

# The State of Apprenticeship during the COVID-19 Pandemic: Reports from Seven Countries

#LiveAtUrban

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# The State of Apprenticeship during the COVID-19 Pandemic: Reports from Seven Countries

#LiveAtUrban

# Apprenticeship in Australia: Trends and COVID initiatives

Professor Erica Smith

Federation University Australia

*INAP virtual forum 26<sup>th</sup> May, 2021*



# Australia: Two tiers of government.

2016 statistics (last Census)

- Population: 23,401,892. (25.4m in 2019)
- 66% live in the eight capital cities.
- Percentage born overseas: 33.3%.
- Percentage indigenous: 2.8% (Aboriginal and Torres Strait Islander peoples).
- Working population: 11,471,296 (62% worked 35 hrs+ per week) .
- Top industries of employment: health, retail, hospitality, education, aged care.



# Apprenticeships: A two-track system

## **‘Traditional apprenticeships’**

- Mainly in manufacturing and construction.
- Predominantly male apart from hairdressing.
- 3-4 years term.
- Strong trade union influence.
- ‘Dual’ training – on the job and training provider.

## **Traineeships**

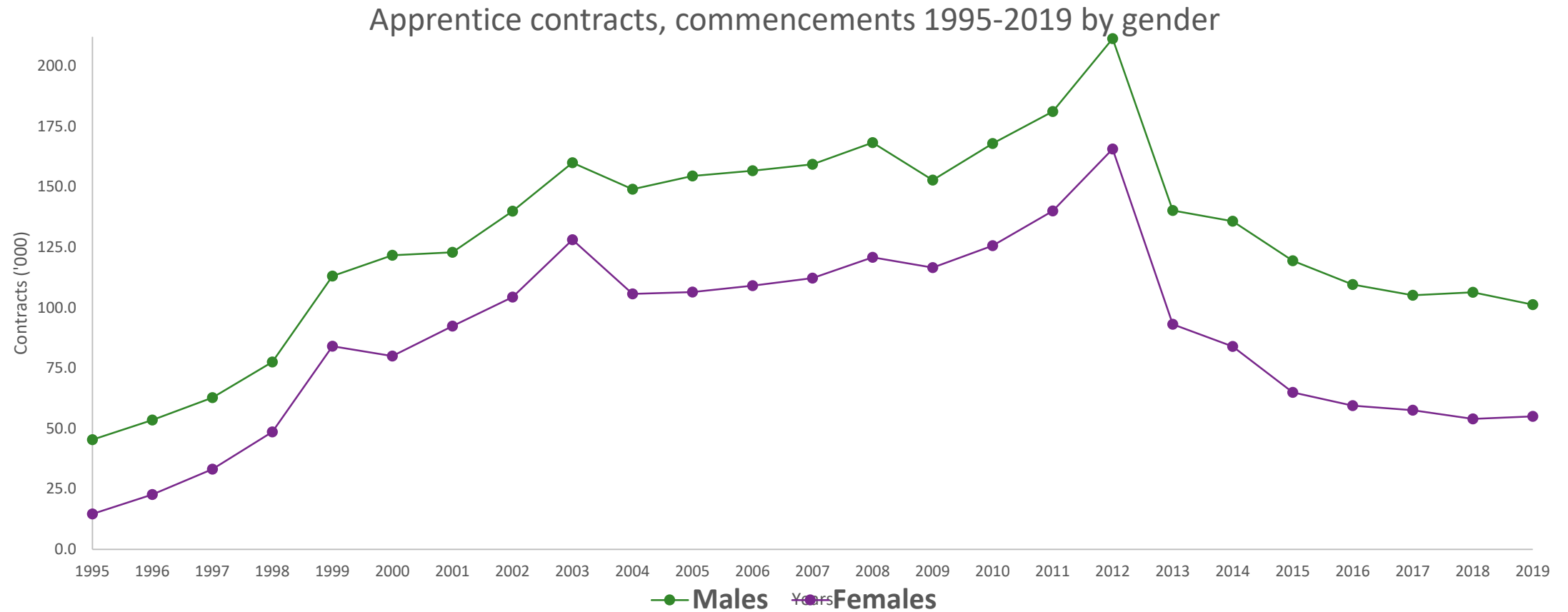
- Introduced from 1985.
- In retail, business, IT, community services, health etc.
- Mixed gender, with slightly more women.
- 1-2 years term.
- ‘Dual’ training – on the job and training provider.

# Apprentice system overview

- **Share of the workforce in apprenticeship: 2.17%.** This has fallen from a high of 4.10% in 2011 (underlying figure of around 3.7%) – see next two slides – due to policy and funding changes.
- **Apprentices and trainees are awarded qualifications**, based on national competency standards – contained in ‘Training Packages’.
- Apprentices and trainees are **employed and are paid**, sometimes a little less than a comparable worker (industry-specific and government regulations apply).
- **State governments** fund the off-the-job training and maintain registers of apprentice contracts.
- The Federal government provides **employment and completion incentives for employers**. Extra subsidies for identified skill needs and equity groups; and also minor funding for apprentices and trainees (e.g. ‘living away from home allowance’).  
A ‘VET alumni’ promotional program (formerly known as ‘Australian Apprenticeship Ambassadors’) promotes apprenticeship.
- Approximately 10% of apprentices and trainees are employed by ‘Group Training Organisations’.
- **Diversity**
  - Gender: Men predominate. From 2001 to 2012, females moved nearer to men but the numbers of women in training even then were only about one-third of the total; since then the gender gap has widened again.  
Females lag less when we look at commencements, as women are more likely to be in shorter traineeships (*see next slide*).
  - Age: Open to adults as well as young people. Only one-third are 19 years and younger.
  - Minority representation: Data are not readily available. Government measures apply for some minority groups such as indigenous people. Many companies and organisations also have measures in place.



Numbers and gender composition, past 25 years, showing rapid decline from 2011-2015 (Smith, 2021).

