

The background image shows a group of young people, primarily of African descent, sitting at long tables in a computer lab or classroom. They are looking at computer monitors and some are typing on keyboards. A young woman in the foreground is wearing a colorful shawl with a leopard print and a rainbow stripe. The image is partially covered by a blue overlay at the bottom.

## Solutions for Youth Employment (S4YE)

**Webinar on Designing Apprenticeships and Work-based Learning Opportunities  
for Youth**

# Welcome & Introductions

---

Namita Datta  
Coalition Manager, S4YE

# Solutions for Youth Employment (S4YE)

## A Multi-stakeholder Coalition in the World Bank Group

**S4YE** is a vibrant multi-stakeholder coalition based in the World Bank Group that brings together **public sector, private sector, civil society actors and youth themselves** and aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work.

S4YE is a part of the World Bank Multi Donor Trust Fund with:



# **S4YE Private Sector Advisory Council**

## **A Growing Network of Private Sector Companies**



**Promote peer to peer  
learning , sharing ideas and  
best practices**



**Combine the strengths of  
private sector (innovation,  
growth) with that of World  
Bank (scale, technical  
expertise, policy dialogue)**



**Facilitate deeper engagement  
and partnership between the  
private sector and the World  
Bank on major corporate  
initiatives**

# **‘Insights from the Private Sector’ Series**

## **Facilitates dialogue between youth employment practitioners and private sector companies**

- ❖ Launched monthly webinar series last year to highlight lessons from youth focused private sector led initiatives
- ❖ Audience includes colleagues at the World Bank Group and S4YE’s partner network (*150 WB youth employment projects, 44 innovative youth employment projects, 35 private sector companies, other bilateral donors, governments and foundations*)
- ❖ Opportunity for the S4YE community to share experiences, ask questions and learn from each other
- ❖ Please let us know if you would like to be featured next!

# Designing Apprenticeships and Work-based Learning Opportunities for Youth

## Overarching question:

What can help strengthen the “business case” or the ROI for Work-Based Learning Programs in private sector companies

## Speakers



**Nazrene Mannie, Executive  
Director, GAN Global**



**Paul Champion, President  
and CEO, TranZed  
Apprenticeships**



**Bettina Schaller, Global Head of  
Public Affairs, The Adecco Group**



**Alford (Al) Crook, Head of Human  
Resources Business Partners for Zurich  
Insurance Group, North America**



**Timothy J. Scott Hall, Government and Public  
Affairs Manager, Communications and Media  
Strategist, Intel Costa Rica**



# Nazrene Mannie

---

## Global Apprenticeship Network



**GAN**

28 January 2020

# **World Bank Webinar: Designing Apprenticeships and Work-based Learning Opportunities for Youth**

**GAN**  
GLOBAL



# OUR AMBITION

---

An equitable future for all segments of the workforce and a sustainable talent pipeline for business.

# OUR PURPOSE

---

As a CEO led, business-driven and multisector alliance, we fuse education and employment *through work-based learning*.

# WHERE WE WORK

---

**300 + companies**

**15 network countries &  
multiple local and  
regional partners  
including IOE members**



# KEY CONSIDERATIONS

---

1. What is the Return on Investment (ROI) and benefits for companies investing in WBL;
2. How can the ROI for WBL programs can be increased from the private sector perspective;
3. What are the practical considerations for companies designing and implementing WBL programs;
4. What are the policy considerations in implementing WBL programs – how can the private sector work with governments and other partners to implement WBL programs;
5. What are some concrete examples that speak to these questions

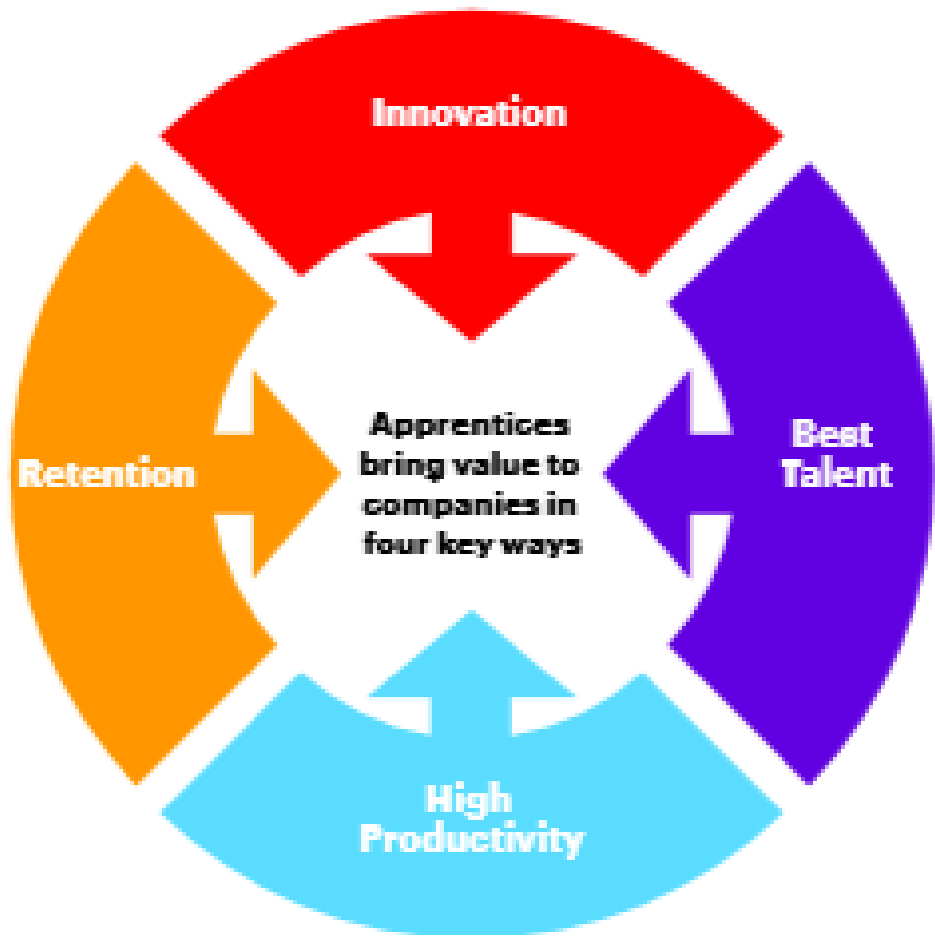
# What is the Return on Investment (ROI) and benefits for companies investing in WBL

Numerous studies have shown that there is a business case for companies to train apprentices in the Swiss VET system (i.e. Mühlemann et al., 2007; Muehlemann, 2010; Strupler and Wolter, 2012).

