



Organización
Internacional
del Trabajo

CINTERFOR

▶ Centro Interamericano para el Desarrollo
del Conocimiento en la Formación Profesional

▶ Pre-apprenticeship programs (PaPs): An innovative approach for existing challenges after COVID-19!

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1) Where are you from?

1. Latin America and the Caribbean
2. North America
3. Asia
4. Africa
5. Oceania
6. Europe

2) Did you ever hear about pre-apprenticeship programs before?

1. Yes
2. No



Slide 2

JKG(0 Seria muy bonito tener una mapa del mundo donde la gente puede elegir. Deberia ser posible con Mentimeter!
Jaik, Katharina Gwendolin (VWI), 2021-10-10T14:24:53.610



Building a bridge between compulsory education and quality apprenticeships

Labor market





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Agenda

- What are pre-apprenticeship programs (PaPs)?
- Why do we need PaPs in general and why do we need them now?
- Functions and elements of PaPs
- 8 steps towards the introduction of PaPs
- Key Messages





► What are pre-apprenticeship programs (PaPs)?

- **Preparation of participants to meet the requirements of (quality) apprenticeships → No direct entry into the labor market**
- **Optional: Compensation of deficits caused by dropping out of school**
- **Characteristics:**
 - Cooperation with the private sector
 - Structured learning / study plan
 - Theoretical and practical elements
 - Tailored to target groups
 - Minimum duration of one year
 - Continuous evaluation



► Why do we need PaPs in general and why do we need them now?

- **Current crisis** → We cannot wait until the current generation of young people is lost.
- **Arguments in favor of PaPs:**
 - *Closing the skills gap*
 - *Starting point in a (working) world of increasing requirements*
 - *Strengthening the permeability and attractiveness of the education system*
 - *Response to realities*
 - *(Re-) Inclusion of vulnerable groups and reduction of inequality*
 - *Complement and driver for quality apprenticeships*
 - *Facilitation of vocational orientation and dropout prevention*
 - *Prevention of child labor*





▶ Vocational education and training in LAC

ILO/CINTERFOR (2017), The future of VET in Latin America and the Caribbean.

Challenges

- ▶ Concentration on academic education
- ▶ VET mainly theoretical / outside of companies, few apprenticeships
- ▶ Production sector reports lack of skills and difficulties in filling vacancies
- ▶ Different weaknesses in compulsory education

▶ **<1 / 1000**

Number of apprentices per 1000 employees

▶ **79 y 59%**

Completion rates (junior and senior high school)



▶ **18%↑ (2019)**

Youth unemployment





3) What are the main challenges in your vocational education and training systems and beyond?

Challenges (Please choose one or two options!)

1. Concentration on academic education
2. VET mainly theoretical / out of companies, few apprenticeships
3. Private sector reports lack of skills and difficulties in filling vacancies
4. Different weaknesses in compulsory education
5. High youth unemployment
6. High drop-out rates from school



▶ PaP functions

System view

- ▶ Compensation
- ▶ Vocational orientation
- ▶ Buffer

Private sector view

- ▶ Observation and selection of future trainees
- ▶ Preparation of (stronger) commitment to quality apprenticeships



Basic components of PaPs



General / academic education

- Languages, mathematics
- Computer science, digital skills

Vocational profile / theoretical knowledge

- In an occupational sector (e.g. Trade, Health)

Work / practical experience

- Internship in a company
- In block or one/two days per week

Interdisciplinary competencies

- Career counseling (finding an occupation, writing applications, preparing for interviews), personal development, etc.





8 steps towards PaPs in your country

- 1 Analysis of the status quo and identification of the need for PaPs
- 2 Identification of promising pilot sector/s and target groups
- 3 Institutional mapping/identification of stakeholders and partners and their respective functions
- 4 Identification of the place of delivery
- 5 Identification of placement in the education system
- 6 Identification of financial resources
- 7 Identification of human resources and further training required
- 8 Identification of the content and duration of the program.

Communication
strategy

*Transversal
elements*

Monitoring &
Evaluation



Key messages

- ▶ PaP as a **"feeder"** of quality learning and a **"cure"** for deficits in compulsory schooling
- ▶ Support for quality learning initiatives in the region
 - Pool of qualified candidates
 - Interest of the private sector
- ▶ Potential solution for different existing challenges and new challenges due to the crisis
- ▶ **The missing piece in the puzzle of vocational training in the region:** Validation of the concept of PaPs by the examples/case studies of Mexico, Brazil, Colombia, Ecuador, Panama and Paraguay.
- ▶ **There is no "one-size-fits-all solution"** → adaption to the context CRUCIAL
- ▶ BUT: Avoid uncontrolled and unregulated growth of PaPs





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**Thank you very much for
your attention!**

Questions or comments?

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QUESTION TO END THE WEBINAR:

Do you think that pre-apprenticeship programs could be a solution to tackle the challenges in your context?

- ▶ Yes, for sure.
- ▶ Yes, but only partly.
- ▶ I am not sure.
- ▶ To make an informed judgement, I need to know more about the concept.
- ▶ No, this does not sound like a realistic option for my context.