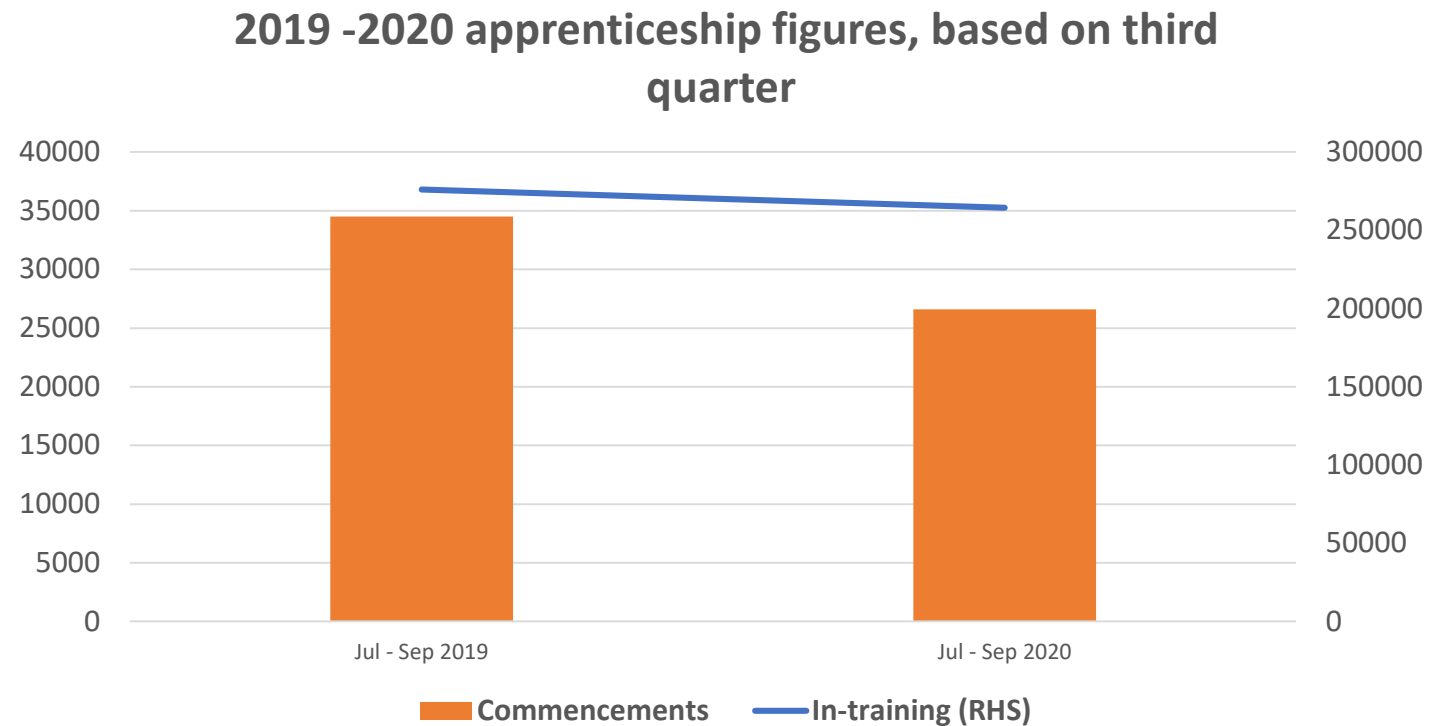




# Continued decline in numbers (AATIS, 2021)



# The effects of COVID: Numbers (AATIS, 2021)



# COVID measures: Federal government

- The main concern was the **preservation of apprenticeship jobs**, but also with the **maintenance of off-the-job training** from the VET system (c.f. OECD, 2020).
- An '**Apprentice and Trainee Re-Engagement Register**' connected displaced apprentices with employers;
- The '**Supporting Apprentices and Trainees**' (**SAT**) initiative enabled small enterprises to receive a 50% wage subsidy when retaining a displaced apprentice or trainee, or employing a displaced one.
- From October 2020, '**Boosting Apprenticeship Commencements**' (**BAC**) program for all new starts (50% wage subsidy for the first year, now extended to March 2022). <https://www.dese.gov.au/boosting-apprenticeship-commencements>
- **Group Training Organisations via the National Apprentice Employment Network (NAEN) peak body have been heavily involved** in the COVID initiatives.
- Some issues:
  - *It is reported that the new initiatives have sometimes lessened the appeal of the specific targeted funding for equity groups.*
  - *There are now high vacancy rates in many job areas such as hospitality. Employers are looking for young applicants but they are not always coming forward, possibly due to higher than normal unemployment benefits arising from COVID.*

Australia is now in the fortunate position of a period of high economic growth.

It will be interesting to see how the post-pandemic economy recovery will intersect with the medium-term decline in apprentice numbers, and especially on the participation of women in the system;

and whether the social partners are willing to work together on the rebuilding of the system.

# Example of a State government's initiatives: Victoria

- A new authority 'Apprenticeships Victoria' was established in December 2020 as part of the State government. Its office will be located in the CBD of Melbourne (capital city) so that the public can call in.
- Victoria's 'Big Build' infrastructure and construction program has a strong apprenticeship focus <https://www.vic.gov.au/big-build-apprenticeships-bba/>
- \$12m has been provided to TAFE Institutes (the public TVET provider) exclusively for apprenticeship and traineeship equipment.
- The apprenticeship and traineeship strategy includes:
  - Continued funding for Apprenticeship Support officers (based in TAFE Institutes)
  - Continued funding to support Victorian Group Training Organisations
  - New 'Apprenticeship Innovation Funding' for specified projects including encouraging more women into apprenticeships traditionally undertaken by men.
- Victoria also had its own COVID advice portal for apprentices and trainees.



# Acknowledgements and contact details



Thank you to the following people who spoke to me and/or sent information:

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- Peta Skujins, AATIS (Australian Apprenticeships & Traineeships Information Service).
- Chris Ratcliffe & Kim Budgen, National Careers Institute.
- Angela Tidmarsh, Department of Education, Skills and Employment.

## Contact information:

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- Web site <https://federation.edu.au/schools/school-of-education/staff-profiles/staff/Erica-Smith>
- Research group 'Researching Adult and Vocational Education' web site: <https://federation.edu.au/schools/school-of-education/staff-profiles/staff/Erica-Smith>
- Smith, E. (2021, published online May 21) The expansion and contraction of the apprenticeship system in Australia, 1985-2020. *Journal of Vocational Education and Training*, special edition edited by T. Deissinger and P. Gonon, 2021. <https://doi.org/10.1080/13636820.2021.1894218>  
(Email me for a link to a free reprint)



# Apprenticeship in China: Short-Run Responses and Long-term Trends

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May 26, 2021

# Introduction

- Quasi apprenticeship, or internship: China's vocational education and training (VET) is based on college/school education and supplemented by internships.
- The impact of the COVID-19 epidemic on China's VET is mainly reflected on vocational college teaching and on students' internships.
- COVID-19 epidemic in China broke out during the 2020 winter vacation. As the epidemic was quickly controlled, VET was only affected in the short-run.
- The epidemic has highlighted some problems in VET, however, these problems did not have a chance to be fully and effectively addressed before the entire society returned to normal.
- Nevertheless, these issues are still worth pondering. The impact of the epidemic has not exceeded the direction of VET development, but has shown us the requirements of Chinese society for VET in the coming years (Zang, 2020).

# Introduction

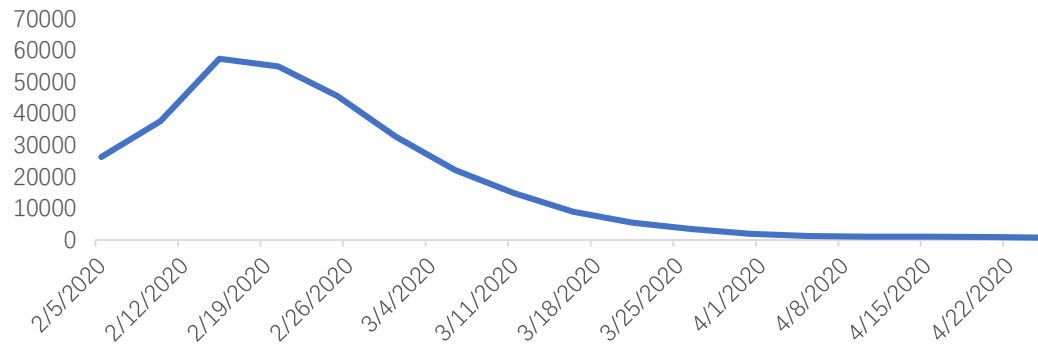
*Based on this, this report will try to answer the following two questions:*

1. Under the impact of COVID-19, what kind of problem and experience could be found in the short-run responses of China's VET(mainly on students' internship)?
2. What is the long-term impact of the COVID-19 on China's VET?