Put simply, on average, companies who train earn money by doing so. The costs of training are counterbalanced by delivering a return on investment, thereby generating a net benefit.



**FIGURE 7: HOW VET BENEFITS COMPANIES<sup>4</sup>**



Students give apprenticeships an



They join the workforce **prepared** thanks to a top-notch education



**A prestigious education pathway**



**Flexibility regarding future career option**



**Skills and knowledge aligned with labor market**

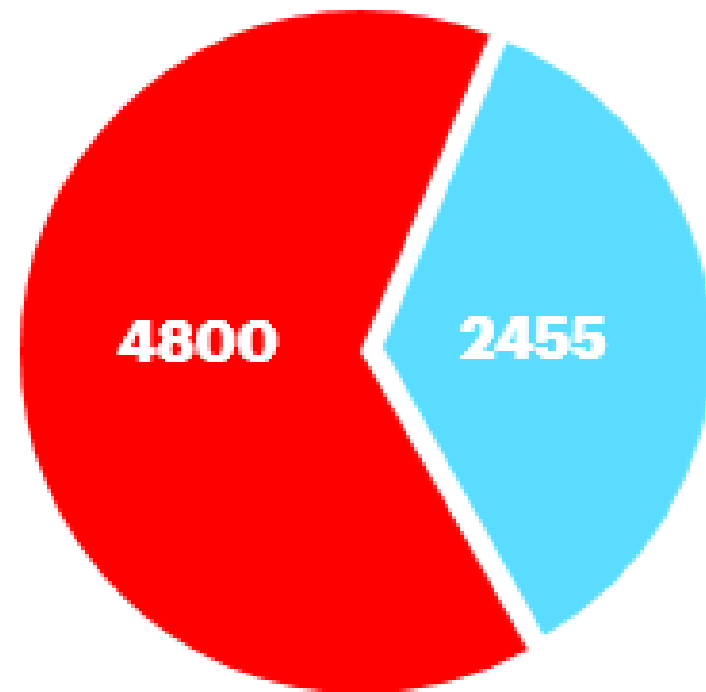


**No student debt**  
Tuition paid by cantons (states)  
Apprentices earn a progressive wage

<sup>5</sup> Hunziker, K. (2016). *Switzerland's Vocational Education and Training System*.

