Nordic countries	The evaluation report covers 32 initiatives for meaningful labour market effort. The use of adult apprenticeships follows economic trends. The arrangement has positive effects, and unemployed particularly benefit from it. The effect on the employed seems to be negative or non-existent.
New Insight; Epinion (2014). ***Slutevaluering for voksenlærlingekampagnen "Bliv klædt på" [Final evaluation for the adult apprenticeship campaign].*** https://star.dk/media/1269/slutevaluering-af-voksenlaerlingekampagnen-bliv-klaedt-paa.pdf	Nordic countries	The report evaluates the Danish campaign for adult apprenticeships *Blivklædtpå*. The campaign has resulted in more adult apprentices, but they find it hard to isolate the results from general economic growth. Further, they find that most of the adult apprentices consider their potential for employment and their competences as strengthened after the education is completed.

Source	Country	Summary/abstract of the source, including main conclusions
Danmarks Evalueringsinstitut (2016). *Status over den nye erhvervsuddannelse for voksne. Notat om de første erfaringer [State of the new vocational training for adults: note on the first experiences].* http://www.fuha-info.dk/media/75186048-01c3-494d-b24e-d472d8c09e83/lEm60A/PASS/Publikationer/Udgivet%20af%20andre/Statusnotat%201%202016%20om%20euv_www%20(002).pdf	Nordic countries	Note about the first experiences for *Voksenspor*. This was introduced with the vocational education reform in 2015, where vocational education was split in two tracks: one for the young and one for adults. Preliminary results show that, after the reform, fewer adults participated in vocational education. Further, very few participated in the course for adults with more than two years of relevant work experience (EUV1). The note highlights the development and results after the first period of the *Voksenspor* arrangement.
Danmarks Evalueringsinstitut (2016). *Status over den nye erhvervsuddannelse for voksne. Status på aktiviteten til og med første halvår af 2016 [State of the new vocational training for adults: status of activity until the first half of 2016].* http://www.fuha-info.dk/media/435871be-219c-4f17-86d9-bf00a6804e5e/qbZ_fw/PASS/Publikationer/Udgivet%20af%20andre/Statusnotat%202%20om%20aktiviteten%202016%20f%C3%B8rste%20halv%C3%A5r_www.pdf	Nordic countries	Note about the status of *Voksenspor* up to and including the first six months of 2016. During the first year, there was a reduction in activity at EUV, contrary to political intentions. Further, there is most participation in the EUV2 or EUV3 programmes. The note highlights the development and results after the first school year, 2015/16, of the *Voksenspor* arrangement.
Beskæftigelsesministeriet; Undervisningsministeriet; Finansministeriet (2008). *Notat: tilskudsordningen til voksenlærlinge [Note: the grant scheme for adult apprentices].* https://www.ft.dk/samling/20072/almdel/udu/spm/303/svar/589724/625409.pdf	Nordic countries	Note about subsidy scheme for adult apprentices describing the purpose of the scheme and the development from the beginning of the scheme until 2008. It finds that access by adult apprentices increased from 2002 to 2007 and that almost half of them were in the age range 25 to 29.