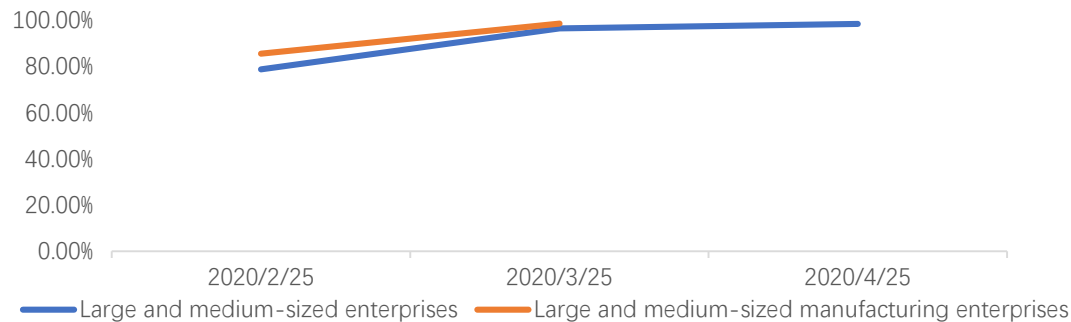


# Background information

Local COVID-19 Cases under Medical Treatment in China, 2020<sup>[1]</sup>



Resumption Rate of Large and Medium-sized Enterprises in China, 2020<sup>[3]</sup>



- The number of existing COVID-19 infection cases reached a peak in mid-February 2020 and then dropped rapidly
- Chinese policy promoted the resumption of production in stages from the end of January to the beginning of March<sup>[2]</sup>
  - By the end of April 2020, the resumption rate of large and medium-sized enterprises reached 98.5%;
  - among 41 major industries, 28 achieved year-on-year growth in added value;
  - The profits of industrial enterprises in May achieved the first increase of the year<sup>[3]</sup>

Source: 1. Data released by Chinese National Health Committee; 2. website of the State Council of the People's Republic of China; 3. Data from National Statistics Bureau of the People's Republic of China

# Government Support

*From the end of Jan to May 2020, Chinese government rolled out series of policies to support industries to reduce labor force cost*

- Reduce recruitment costs<sup>[1]</sup>: strengthen online recruitment services, promote remote interviews, and encourage recruitment services at a lower price or for free

## **Example of Jiangsu Vocational Institute of Commerce <sup>[2]</sup>:**

- 30 cooperative enterprises participated in the 2020 graduate e-commerce recruitment fair
- 614 jobs provided
- More than 280 online applications,
- More than 100 graduates reached employment intentions with employers.

# Government Support

- Training fee subsidy policy<sup>[1]</sup>: government offered subsidized online training to enterprises affected by the epidemic during the shutdown and/or recovery period

## **Foshan Case:**

- Enterprises organize or entrust institutions to carry out offline or online employee training, can apply for job training subsidies
- Training Subsidy: 30 Yuan (~\$5.0) per class hour and max. not exceed 1,000 Yuan (~\$155) per employee per year<sup>[2]</sup>
- Subsidy for new enterprise apprenticeship program: 4,000 Yuan - 8,500 Yuan (\$620-1,320) per person per year<sup>[3]</sup>

## **Baotou Case** <sup>[4]</sup>:

- As of the end of June 2020, the City has opened 37 subsidized online employment skills training courses, 1,166 people received the courses.

Source: 1. Opinions on stabilizing labor relations during the prevention and control of COVID-19 epidemic and supporting enterprises to resume production, Ministry of Human Resources and Social Security [2020]No.8; 2. Measures for the Administration of Vocational Skills Upgrading Training Subsidies Application in Guangdong Province, Foshan Municipal Human Resources and Social Security Bureau, Foshan Municipal Finance Bureau, Mar 7, 2020; 3. Foshan City's Implementation Opinions on the Full Implementation of the New Apprenticeship System, Foshan Municipal Human Resources and Social Security Bureau, Foshan Municipal Finance Bureau, Sep12, 2019; 4. Zhong, D, Baotou, Inner Mongolia: "Aerial Classroom" Helps Improve Vocational Skills, China Human Resources and Social Security, 2020(8), P26-27

# Government Support

- Free online training<sup>[1]</sup>:
  - All functions and resources from "China Vocational Training Online" platform are free
- Industry associations help difficult companies<sup>[2]</sup>:
  - Industry associations and chambers of commerce organize a team of experts to tailor solutions for companies in difficulty
  - Provide professional consulting services in response to risks, transformation and upgrading, and technological innovation
- Flexible recruitment rules<sup>[3]</sup>:
  - Occupations: Teachers in primary and secondary schools, kindergartens, and vocational schools; Nurses, Fishery crews; Veterinarians; Performance brokers; Patent agents
  - College graduates recruitment before December 31, 2020 would not regard obtaining the above-mentioned professional qualifications as a restrictive condition

Source: 1. Opinions on stabilizing labor relations during the prevention and control of COVID-19 epidemic and supporting enterprises to resume production, Ministry of Human Resources and Social Security [2020]No.8; 2. Actively play the role of industry associations and chambers of commerce to support the resumption of work and production of private SMEs, Development and Reform Office System Reform (2020) No.175; 3. Responding to the impact of COVID-19 epidemic, implementing some temporary measures for "first employment, then verification" of some professional qualifications, Ministry of Human Resources and Social Security (2020) No.24



# Short-run Responses on internship – Intention

## Enterprises accepting VET student internships

- Labor shortage is the primary factor affecting the resumption of production. 54.99% of the surveyed companies believe that labor shortages hinder the resumption
- Nearly 80% of enterprises are willing to accept VET students for internships (large enterprises 86.96%, small, medium and micro enterprises 74.37%)
- Large enterprises are taking the leading role in resuming production, owing to their standardized and powerful organizational measures in terms of safety for epidemic prevention and internship arrangements

## Students participating internships

- 40% of the students did not participate in the internship
- Among them, safety issues are the most important factor affecting students' participation, accounting for 58.61%.

Source: 1. Liu X, Huang J. Investigation on the status quo of vocational colleges' internships to promote the resumption of work and production - Based on the survey and analysis of 2169 students, Vocational & Technical Education Forum, 2020(04), 117-124.

2. Gao L, Liu Xiao. Analysis on Status of Vocational School Students' Participation in Enterprise Resumption of Work and Production under Background of Anti-COVID-19 - An Investigation of 385 Enterprises from Zhejiang, Jiangsu and Shandong Provinces, Vocational and Technical Education. 2020(18), 52-57.

# Short-run Responses on internship – Major and Job

## Matching of intern' Major and Job

- The matching rate of interns' Major and Job is 75.31%.  
The reasons for the mismatch are:
  - 6.27% due to a serious shortage of employees in other positions in the company
  - 32.91% of the interns were not competent for the internship of his/her major
  - 18.04% of the interns are unable to choose the job due to college arrangements
  - 13.60% of the interns received internship opportunities based on family or other preferences
- In the survey of companies, basically match of interns' Major and Job could be reached (57.67%).

# Short-run Responses on internship – Requirement

## Requirement from enterprises' side

- Technical operation skills (85.23%)
- Interns' communication skills (63.36%)
- Analysis and problem-solving skills (53.52%)

## Requirement from interns' side

- Safety assurance (70.70%),
- Improve the ability to deal with colleague relations (58.67%),
- Improve teamwork ability (57.27%)

Source: 1. Liu X, Huang J. Investigation on the status quo of vocational colleges' internships to promote the resumption of work and production - Based on the survey and analysis of 2169 students, Vocational & Technical Education Forum, 2020(04), 117-124.

2. Gao L, Liu Xiao. Analysis on Status of Vocational School Students' Participation in Enterprise Resumption of Work and Production under Background of Anti-COVID-19 - An Investigation of 385 Enterprises from Zhejiang, Jiangsu and Shandong Provinces, Vocational and Technical Education. 2020(18), 52-57.