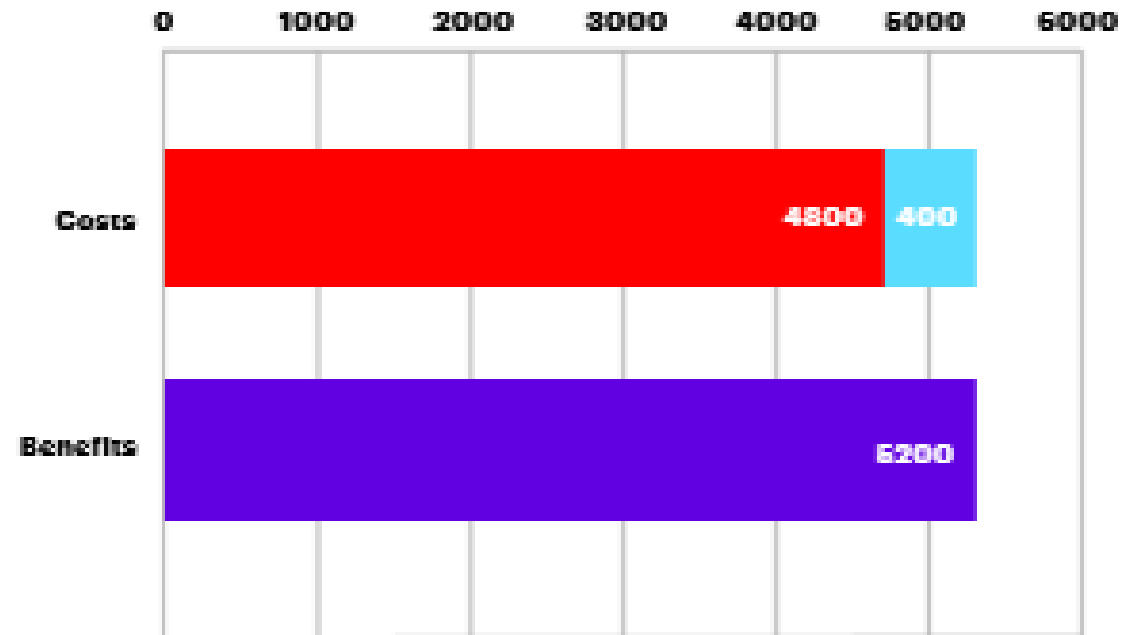
•

# ROI and benefits from the Swiss System



 **Gross cost for host companies**

 **Public expenditure (25% federal government, 75% cantons and communes)**



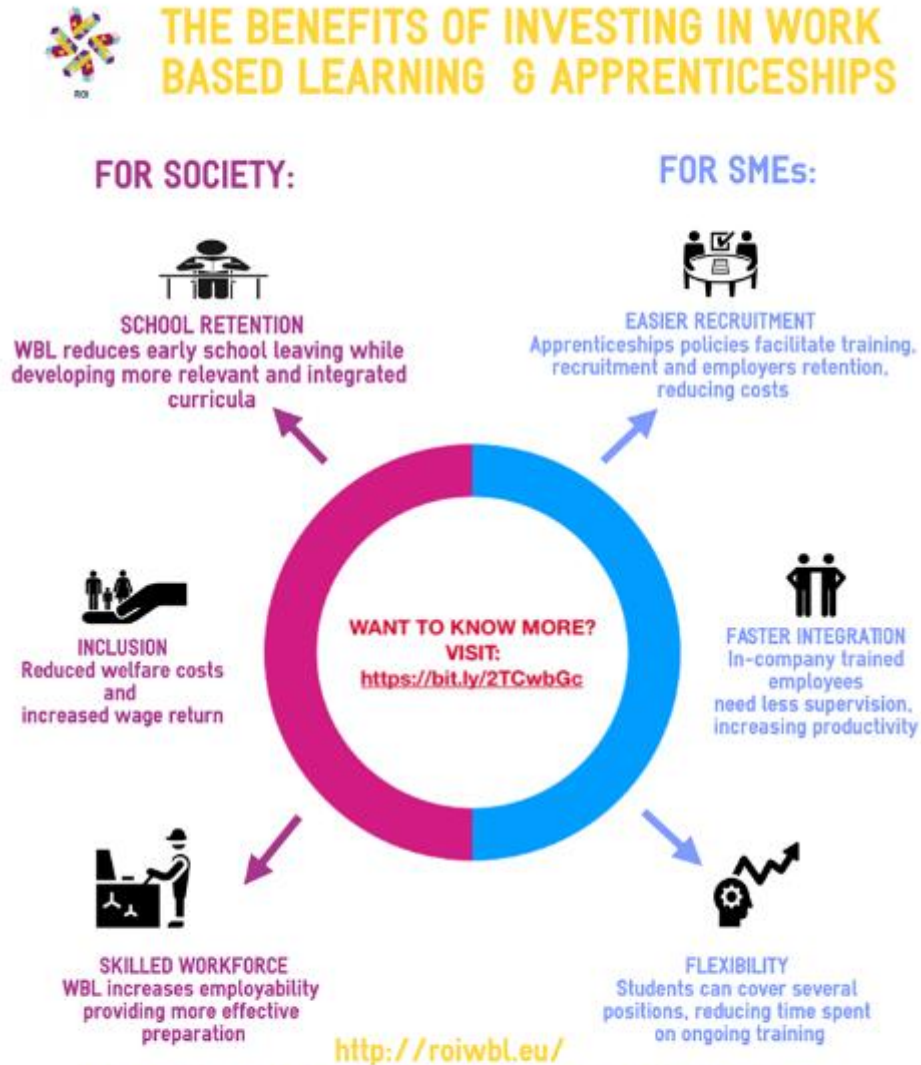
 **Gross cost for host companies**

 **Net benefit**

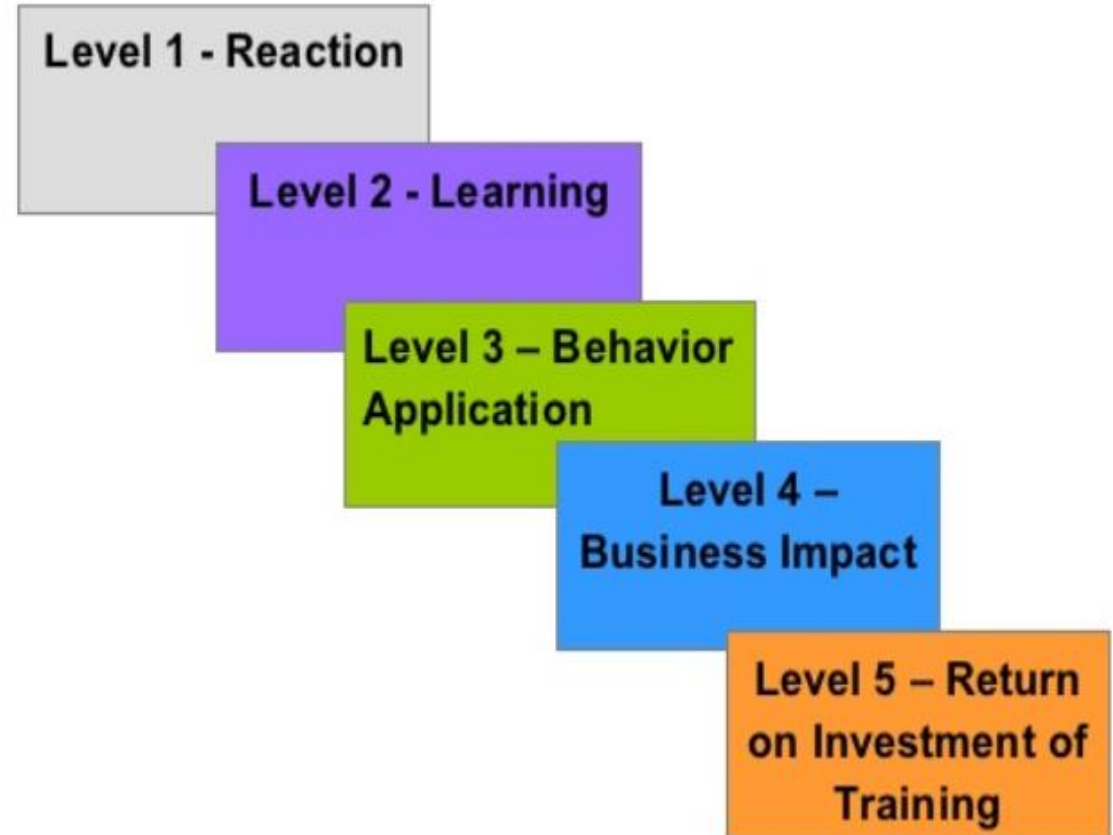
 **Productive output by apprentices**

*The costs of the professional associations are not included in this diagram.  
(Source: Renold/Probst, 2016, p. 48)*

# ROI and benefits from other models



(The data provided are related to the researches done by the project partners during the ROI project development)