Source	Country	Summary/abstract of the source, including main conclusions
Styrelsen for Forskning og Innovation (2013). ***ErhvervsPhD-ordningen – en videnindsamling: oplevelser og erfaringer med ErhvervsPhD-ordningen [Professional PhD scheme – a knowledge gathering: experiences and experiences with the Business programme].*** https://ufm.dk/publikationer/2013/filer-2013/erhvervsphd-ordningen-en-videnindsamling.pdf	Nordic countries	A collection of description, knowledge and experiences of industrial PhD from the point of view of the students, firms and universities. Students, companies and universities agree that it is beneficial to undertake an industrial PhD. Nevertheless, there still are some challenges to ensure good cooperation between the three actors.
Damvad (2008). ***Barriereanalyse for ErhvervsPhD-initiativet. Udarbejdet for: Forsknings- og Innovationsstyrelsen, Region Midtjylland, Region Syddanmark [Barrier analysis for the Industrial Phd initiative. Prepared for the Research and Innovation Agency, Central Jutland Region, southern region].*** https://ufm.dk/publikationer/2008/filer-2008/barriereanalyse_erhvervsphd_januar08_endelig.pdf/	Nordic countries	The analysis investigates barriers at universities and in firms linked to the increased use of industrial PhD. It finds that few have the intention of using the industrial PhD, but many wish to get more information about the programme. Lack of experience of working with research institutions acts as a barrier to using an industrial PhD.
Svenskt Näringsliv (2012). ***Har Sverige ett tillräckligt flexibelt system för yrkesutbildning av vuxna? En översikt av yrkesutbildningssystemet [Does Sweden have a sufficiently flexible system for adult education? An overview of the adult education system].*** https://www.bokus.com/bok/9789174377965/har-sverige-ett-tillrackligt-flexibelt-system-for-yrkesutbildning-av-vuxna/	Nordic countries	The report goes through the system of vocational education for adults in Sweden. During the analysis, some barriers to becoming a non-academic professional were found. Suggestions to overcome these barriers were: • more places for *Yrkeshögskolan* and changing conditions; • more places for vocational education and changing conditions; • more clarity between *Yrkeshögskolan* and a college education; • influence of working life on the design of vocational training.

Source	Country	Summary/abstract of the source, including main conclusions
Lindell, M. (2004). ***Erfarenheter av utbildningsreformen Kvalificerad yrkesutbildning: ett arbetsmarknad-sperspektiv [The education reform of the post-secondary formal vocational training: a labour market perspective].*** https://www.ifau.se/globalassets/pdf/se/2004/r04-02.pdf	Nordic countries	The study investigates experiences of the educational reform *Kvalificeradyrkesutbildning. Kvalificeradyrkesutbildning* is a post-secondary vocational education with close cooperation between educational institutions and industry. The study shows that over 80% of respondents had a job after graduation and that nearly 80% of those working in a professional field relevant to their education. At the same time, more than a third of respondents say the qualified vocational education has not contributed to a better wage.
Myndigheten för yrkeshögskolan (2016). ***Statistisk årsrapport 2016: myndigheten för yrkeshögskolans utbildningsformer [Statistical annual report 2016: development of vocational education].*** https://www.myh.se/Documents/Publikationer/Rapporter/2016/statistisk_arsrapport_2016.pdf	Nordic countries	The annual report states some of the key findings for the development of vocational education. Among these were that the number of participants has increased within the technical area and there are twice as many applicants as positions. The areas that the government wants to pay attention to are the imbalances between the education areas and graduate degree, and the big difference between both men and women and foreign and native-born.
Santos-Nedrelid, G. O.; Oksnes, L. S. (2013). ***Voksnes muligheter til vide-regående opplæring [Opportunities for secondary education].*** https://docplayer.me/808676-Voksnes-muligheter-til-videregaende-opplaering-gunhild-oland-santos-nedrelid-og-linda-skjold-oksnes.html	Nordic countries	The report points out four key explanations for barriers that prevent adults from taking a secondary education. In short, the explanations are: • bad economy, in the sense that their income will reduce under education; • customised training; • lack of information; • not eligible for further education.

Source	Country	Summary/abstract of the source, including main conclusions
BIS (2013). ***Review of apprenticeships research final report: an updated review prepared for the national apprenticeship service and the department for business, innovation and skills.*** http://webarchive.nationalarchives.gov.uk/20141006151154/http://nas.apprenticeships.org.uk/~/media/Documents/IER-Review-of-Apprenticeships-Research-Final-revised-August-2013-3.ashx	United Kingdom	The primary aim of this review of apprenticeships research has been to provide interested parties, particularly those within business innovation and skills and national apprenticeship service, with up-to-date information on the evidence base and debate relevant to the programme. This report provides discussion aligned with key themes which have emerged in the research and other publications over the course of the project. This organisation of the review is meant to highlight the policy-relevance of various outputs. The report considers recent policy developments in apprenticeships and current participation in the programme; it provides review of literature. This review of apprenticeships research has helped to highlight the vast amount of analysis and comment being carried out which has relevance (either directly or indirectly) for the programme. The review concludes that, among the key issues that have emerged over the past year (the period of this review), are: • the quality of apprenticeships; • funding issues; • the importance of IAG; • as always, the importance of the employer in apprenticeships.