# Short-run Responses on internship – Summary

- Concerns about safety are reason that hinders students from participating in internships; access to safety is also the most important requirement of interns
- Due to the shortage of labor during the epidemic, internships promoted the resumption of production of enterprises, enterprises opened more opportunities for VET students
- Insufficient professional competence is the main factor restricting the percentage of Major-Job matching, which is consistent with the research before the epidemic
- Under the premise of effective epidemic prevention measures, small-scale, sporadic outbreaks (such as a local epidemic in Beijing, in Kashgar, Xinjiang) have not affected the resumption of production and internships
- Safety measures such as health monitoring, body temperature checking will exist as routine work



# Short-run Responses on VET – College Teaching

People have realized the importance of online training and the deficiency of the corresponding competencies:

- Self-learning ability of students is poor
- Practical content cannot be taught online
- Availability of online teaching platforms is not satisfactory
- Teachers lack of online teaching capability
- Teaching effect is difficult to evaluate
- Insufficient online teaching resources

People started to discuss how to realize different teaching content through diversified online methods

# Long-term trend on VET - Enterprises

The epidemic has made enterprises realize the problems of teaching and learning models and hence promoted the innovation of them:

- Necessity of digitalizing of enterprise internal training: flipped classroom and blended learning
- Construction of digital technical facilities relating to teaching: enterprise cloud classroom, video live broadcast, cloud conference, etc.
- Development of the digitalized teaching capabilities of the trainers: guide interns through real-scene video recording

# Long-term trend on VET – Vocational colleges

The epidemic has promoted the innovation of teaching and learning arrangements in colleges and schools:

- Microstructure of teaching objectives and granulation of teaching content (Liu Weijie, 2020)
- Using virtual simulation system (Cui Fuhong, 2020)
- Online teaching capability training for teachers (Zhou Yihong, 2020; Yang Cheng, 2020)
- Flipped classroom and blended learning

However, we also found contradiction between the above ideas and the conception of holistic learning and situational learning in VET. Solution?

# Long-term trend on VET – Training resources

- The epidemic calls for effective online training resources
  - Strengthened the application of the existing platforms and databases, and promoted the resource sharing mechanisms among the colleges
  - Along with the effective control of epidemic and resumption of colleges and schools, the off-line training will return to the dominant position of the whole training process
- However, the teachers already started to think, how to combine the online and off-line training, and how to achieve the more open, flexible, and fruitful training.

# Long-term trend on VET – Training resources

The Vocational Education Digital Learning Center has 158 national-level VET teaching resource database, covering all major occupational categories.

## **Example:**

### **National Digital Resources for Learning and Teaching in Nursing**

- Multi-functional e-platform, integrating occupational standards, curriculum modules and education resources, combining the resource warehouse and an online teaching management system
- The database has come into service since 2013, and became a significant carrier of online teaching during COVID-19 pandemic.
- Till now, it has offered 888 micro-courses and 19 core courses for totally 488,951 learners. The resources update rate is 10% annually.



**Thank you!**

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# Scaling US Apprenticeship With Incremental Reforms

Robert I. Lerman

INAP Forum on Apprenticeship in Time of Covid, May 2021



Apprenticeship Has Long Played a Small Role

In Preparing American Workers for Careers

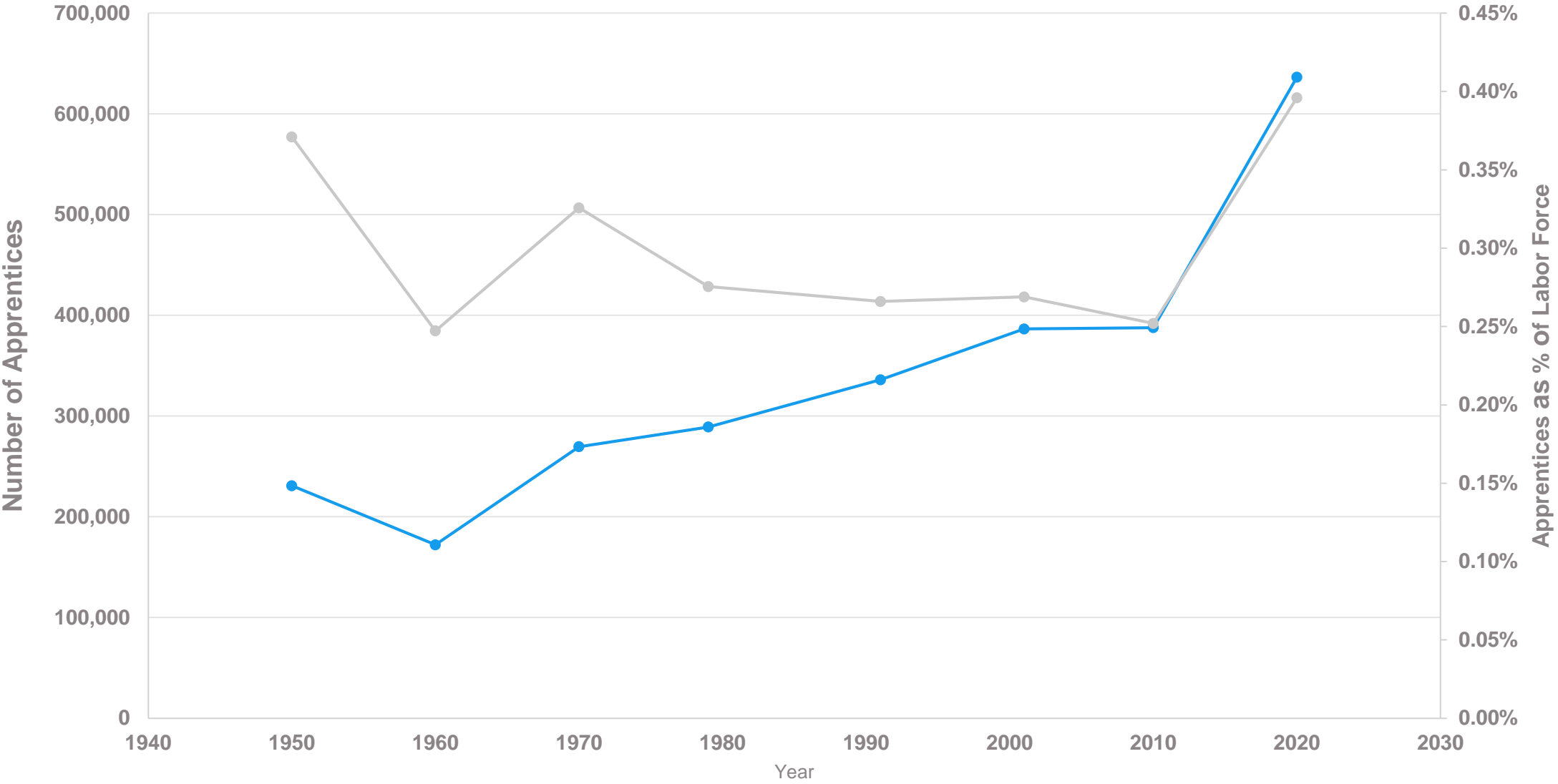
Official, registered apprenticeships hover around 0.25-0.38% of the labor force; 16% in military

“Registered” Apprenticeship is federal-state system

Majority of US apprenticeships in construction

Unknown number of unregistered apprenticeship but level may be as high as registered apprenticeships