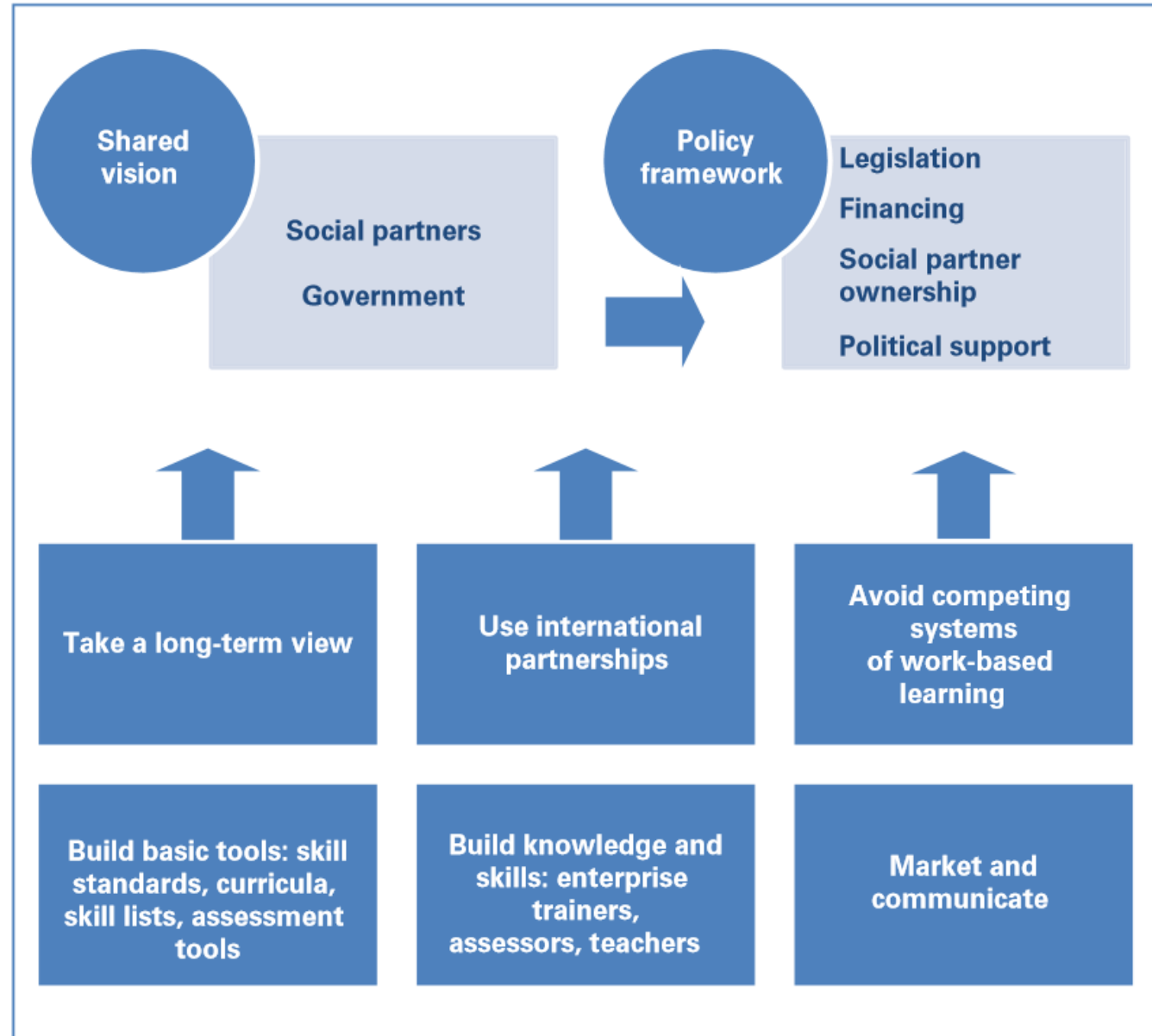
# What are the practical considerations for companies designing and implementing WBL programs

## Governance and Design Considerations

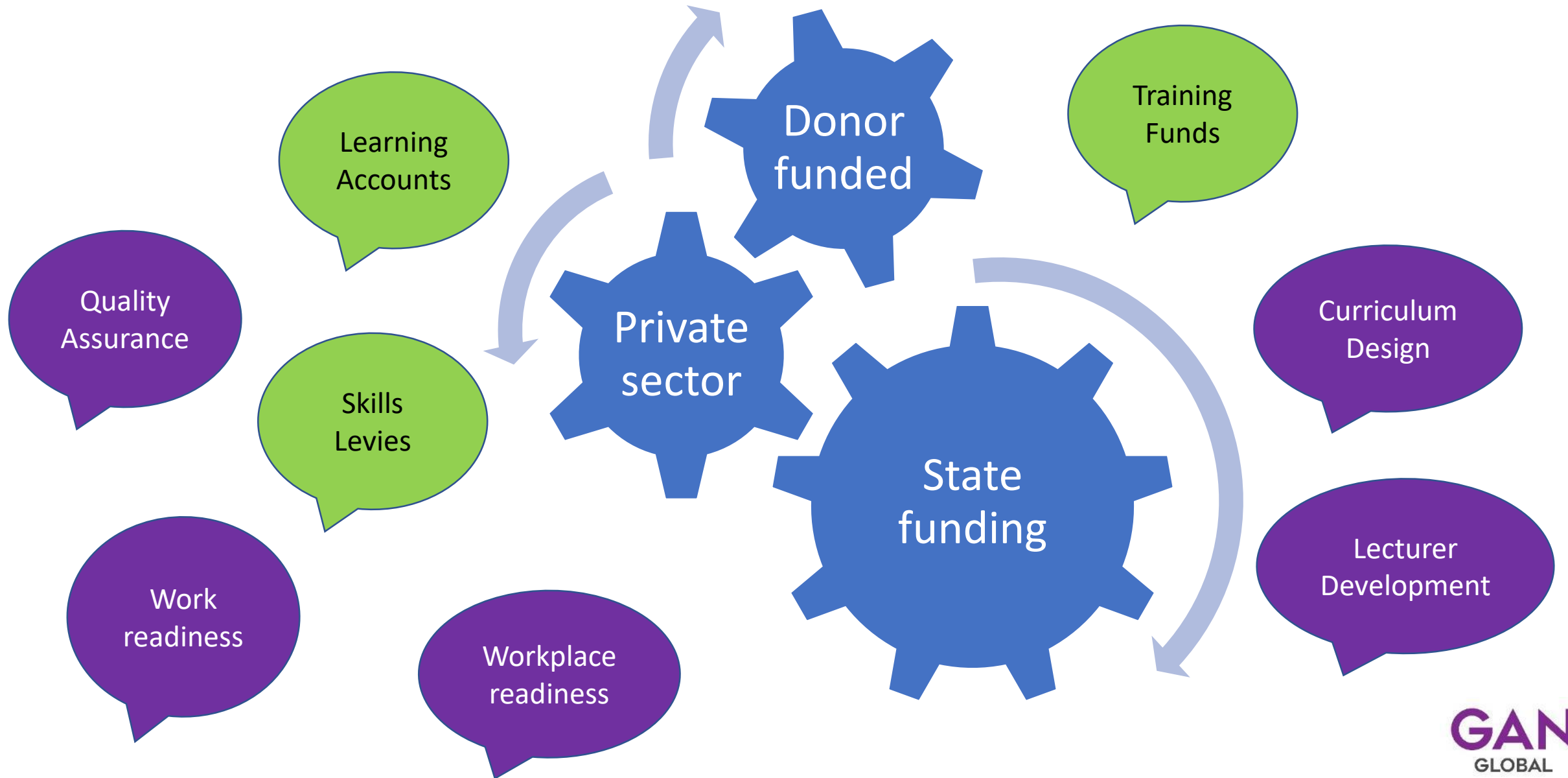
Questions for governance	Some options
Which issues need to be covered by policies, rules, regulations and decisions?	<ul style="list-style-type: none"><li>• The content of programmes</li><li>• Who can take part in them</li><li>• How and where learning takes place</li><li>• Financing</li><li>• Trainers' qualifications</li><li>• How assessment is to be carried out</li><li>• Who awards qualifications and certificates</li><li>• How quality can be improved</li></ul>
Who has the power to make policies, rules, regulations and decisions?	<ul style="list-style-type: none"><li>• Central government ministries</li><li>• Central policy bodies, including governments and social partners</li><li>• Industry-sector councils</li><li>• Local and regional training organisations</li></ul>
Who can influence policies, rules, regulations and decisions?	<ul style="list-style-type: none"><li>• Government ministries</li><li>• Central policy bodies, including governments and social partners</li><li>• Employer and employee organisations</li><li>• Non-governmental organisations</li><li>• Individual enterprises</li><li>• Schools and colleges</li><li>• Local and regional government bodies</li></ul>