Source	Country	Summary/abstract of the source, including main conclusions
Fuller, A.; Leonard, P.; Unwin, L.; Davey, G. (2015). *Does apprenticeship work for adults? The experiences of adult apprentices in England.* London: UCL Institute of Education. http://www.llakes.ac.uk/sites/llakes.ac.uk/files/Adult%20Apprenticeship.pdf	United Kingdom	This research report presents findings from the first research study of government-supported apprenticeship in England to focus on the experiences and perspectives of apprentices aged 25 and over and of their employers. The report notes that, while the starting age for apprentices in Europe has been getting older due to the delayed nature of transitions from education to the labour market, England differs because it has such a large proportion of older adults who join an apprenticeship while they are with their existing employer; this is known as 'conversion'. In it 'the research also provides evidence about the training, upskilling and reskilling of adult workers more generally, including those in the later stages of working life. Apprenticeship has long been seen as a model of learning preparing young people to enter the labour market' (Fuller et al., p.1). This study has shown that many adults across a range of sectors, regions and employment contexts want access to training opportunities so that they can improve their career and life chances. Many adults believe they have the expertise, experience and potential to make a productive contribution to their places of work and to the economy more generally. These findings point to a latent demand from adults for training and qualifications (including English, maths and ICT) to support the fulfilment of their career aspirations. The government-supported apprenticeship programme could be a major vehicle for providing those opportunities and for enabling employers to achieve their business goals.

Source	Country	Summary/abstract of the source, including main conclusions
Leonard, P.; Fuller, A.; Unwin, L. (2017). A new start? Negotiations of age and chrononormativity by older apprentices in England. *Ageing and society*, Vol. 38, No 8, pp. 1667-1692. https://doi.org/10.1017/S0144686X17000204	United Kingdom	This journal article draws on research on adult apprentices (Fuller et al., 2015) to offer a useful heuristic device by which to develop understanding of the ways in which employment, training and older age are understood, experienced, performed and managed in organisations, not only in England, but in other neoliberal economies facing similar demographic changes in terms of an ageing workforce.
Fuller, A.; Unwin, L. (2014). *Creating and supporting expansive apprenticeships: a guide for employers, training providers and colleges of further education.* London: National Apprenticeship Service. http://webarchive.nationalarchives.gov.uk/20130802100617/http:/lsis.org.uk/Services/Publications/Documents/Creating%20and%20Supporting%20Expansive%20Apprenticeships.pdf	United Kingdom	The practical guide introduces the expansive-restrictive framework, which can be employed as an analytical tool for classification of apprenticeships. It is designed to be used by employers and training providers/education and training institutions. It presents ideas for increasing the quality of apprenticeship programmes by enhancing the learning potential of the environments in which they take place. The expansive-restrictive framework has been designed to help employers, colleges of further education and training providers analyse the way they currently organise apprenticeships to see if they can make improvements that will benefit everyone involved: employers, vocational teachers and trainers, apprentices, government, and society as a whole. This guide offers a realistic approach to improvement because it acknowledges that apprenticeship programmes have to be adapted to the specific contexts in which they take place.
Cedefop ReferNet United Kingdom (2014). *Apprenticeship-type schemes and structured work-based learning programmes.* https://www.naric.org.uk/ReferNet/resources/UK_2014_Article_WBL_Final.pdf	United Kingdom	This article provides an overview of the existing apprenticeship programmes in the UK, their specific features, main strengths and weaknesses. Articles are intended to support Cedefop in developing a comparative picture of apprenticeship type schemes and structured work-based learning programmes across the EU.

Source	Country	Summary/abstract of the source, including main conclusions
National Audit Office (2012). *Adult apprenticeships.* London: The stationery office. http://dera.ioe.ac.uk/14103/1/1787.pdf	United Kingdom	This report from the National Audit Office assesses the value for money of the apprenticeship programme, focusing primarily on adults (aged over 19), whose numbers have been significantly expanded in recent years. The report focuses on whether: • the department is meeting its ambitions for expanding the programme and improving quality, while delivering the expected economic benefits (Part Two); • oversight and management of the programme by the department, agency and service is effective (Part Three). The report concludes that the expansion in apprenticeship places has occurred across all age groups, particularly among employees aged over 25, and in a small proportion of the types of apprenticeship available.