# Trend in US Registered Apprenticeships



● Apprenticeships    ● Apprentice % of Labor Force

Minimal government funding even for managing system

Major Federal Initiatives to Expand Begin in 2015

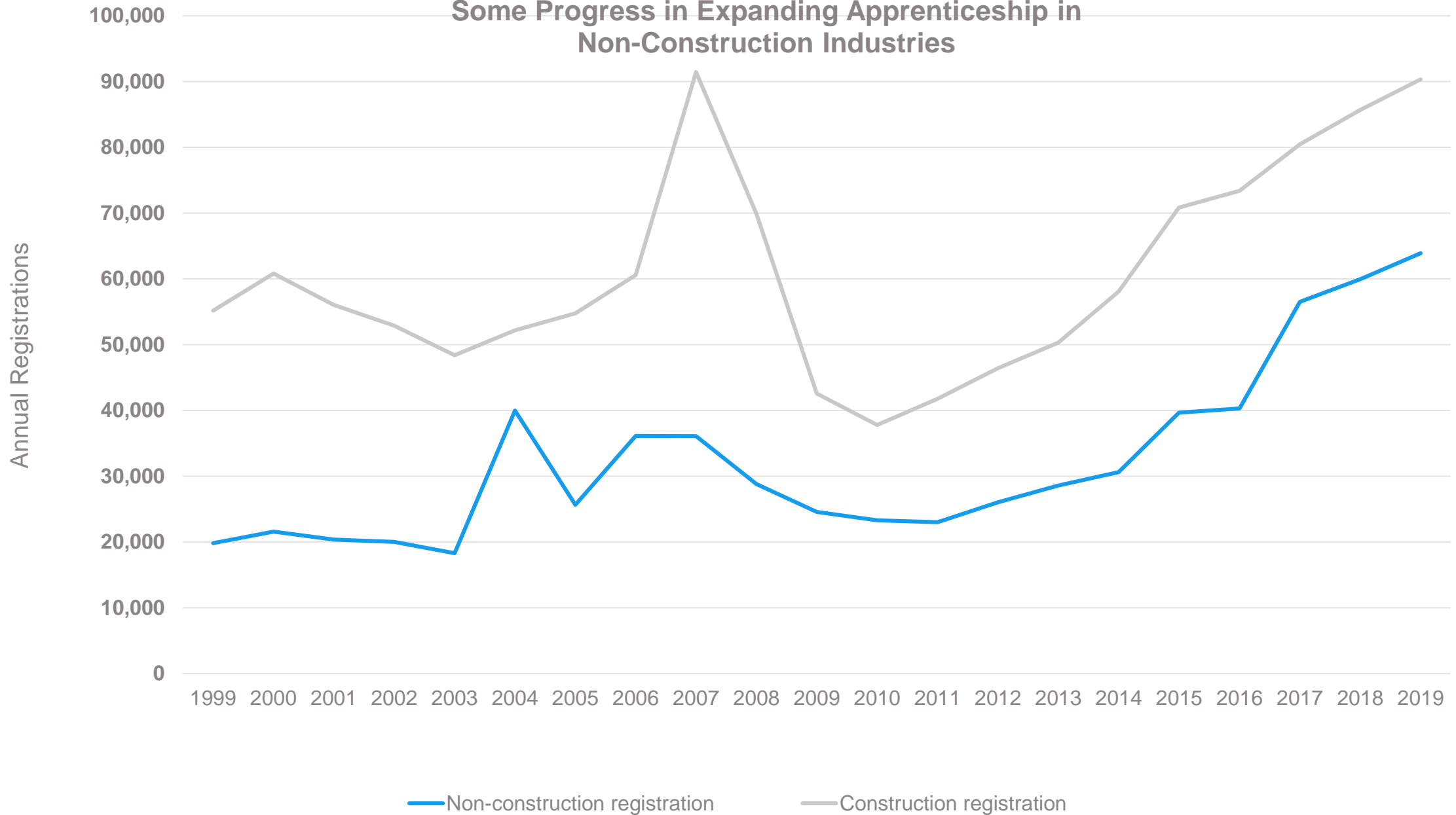
Continued with Substantially Increased Funding

State Initiatives Under Way But Wide Variations

Some penetration of non-construction occupations but construction still makes up majority

Funding through time limited grants

## Some Progress in Expanding Apprenticeship in Non-Construction Industries



## Incremental Improvements Taking Hold

Funding expected for centers of excellence in skill frameworks, partnerships, equity, and data

House of Representatives passes new bill that codifies much existing practice and increases funding

State governments are offering incentives

Modernization of some procedures but systemic problems in registered apprenticeship unaddressed

No long-term vision for providing ongoing funding and for marketing apprenticeship to companies

More skill frameworks will be created but how used?



University of  
Zurich<sup>UZH</sup>

Institute of Secondary and Vocational Education

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Philipp Gonon

University of Zurich  
Institute of Education

(An Overview of)

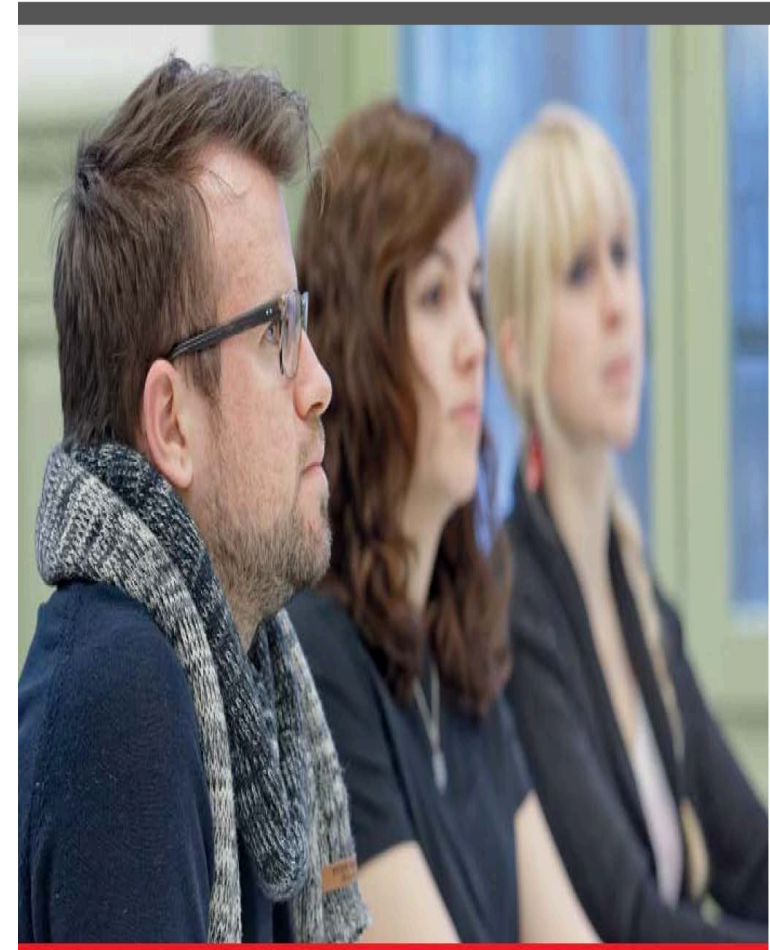
# Swiss VET and Pandemia (Covid 19)

Short Intervention  
University of Zurich 26.05.2021  
(US ET 9.11-9.22)