# What are the policy considerations in implementing WBL programs



# Financing WBL: Multiple considerations, multiple actors!





+41 22 929 00 11



[mannie@gan-global.org](mailto:mannie@gan-global.org)



@ GAN4Skills



Facebook.com/ GAN4Skills



GAN4Skills

# THANK YOU

# Paul Champion

---

## TransZed Apprenticeships





# TranZed

APPRENTICESHIPS

**JOIN THE APPRENTICESHIP  
REVOLUTION!**

MacBook Pro



# 40%

OF U.S. EMPLOYERS  
CAN'T FIND EMPLOYEES  
WITH MUCH-NEEDED  
SKILLS <sup>1</sup>

# 60%

ARE DISAPPOINTED  
BY THE LACK OF  
PREPARATION FOR  
ENTRY-LEVEL JOBS  
AND BEYOND <sup>1</sup>

# 75%

OF 3,000 RECENTLY  
SURVEYED EMPLOYERS  
ACROSS ALL SECTORS  
REPORTED A SKILLS  
SHORTAGE <sup>2</sup>

# 92%

SAID THE SKILLS  
SHORTAGE WAS  
NEGATIVELY IMPACTING  
PRODUCTIVITY,  
STAFF TURNOVER,  
AND EMPLOYEE  
SATISFACTION.  
EMPLOYERS CITED A  
LACK OF AVAILABLE  
TRAINING AND  
DEVELOPMENT AS A  
MAIN REASON FOR THE  
SHORTAGE <sup>2</sup>



# 6 FORCES SHAPING THE FUTURE OF WORK

THE CHALLENGE...

ACCELERATING  
TECHNOLOGICAL CHANGE

GROWING DEMAND  
FOR SKILLS

CHANGING EMPLOYEE  
EXPECTATIONS

SHIFTING LABOR  
DEMOGRAPHICS

TRANSITIONING  
WORK MODELS

EVOLVING BUSINESS  
ENVIRONMENT







“We’re looking for someone with the wisdom of a 50-year-old, the experience of a 40-year-old, the energy of a 30-year-old, and the pay scale of a 20-year-old.”

# The magic sauce....

- Improve companies' overall performance & competitive advantage in the marketplace. Reduces Cost.
- Brings value through the much-enhanced productivity of apprentices & enables workers to better integrate into the business's culture and develop greater leadership potential
- Reduces turnover and increased employee loyalty, thus significantly reducing training and recruitment costs
- Diversifies the workforce.
- Improves employee engagement, problem-solving skills, and flexibility in performing a variety of tasks, while reducing the need for supervision



**JOIN THE  
APPRENTICESHIP  
REVOLUTION!**

Apprenticeships Cost Savings Calculator

Hourly Wage : Start

− \$12.00 +

Hourly Wage : 6 Months

− \$15.00 +

Hourly Wage : 1 year

− \$20.00 +

Benefits (%)

− 19% +

No of Hires:

− 3 +





# Tranzed

APPRENTICESHIPS

**JOIN THE  
APPRENTICESHIP  
REVOLUTION!**



OPEN

FOR APPRENTICESHIPS

# Bettina Schaller

---

**The Adecco Group**



---

THE ADECCO GROUP



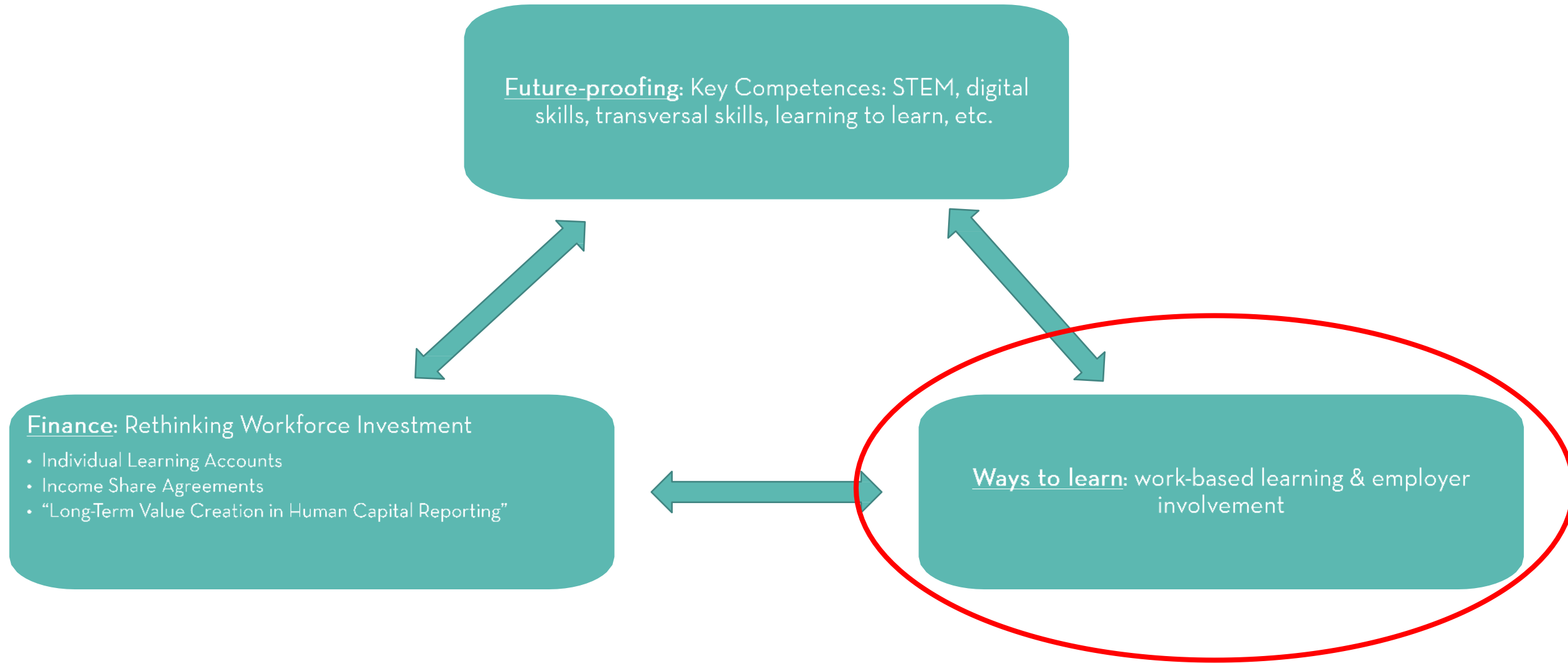
# Make the Future work for Everyone

S4YE and GAN Webinar on  
Designing Apprenticeships and WBL opportunities for youth

Bettina Schaller, The Adecco Group

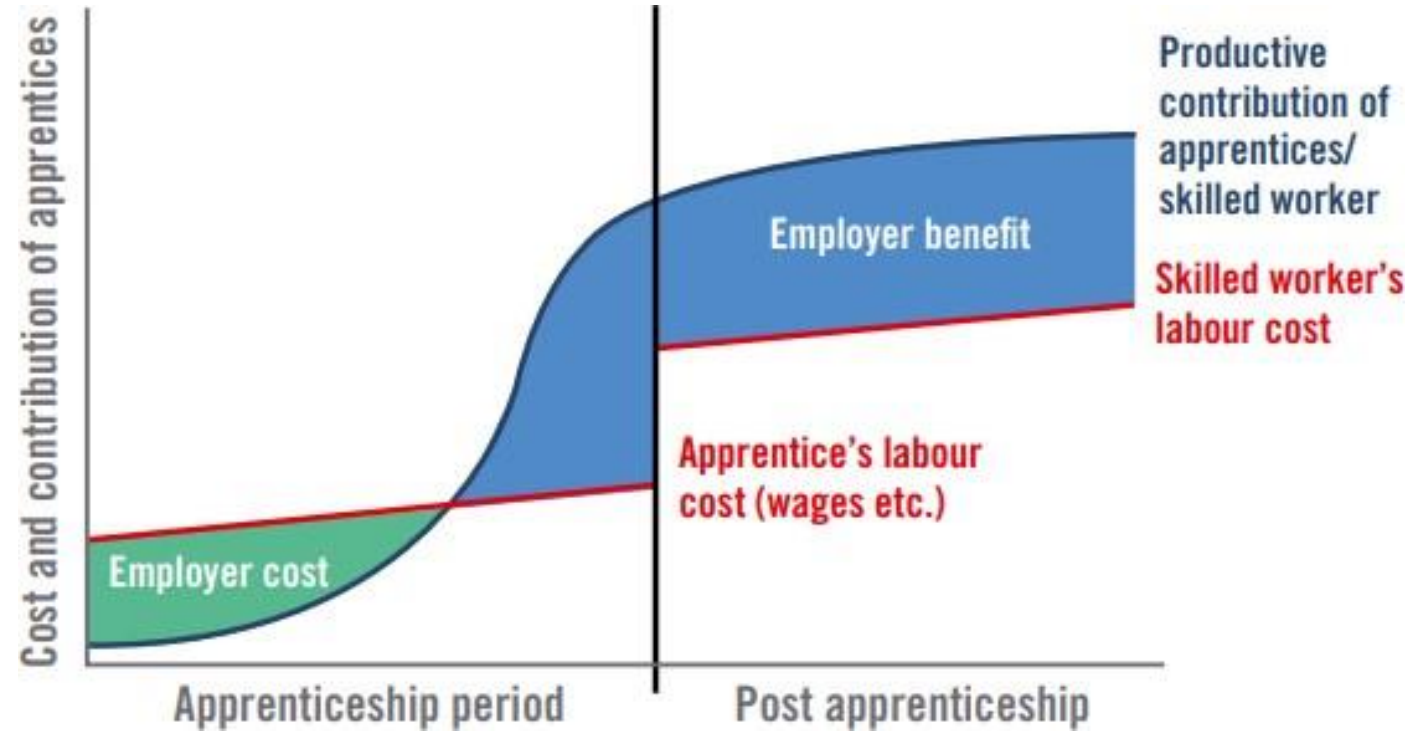
# Why is WBL on The Adecco Group radar...?