Source	Country	Summary/abstract of the source, including main conclusions
CEBR (2015). ***The benefits of apprenticeships to businesses: a report for the Skills Funding Agency.*** https://cebr.com/wp-content/uploads/2015/03/The-Benefits-of-Apprenticeships-to-Businesses.pdf	United Kingdom	The report focuses on all-age apprenticeship, not specifically on adult apprenticeship. It examines the benefits that apprentices can offer businesses across the UK both while they are training and long after they have completed their apprenticeships. The research also considers the extent to which apprenticeships can help address skills shortages which are starting to become a constraint on growth across much of the UK economy. The report concludes that the number of apprenticeship starts has grown dramatically over the past decade. In 2013/14 there were 440 400 apprenticeship starts in England alone, about double the number seen in 2007/08. Overall, apprentices, while training, are estimated to have resulted in a positive net gain to employers of on average GBP 1670 per apprentice in England in 2013/14. This implies a total annual benefit of all apprentices in training of about GBP 1.4 billion to the English economy. This report was produced by the Centre for Economics and Business Research for the Skills Funding Agency (SFA). The SFA is a government-funded agency that distributes and governs publicly funded apprenticeship in England.

Source	Country	Summary/abstract of the source, including main conclusions
Centre for Economics and Business Research (2013). *Productivity matters: the impact of apprenticeships on the UK economy.* http://www.southampton.gov.uk/moderngov/documents/s17298/Appendix	United Kingdom	This report focuses on all-age apprenticeships and considers the benefits that apprenticeships bring, enabling them to grow their own talent and develop a motivated, skilled and qualified workforce. In *Productivity matters: the impact of apprenticeships on the UK economy,* the Centre for Economics and Businesses Research (Cebr) confirms and quantifies these benefits, setting out in monetary terms the valuable productivity gains which businesses and the wider economy receive due to apprenticeships, as well as the benefits to apprentices themselves.

Source	Country	Summary/abstract of the source, including main conclusions
National Audit Office (2016). *Delivering value through the apprenticeships programme.* London: National Audit Office. https://www.nao.org.uk/wp-content/uploads/2016/09/Delivering-the-value-through-the-apprenticeships-programme.pdf	United Kingdom	The report is intended to evaluate the efforts made so far to increase the value achieved from the increasingly employer-led apprenticeships programme. The report covers three main areas (NAO, 2016, p.6): • defining the programme's aims and measuring success; • improving the quality of individual apprenticeships; • managing risks to apprenticeship quality and value. The report demonstrates that there has been significant growth in the number of apprenticeships taking place. Most of the growth came from those aged over 24 and in apprenticeships at level 2, which is broadly equivalent to five GCSEs (general certificates of secondary education). The report considers estimates of overall economic return which show that, on average, apprenticeships at levels 2 and 3 provide a greater return per pound of government funding than traditional learning in schools or colleges. However, the estimates also suggest that some apprenticeships may offer little or no economic return compared with traditional learning, particularly when total funding from government, employers and learners is taken into account.

Source	Country	Summary/abstract of the source, including main conclusions
Fuller, A. (2016). The growth of apprenticeship in England: doubts beneath the numbers. *Challenge*, Vol. 59, No 5, pp. 422-433. https://doi.org/10.1080/05775132.2016.1226109	United Kingdom	This policy-oriented paper highlights the constant tension between quality and quantity within the government-supported apprenticeship programme and the policy reforms that help explain its expansion. It argues that successive government decisions to extend the parameters of what counts as apprenticeship is an important part of the explanation. The paper demonstrates that the use of apprenticeship as an instrument of public policy has been a feature of successive governments. The paper notes that England is investing aggressively in its apprenticeship system. However, while some of these programmes are effective, the author is concerned that quality across the programme is uneven and does not sufficiently recognise how apprenticeship should be created and supported, first and foremost, as a model of learning for occupational expertise.