## Agenda

Development of VET & Challenges  
Pandemia







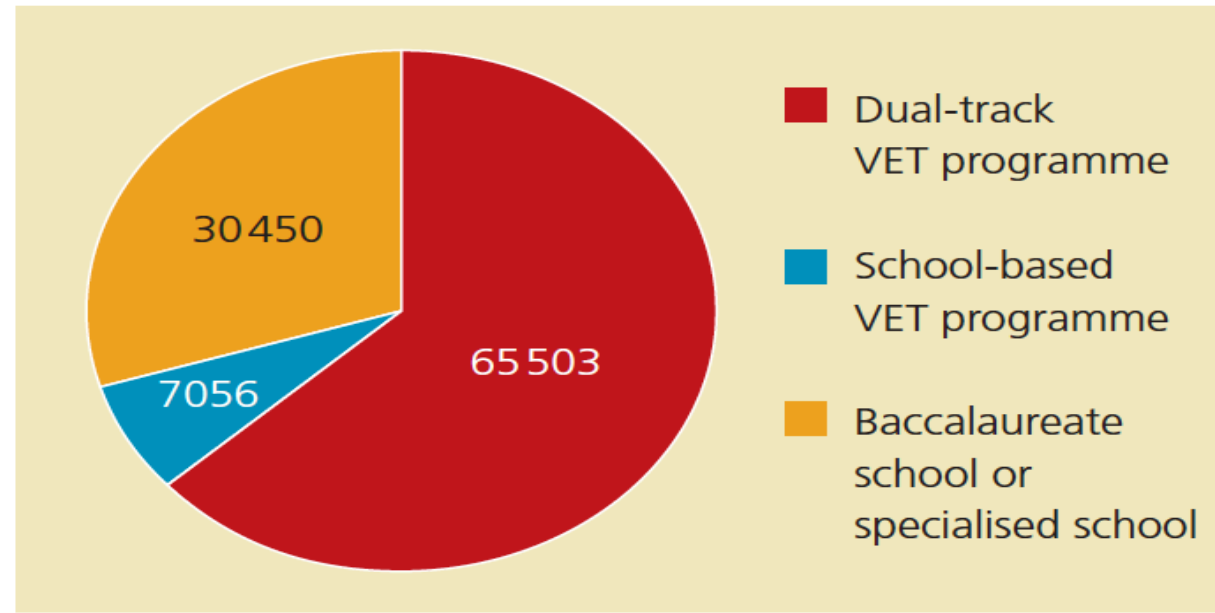
## Completion Rate Secondary II Level

	2000	2007	2012
Total %	88.3	87.6	94.7
General (academic) Education	21.7	23.0	23.1
Vocational Education	66.6	64.6	71.6
Source BfS 2015			

## Dual track VET and others 2019 (SBFI 2020, 11)

- The picture is quite stable (compared to 2017)

### Enrolment in upper-secondary level in 2019<sup>2</sup>





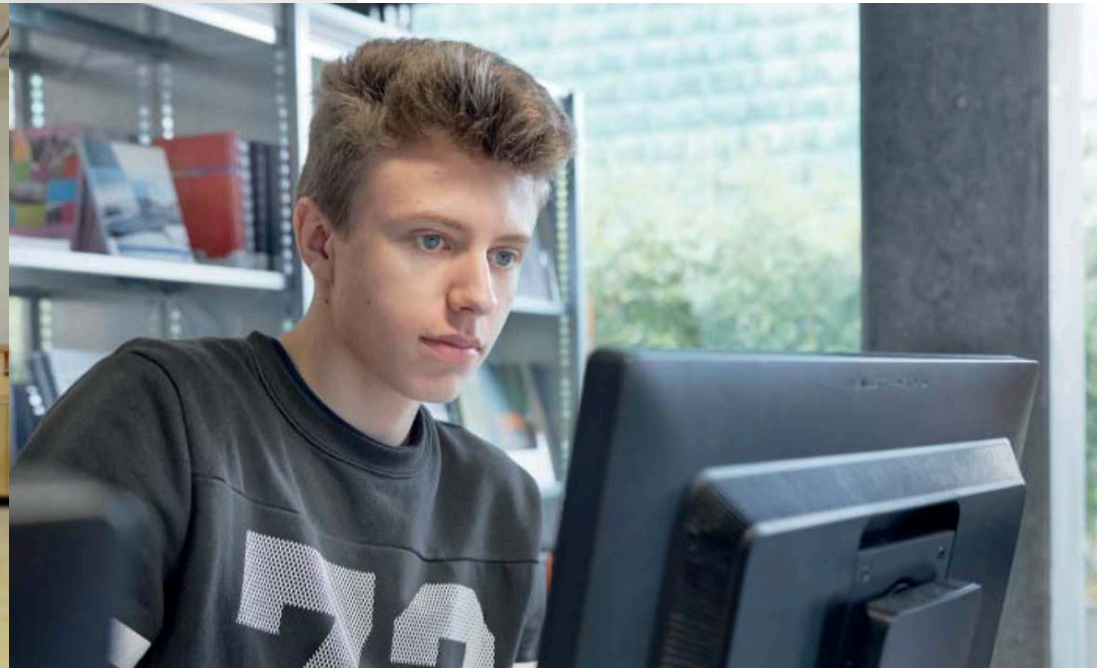
## Highest Level of Education, (Percentage) 25-64 aged Population in Switzerland

	2000	2007	2017
Mandatory School	16.1	14,0	12.2
Secondary II	59,7	54,6	45.2
Tertiary Level	24,2	31,3	42.6
Source SBFI 2018KW			



## The landscape of VET

- Image sources: SERI (2017). Facts and Figures 2017.





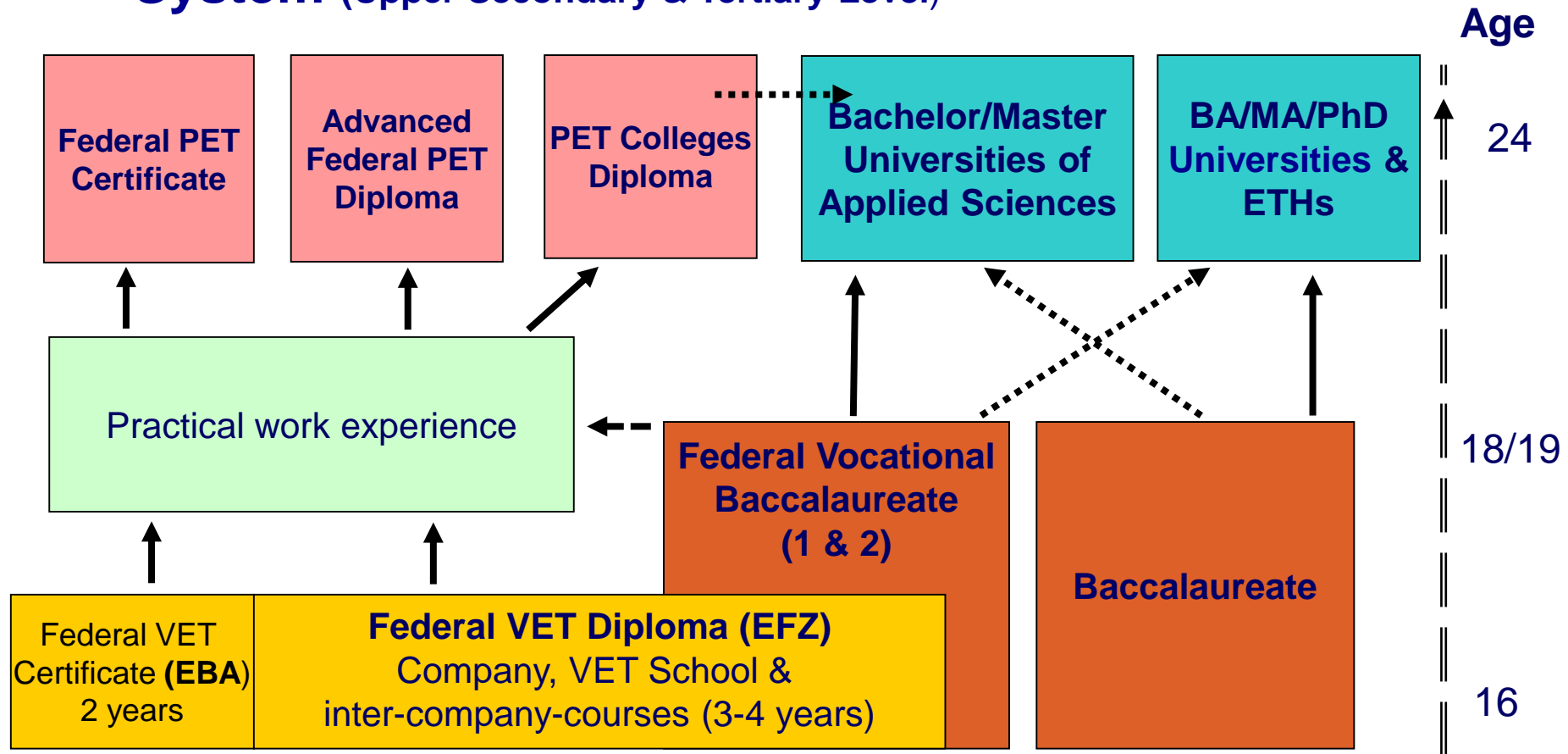
# The 10 most frequently chosen apprenticeships (SBFI 2020, 12)