## The Group's Skills & Employability focus





# The Business Case for investing in apprenticeships and Work-Based Learning



Source: Measuring the Costs and Benefits of Apprenticeship Training, ILO

# The Business Case for investing in apprenticeships and Work-Based Learning

Lehrjahr	1	2	3	Total
Bruttokosten	25 570	26 900	30 950	83 420
+/-	680	600	650	1 420
Produktive Leistungen	27 470	29 620	36 770	93 860
+/-	810	720	1 180	2 360
Nettonutzen	1 890	2 720	5 810	10 430
+/-	1 040	970	1 390	2 880

Tabelle 7: Bruttokosten, produktive Leistungen und Nettonutzen pro dreijähriges EFZ-Lehrverhältnis (in Franken)

Lehrjahr	1	2	3	4	Total
Brutto-					
kosten	25 080	26 900	30 080	33 270	115 330
+/-	910	760	980	1 170	2 690
Produktive					
Leistungen	23 330	26 090	34 130	40 420	123 970
+/-	1 230	890	1 100	1 360	3 270
Netto-					
nutzen	-1 740	-820	4 050	7 150	8 630
+/-	1 400	1 120	1 270	1 390	3 560

Tabelle 9: Bruttokosten, produktive Leistungen und Nettonutzen pro vierjähriges EFZ-Lehrverhältnis (in Franken)

Source: Lohnt sich die Lehrlingsausbildung für die Betriebe? Eidgenössisches Hochschulinstitut für Berufsbildung.

# The Business Case for investing in apprenticeships and Work-Based Learning

Table 1 Cost Benefits generated according to stakeholders involved

		COSTS	BENEFITS
ENTREPRISES	During the Quality Apprenticeship	<ul style="list-style-type: none"> <li>• Wage/stipend</li> <li>• Social security contributions</li> <li>• Time for in-company mentors</li> <li>• Costs for training materials, space, equipment</li> <li>• Costs for recruitment and administration</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to the production of goods and services</li> <li>• Subsidies and incentives</li> <li>• Payments from training funds</li> <li>• <i>Improvements in reputations, through participation in reputation, through participation in apprenticeship training</i></li> </ul>
	After the Quality Apprenticeship**		<ul style="list-style-type: none"> <li>• Savings in recruitment and initial training costs</li> <li>• Higher productivity and quality</li> <li>• More loyal workforce</li> <li>• Savings from reduced labour turnover</li> <li>• Innovation</li> <li>• Wage stability</li> </ul>

Source: Measuring the Costs and Benefits of Apprenticeship Training, ILO



THE ADECCO GROUP

# WBL @ TAG: Case Study 1

## La Grande Ecole de l'Alternance

# The GEA: an innovative WBL solution

A workforce solution, based on the creation of competencies, focusing on **skillsets** that are **scarce, in demand** or **required tomorrow**..... A school without walls bringing together the needs of companies, the expertise of training partners and the career aspirations of youngsters and job seekers.

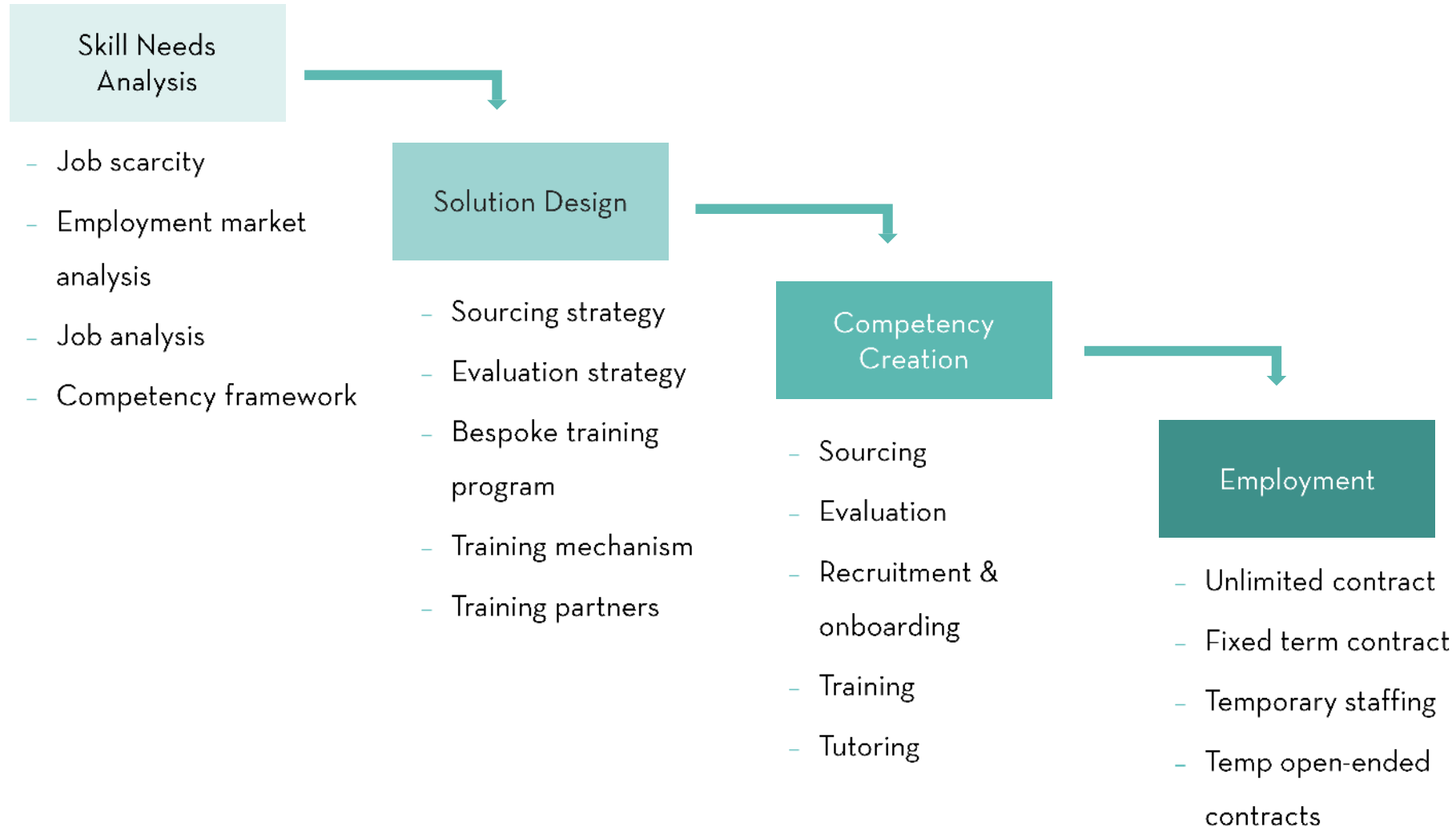
## Foundational Principles

1. Train in order to lead to **employment**, and not to just offer a training opportunity
2. Training outcome necessarily leads to a formal “**qualification**”
3. Focus is on **creation of sustainable employment**