Source	Country	Summary/abstract of the source, including main conclusions
Gambin, L.; Hogarth, T. (2016). Factors affecting completion of apprenticeship training in England. *Journal of education and work*, Vol. 29, No 4, pp. 470-493. https://doi.org/10.1080/13639080.2014.997679	United Kingdom	This journal article examines factors that are associated with the probability of completion of apprenticeship programmes by individual learners in England. Data are from the 2008/09 academic year individualised learner record, the administrative database containing information on all learners in the further education system in England. The analysis considers various factors, including demographic characteristics of apprentices, aspects of their programme and an indicator of the local labour market context in which they participate in apprenticeship. The study considers both apprenticeships (level 2) and advanced apprenticeships (level 3) and finds a variety of factors that have a significant effect on the likelihood of completion. Gender-related differences are found only within particular frameworks (akin to the subject or sector). Local unemployment rates are found to have a significant effect on the probability of completion, with the direction of this relationship differing between the two levels. The findings highlight that the contemporaneous goals of increasing participation in apprenticeship and improving completion rates cannot be easily achieved through the same actions. Despite this, the importance of completion of an apprenticeship cannot be denied for a variety of reasons, including the penalties individuals may suffer in the labour market due to non-completion.

Source	Country	Summary/abstract of the source, including main conclusions
Brockmann, M.; Laurie, I. (2016). Apprenticeship in England: the continued role of the academic-vocational divide in shaping learner identities. *Journal of vocational education and training*, Vol. 68, No 2, pp. 229-244. https://doi.org/10.1080/13636820.2016.1143866	United Kingdom	This journal article draws on two recent studies designed to explore the learner identities of apprentices on different apprenticeship programmes: motor vehicle maintenance (level 2) and engineering (level 3). Successive governments have pledged to enhance the quality of apprenticeship in England to achieve parity of esteem with academic study. At the same time, the discourse of the academic-vocational divide has dominated the academic, policy-maker and practitioner debates. Through this work, the authors are able to explore the role of the academic-vocational divide in identity construction and to challenge assumptions about vocational learners. It is argued that, far from being naturally practical, the young people draw on normative discursive categories in their construction of continuous identities. The findings raise important questions about the UK apprenticeship system as currently conceived, while at the same time drawing attention to a range of issues such as social mobility and progression.
Fedea (2016). *El aprendizaje permanentede los adultos en España: retos para el future [Permanent adult training in Spain: challenges for the future].* https://www.fedea.net/nsaw/descargas/NSAW02es.pdf	Spain	The report presents an overview of lifelong learning in Spain. The first part is dedicated to an analysis of the skills of the adult population of working age. The second documents the participation in training and education for adults and the third describes the adult-training system and proposes policy measures and changes to improve access to training for adults.

Source	Country	Summary/abstract of the source, including main conclusions
Suarez Ortega, M. (2014). Los talleres de empleo como recursos para la formación y la inserción laboral femenina: estudio de un caso [Employment workshops as a way of training and insertion into the job market for women: a case study]. *Enseñanza*, No 22, pp. 301-316. http://revistas.usal.es/index.php/0212-5374/article/view/4114	Spain	The document presents a gender assessment of *Talleres de empleo;* the only active policy measure dedicated to unemployed workers over 25 that foresees training and working practice. In this paper, the authors look through employment workshop as an active policy measure describing and assessing it from the point of view of those involved (women participants, technicians and educators). They use case studies as the methodological strategy and also complementary techniques and procedures to obtain information. The analysis was carried out by SPSS and NUD*IST computer programmes depending on the type of data, quantitative or qualitative. One contribution of this study is to improve the employment workshop: information on development processes, the possible qualifications of women, the job offers and satisfaction with training provided. This paper also presents interesting information about the efficiency of this measure to insert women to the labour market.

ANNEX 2.

Justintegration under *Implacementstiftung* (Austria)

Justintegration is implemented in all nine federal provinces and supports the target group of unemployed young adults with a main place of residence in Austria. This support takes the form of vocational education and training preparing beneficiaries to sit an apprenticeship leave exam, get an apprenticeship qualification and (re-)integrate the target group into the labour market.