(again: nearly the same table as 2018)

Occupations	Total
Commercial employee Federal VET Diploma (all profiles)	12814
Health care worker Federal VET Diploma	4920
Retail clerk Federal VET Diploma	4339
Social care worker Federal VET Diploma	3795
IT technician Federal VET Diploma	2194
Electrician Federal VET Diploma	1891
Logistician Federal VET Diploma	1778
Retail assistant Federal VET Certificate	1556
Cook Federal VET Diploma	1540
Draughtsman Federal VET Diploma	1536



## “Like a Swiss watch” - (Vocational) Education System (Upper Secondary & Tertiary Level)





# Federal Laws as a Basis of Expansion of VET

## **National legislation**

1930 first federal law of VET as a compromise of different worlds

Further legislations 1963, 1978, 2004

## **Foundation for Hybrid Qualifications like Federal Vocational Baccalaureat (FVB)**

1993 Amendement for FVB

1995 Legislation for the Universities of Applied Sciences

2004 new framework for the implementation of VET



## Apprenticeship as a first step towards HE

- **In the last years a diversification of HE has taken place**
  - This is the result of rising demand for formally higher qualifications
    - Aspirations of young people to get a high degree
    - Demand of firms for higher degrees and more applied and practical knowledge
- **Education Policy and VET have reacted in keeping system alive**
  - offering new pathways into higher education
  - inventing new forms of dual apprenticeship



**TRAIN AS A PRINT  
TECHNOLOGIST, BECOME  
AN ART THERAPIST.**  
PROFESSIONALS GO FAR.



## Covid crisis and apprenticeships

- After a first shock young people seem to have recovered from an initial decline of research activities and signed apprenticeships. They learned to deal with the situation. Thus the signed apprenticeship contract rate in autumn 2020 was quite comparable to the situation one year before.
- However the youth unemployment rate is rising and it is not quite clear what happens with youngsters who accomplish this and the next years the started apprenticeships. This is dependent on the next developments of the Swiss economy (and the readiness to offer again apprenticeship positions). (see Goller & Wolter 2021)



## Opting for a „new normal“ & conclusion

- It is possible that the entrance into labour market after an apprenticeship gets more difficult and has long-term effects.
- Critically assessed by vocational teachers is the pedagogical quality under new circumstances of digital teaching and assessing.
- On the one hand the digital infrastructure of VET schools was positively assessed. Nevertheless there is a clear statement to opt for a comeback of learning in the workplace and schools in order to regain a qualitative and rewarding education: people long for being part of social exchange and practice (outside the home office) (see Kriesi & Schweri 2021).

The Swiss VET (and within apprenticeships) is a quite stable institution and well situated in the economy and education system. It depends very much on the economic development in the long run, how much the ongoing crisis is effecting Vocational Education and Training.



# Thank you for your attention!

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## Further Reading

SGBF (Eds.) Swiss Education Report 2010.

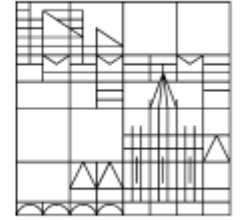
SBFI (Eds.) Facts & Figures 2019 & 2020 (Foto pics & Slides)

Gonon, Ph. (2016).: Challenges of the Swiss VET System: In bwp@

Wettstein, E.; Schmid, E. & Gonon, Ph. (2017). Swiss Vocational and Professional Education and Training (VPET) – Forms, System, Stakeholders. Bern: hep

Goller, D. & Wolter, S. „Too shocked to search“ – The Covid-19 shut-downs‘ impact on the search of apprenticeships (Working Paper 182. Bern, Zurich 2021).

Kriesi, I. & Schweri, J. (2021) Die Berufsbildung im Zeichen von Corona. In: EHB (ed.) Skilled 1/2021, p. 4-8



# Apprenticeship Resilience in Germany

**Prof. Dr. Dr. h.c. Thomas Deissinger, University of Konstanz**

26 May, 2021 INAP Workshop

## Environmental impacts

Rising unemployment and short-time work due to economic slump  
(minus 5% in 2020)

Number of available jobs heavily declining in some branches, e.g. car maintenance, retail, hotels and restaurants

Lowest number of new training contracts in the dual system since 1975.

In 2020, training places offered fell down to 527,400 (decline by 8.8%)

Number of new training contracts now stands at 467,300 (decline by 11%)

Schooling insufficient due to C19 and distance learning

Digitalisation not really up-to-date in Germany

Sources: BMBF 2021, pp. 9ff.; Maier 2021

## How is the situation in the dual system in Germany?

Withdrawal of companies from training in a number of occupational fields due to the general economic situation, above all in very small companies

Matching problems in the training market and competition between different groups of school leavers in a number of occupational fields have increased

At the same time, higher education still seems more attractive for school leavers against the background of insecure prospects of the economy

Digitalisation now a major topic of VET policy through programmes such as JOBSTARTER, above all with respect to SMEs

Government programmes such as „Maintaining Training Places“ (June 2020) are supposed to support companies in order to keep them in the training system (500m € are available in the year 2021), e.g. through training allowances

Sources: BMBF 2021; Jobstarter 2020; Eckelt et al. 2020



## **Problems for companies**

Some branches are more affected by C19 than others (e.g. hotels, restaurants, small retail premises)

Marketing for companies difficult due to the cancellation of „training fairs“, etc., and recruitment practices have turned digital

Formally, young people cannot be easily transferred to short-time work / the training has to be carried out on the basis of the training regulations in the VTA

However, according to a Labour Office/IAB study, companies report shifting of examinations and non-normal training practices due to the pandemic (50% and 36% respectively)

Sources: BMBF 2021, pp. 8-10; Jobstarter 2020; [https://www.iab.de/de/iab-aktuell/folgen\\_der\\_corona-krise\\_auf\\_den\\_arbeitsmarkt.aspx](https://www.iab.de/de/iab-aktuell/folgen_der_corona-krise_auf_den_arbeitsmarkt.aspx)

## Problems for young people

Young people are affected by mismatches in the training market

Especially small companies in rural regions have stopped their training activities

Apprentices need to come to the company for their training unless the company is closed or restricts access due to C19 or unless apprentices have been put under quarantine

Generally difficult learning conditions in the vocational schools due to lockdown(s)

Surveys reveal concerns among young people about their careers and working lives

Low-income families and migrants seem to be the „major losers“ of the pandemic

Sources: Jobstarter 2020; Maier 2021; [https://www.iab.de/de/iab-aktuell/folgen\\_der\\_corona-krise\\_auf\\_den\\_arbeitsmarkt.aspx](https://www.iab.de/de/iab-aktuell/folgen_der_corona-krise_auf_den_arbeitsmarkt.aspx)

## Some light at the end of the tunnel

The German economy is expected to recover steadily, even now there is a clear growth of exports in some branches

All in all, 36% of German companies plan to widen their workforce in 2021

65% of companies with more than 500 employees intend to increase jobs, while 90% of SMEs with less than 50 employees say they at least do not think of reducing their workforce

SMEs report that most of them were able to carry out workplace training in a more or less regular way (especially in industrial and technical branches)

In September 2020, there was still a statistical surplus of vacant training places against unprovided young people (59,900 vs. 29,300) though mismatches remain

Sources: Jobstarter 2020; BMBF 2021

## Conclusions and ambivalences

Dual system under strain in times of C19 though not collapsing

The general trend to higher education has been strong in recent years though there is a sound basis of young people with an HE entrance qualification still striving for an apprenticeship (in 2019, some 27% of applicants according to the VET Report 2020)

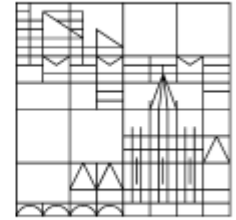
Also, full-time VET participation and VET in the health sector is rising while demography remains a factor not always in favour of the dual system

However: Still good prospects for young people mainly in the craft sector while there is also a general expectation that demand for an apprenticeship from the school leaving population will rise towards the end of the decade

Imbalances in the training market will persist due to exacting attitudes among employers (regarding the eligibility of young people for an apprenticeship) and young people (regarding the attractiveness of different occupations)

Sources: BMBF 2020, p. 20; BMBF 2021, pp. 9ff.; Maier 2021

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**Thank you  
for your attention!**

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# The State of Canadian Apprenticeship: Decentralization or National Direction?

International Network on Innovative Apprenticeship (INAP) May 26, 2021

Presentation:

1. Canada's Levels of Governments and Distribution of Responsibilities
2. Apprenticeship Registrations and Completions
3. Apprenticeship and COVID-19 Pandemic
4. Decentralization or National Direction

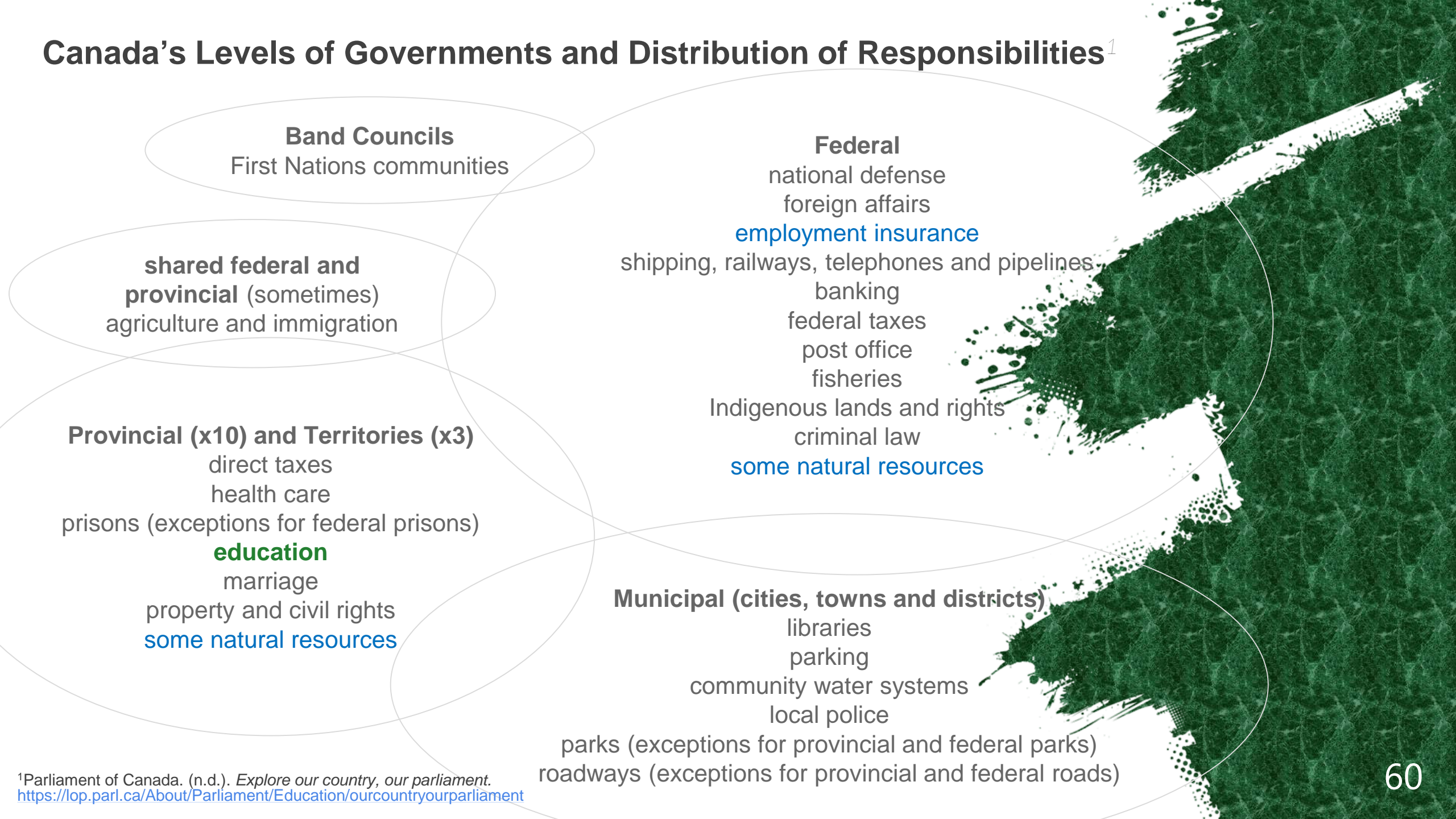
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# Canada's Levels of Governments and Distribution of Responsibilities<sup>1</sup>



<sup>1</sup>Parliament of Canada. (n.d.). *Explore our country, our parliament*.  
<https://lop.parl.ca/About/Parliament/Education/ourcountryourparliament>



# Apprenticeship Registrations in Canada: Major Trade Groups<sup>1</sup>

	2015	2017	2019*
Total	455,856	405,705	397,668
Females	61,491	49,068	45,771
Males	394,365	356,637	351, 897

\*Most recent data for apprenticeship registrations

<sup>1</sup>Statistics Canada. (2021). Number of apprenticeship program registrations. <https://www.statcan.gc.ca>

# Apprenticeship Completions in Canada: Major Trade Groups<sup>1</sup>

	2015	2017	2019*
Total	41,301	38,157	38,514
Females	5,967	5,172	4,839
Males	35,334	32,985	33,675

\*Most recent data for apprenticeship completions

<sup>1</sup>Statistics Canada. (2021). Number of certificates granted to registered apprentices. <https://www.statcan.gc.ca>

# Apprenticeship and COVID-19 Pandemic<sup>1</sup>

- Year over year from April 2019 to April 2020: -71% decrease in registrations.
- Fewer registrations:
  - -43.0% (February to September 2020 compared to similar in 2019)
- Fewer certifications (i.e., completions):
  - -47.7% (February to September 2020 compared to similar in 2019)
- Certifications at the lowest in June 2020: -76%

## Notes:

- Financial support fluctuates depending on province, territory and federal goals.
  - Federal Budget 2021 allocated funding for apprenticeships.<sup>2,3</sup>
- Apprenticeship system frameworks determined by provinces and territories.
- Occupational standards regulated by provinces and territories.
- Workforce varies by province and territory.

<sup>1</sup>Statistics Canada. (2021). *Apprenticeship in Canada, 2019*. <https://www.statcan.gc.ca>

<sup>2</sup>Gismondi, A. (2021). Federal budget provides funding for new apprenticeship service, supports skilled trades. <https://canada.constructconnect.com>

<sup>3</sup>Government of Canada. (2021). Budget 2021 job creation. <https://www.canada.ca>

## Decentralization or National Direction

- Education is the responsibility of provincial and territorial governments. However, the federal government influences education through funding allocations as well as economic, resource and environmental policies and strategies. Decentralization is the current state for apprenticeships.
- Future projections about shifting the education portfolio in a national direction are difficult to determine. The question remains: Will a national direction be the future state for apprenticeships? It seems unlikely.

Thank you.



# The State of Apprenticeship during the COVID-19 Pandemic: Reports from Seven Countries

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