The overall aim of *Justintegration* is that participants should obtain the apprenticeship leave exam. Therefore, the learning content has to follow the training regulations that exist for every skilled trade in Austria. These training regulations are issued by the Federal Ministry for Digital and Economic Affairs and are based on the Vocational Training Act. The curricula of *Just* apprenticeships, therefore, contain the same learning outcomes as within regular apprenticeship but in a shorter period of time.

There are no different approaches in implementation at local or regional levels; the measure is put into practice the same way all over the country in every federal province.

A2.1. Governance

Justintegration is a highly complex measure based on a large number of cooperating institutions and entities. The three main stakeholders in developing, implementing and monitoring the local scheme are the Austrian Economic Federal Chamber Vienna (AEFC), the Viennese branch of the Austrian Trade Union Federation (ATUF) and the Public Employment Service (PES) Vienna. The main day-to-day coordinating body for local and nationwide implementation is the foundation Aufleb GmbH, which was originally established in 1995 and whose main responsibilities are the training and the support of unemployed people. The AEFC and the ATUF are represented in the advisory board of the measure. The representatives

of the AEFC are entitled to make proposals regarding the chairman of the management board of Aufleb GmbH, the ATUF regarding the vice chairman. The AEFC and the ATUF were the main stakeholders during the development process of *Justintegration* and its underlying concept and are responsible for the overall coordination process. They do not participate in the day-to-day implementation of *Justintegration*.

The main stakeholders in the implementation process are the PES Vienna and Aufleb GmbH and the cooperation partners of Aufleb GmbH. The PES determines whether the action and training plans comply with the foundation`s concept and they –together with Aufleb GmbH– have functional control of the measure. The PES also identifies the potential participants, as these are already clients of their services, and assigns these people to the measure; they also support the participants. Aufleb GmbH undertakes all administrative and financial tasks but it does not educate the participants. For this, it works together with cooperation partners (which are service providers in the realm of education and training), which in turn are in contact with education institutions and enterprises and organise the training process.

A2.2. Financing

The cost of the education and training measures, and the support measures, are financed by Aufleb GmbH through funds from the insolvency contingency fund. The Federal Ministry for Digital and Economic Affairs and the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection are responsible for this part of financing. These administrative funds made available to Aufleb GmbH are calculated per capita: each participant of *Justintegration* has EUR 9 000 to spend on qualification measures and EUR 8 000 for the case management carried out by the cooperation partners of Aufleb GmbH. The companies involved pay the administrative costs of EUR 150 on a monthly basis to Aufleb GmbH.

There are two sources of apprentice income: the PES Vienna takes care of the livelihood of the participants (*Beihilfe zur Deckung des Lebensunterhalts,* DLU), while the companies pay a training subsidy to the participants of at least EUR 60 per month. These financial incentives are regarded by one of the interview partners as attractive to the participants, as they receive more money than adolescent participants within the regular apprenticeship system during their first training year.

There are also financial incentives for the training companies. Within a regular apprenticeship, the companies have to pay apprenticeship wages which increase annually. In the case of *Justintegration* apprentices, the companies do not have to pay these apprenticeship wages; this serves as an indirect financial incentive for a training enterprise. The duration of the training is also shorter than the regular apprenticeship. The companies, therefore, get the chance of training skilled workers for their business in a comparably cost-effective way.

A2.3. Training companies

Companies participating in the measure must be recognised training enterprises, legally entitled to provide the company-based part of apprenticeship training ([17]). Companies that do not have this legal permission are only allowed to offer training within *Justintegration* if the Federal Chamber of Labour expresses consent in the case in question.

A2.4. Tailoring

In dealing with *Justintegration*, it is necessary to consider that the target group of this measure can be characterised by two main features: the participants are (young) adults and they mostly ([18]) consist of refugees without or with minimal German language skills. Therefore, the prerequisites in all aspects of implementation are manifold. Especially during the first months of training, the requirement for support and mentoring on the part of the cooperation partners can be intense and demanding.

The training institutions providing the theoretical part of the training, employ variously skilled personnel and are usually getting to know the participants and their needs and skills before starting the training programme. If there

([17]) To fulfil the relevant legal criteria, a company must be entitled according to the Trade, Commerce and Industry Regulation Act to perform the professional tasks in conjunction with the apprenticeship occupation to be taught. The company itself also must be suitable to pass on all necessary knowledge and skills required for the occupation in question and there has to be at least one employee who has obtained an IVET trainer certificate.

([18]) Although the measure is also open to unemployed persons with multiple problems in respect of the labour market, without refugee status, the majority of the participants are currently in the category of unemployed persons entitled to asylum or subsidiary protection status.

are particularly great deficiencies on the part of the attendees, the training institutions will adjust their training or their support accordingly, if possible. If this is not an option because the deficits are too big, the training institutions inform the cooperation partners. Then, preliminary training as preparation to participating in the actual training course can be prepared. Without these precautions, there would be an even higher risk of people leaving the training measure prematurely. All these measures are designed individually and dependent on the relevant needs of the participants, illustrating the great flexibility of the programme.

The theoretical training part in the training institutions is also tailored to the needs of the participants. For example: if an attendee has particular problems regarding percentage calculations, the trainer will provide examples until this skill is sufficiently built. Apprentices in the field of confectioning, for example, receive –in addition to learning at the vocational schools– special instructions in drawing and specific German-language skills necessary for this profession.

According to information from a local training provider, the German-language courses are also specifically tailored to the needs of the participants and the occupational field in which they are being trained. Besides learning general language skills, they are being taught specialised language skills needed within the professional field of their work after completing their training. In this case, the teachers themselves either have professional experience in this field and/or have a professionally relevant degree.

The participants also are provided with social skills needed in partaking in the measure as well as working in a company. These social skills are then also continually taught and developed, for example within the language courses.

Participants visiting a part-time vocational school for apprentices may attend classes together with the regular apprentices. In some occupational fields, the *Just* apprentices are taught separately in small groups, possibly joined by a few other adult apprentices not part of *Just*.

There are individual lessons and tutoring when necessary, as well as teaching and learning in small groups of, usually, around six people.

The cooperation partners of Aufleb GmbH also visit the training companies and swap with the trainer responsible at the workplace. This is to monitor the progress of the training measure or identify possible problems early. As the target group of *Justintegration* is a very special one, dealing with multiple challenges, the tasks of the trainer include not only knowledge-sharing but often also consist of mentoring the participants regarding social or cultural skills.

The target group of *Justintegration* is, in many regards, very different from that for regular apprenticeship programmes. *Just* apprentices are (young) adults and therefore may experience difficulties accepting certain hierarchies or duties within a company. This may especially occur at the beginning of the training, where they have to perform tasks which can seem as low-level work but are necessary to get accustomed to working and learning in their training company. The language –particularly the specialised language used in a certain profession– might also cause a big problem for the target group in completing the measure. Therefore, the language training is an essential and crucial part of the programme.

Justintegration is a flexible and adaptable measure, although it requires a high level of commitment from all stakeholders, institutions and individuals involved. For all the flexibility, the overall objective is successful completion by making sure the beneficiaries sit and pass the apprenticeship training-leave examination and get the apprenticeship qualification.

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Apprenticeship for adults

Results of an explorative study

This report is the result of an explorative study, carried out at a time when interest in apprenticeship for adults was on the rise and research and evidence on the topic was scarce and fragmented. It has explored the topic from a conceptual and theoretical point of view, reviewing relevant existing research. It has also considered a practical perspective, exploring policies EU countries and four non-EU countries have in place in relation to apprenticeship for adults. It is the first report that addresses the topic from an EU-wide perspective.
Largely based on data collected in 2017-18, the report includes findings from a literature review and field work. It confirms that adults increasingly participate in apprenticeship training, often due to policy interventions and measures that have removed barriers to such participation and provided incentives. The study also confirms that EU countries are fundamentally divided into two main apprenticeship function groups, with two different approaches in aiding participation of adults in apprenticeship training.

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CEDEFOP | European Centre for the Development of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
Postal address: Cedefop service post, 570 01 Thermi, GREECE
Tel. +30 2310490111, Fax +30 2310490020, Email: info@cedefop.europa.eu

visit our portal www.cedefop.europa.eu

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