## Core Principles

- Strengthens the **match between client skill needs and employees’ qualifications**
- Meets **current and future skills needs** of companies
- Focus is on **job qualifications / skills** that are **scarce** and in **high demand** (volume)
- As well as **new emerging jobs** and/or skills

# The GEA modell



# A success story: Transdev

## Challenge

60 drivers needed due to having won tender for school transport in the area of Briey

Part-time positions

Scarcity of skillset in the labor market

## Solution

- |   |                                    |
|---|------------------------------------|
| - Design of training program                                    | Adecco Training                    |
| - Adaptation of recruitment process                             | Adecco Business Unit               |
| - Specific assessment process                                   | Adecco Business Unit & Promotrans  |
| - Externalised training delivery & certificate /degree delivery | Promotrans                         |
| - Multi-tiered financial mechanism                              | Region, Unemployment Agency, OPCA* |
| - Employment opportunity  | Transdev                           |

## Results

- 3 sessions with 15 persons each over 3 months
- Success rate: 95,5%
- Recruited profiles:
  - All in career transition
  - Women returning to labor market
  - Retired policemen and militaries

\* accredited training fund collecting agency



# The success stories in France since 2016 in figures

12 000+

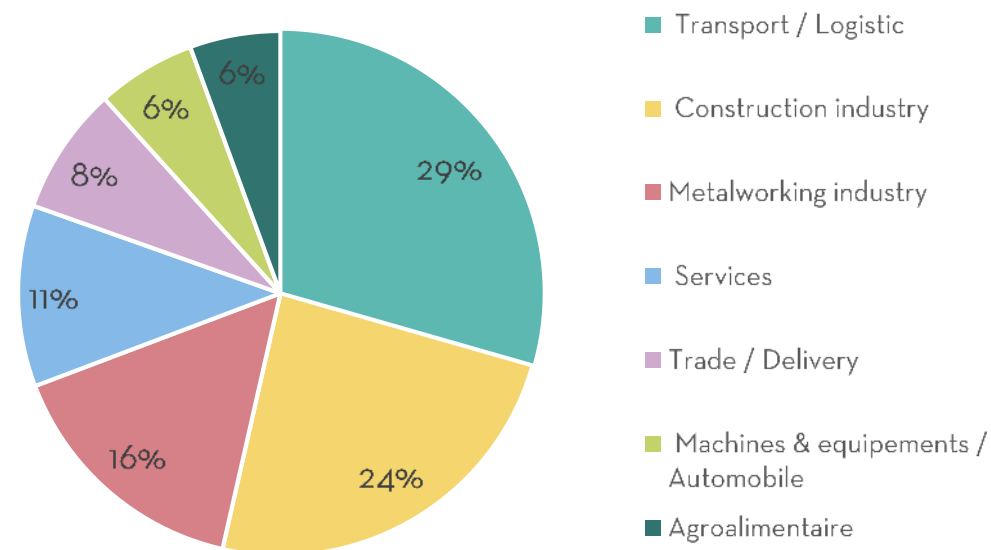
“Apprentices”

85% Remain in employment  
12 month after training

36% On agency open-ended  
contract from start of  
training

8% Drop-out rate  
nationally

Total # persons / Client industry

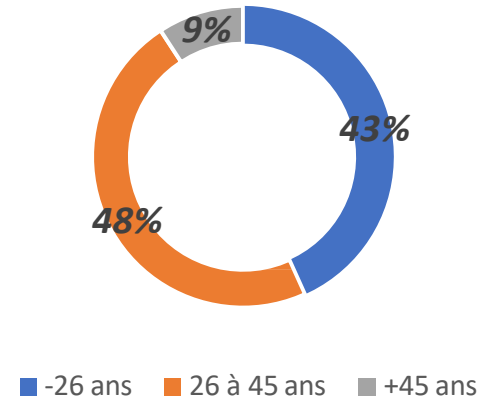


Order picker / packer; Production line conductor; Freight transport driver (on a carrier); Freight transport driver (any vehicle); Cable fitter; Form setter / formwork carpenter; Warehouse forklift driver; Electrician

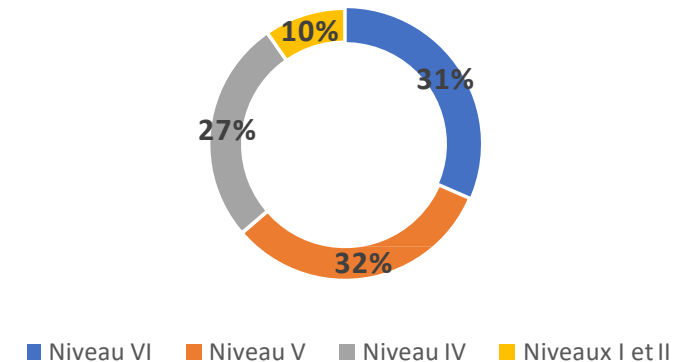
# The beneficiaries: Companies & Workers = the case for a diverse workforce

- **Unemployed:** 77%+ were registered as unemployed when they started their training
- **Youngsters :** 43% of persons trained are under 26 yrs old
- **With no or minimal diplomas :**
  - 31% have a formal education at level VI (left school without a formal diploma)
  - 32% have a formal education at level V

Age au démarrage de la formation



Niveau de formation initiale





---

THE ADECCO GROUP

# WBL @ TAG: Case Study 2: CEA's: Training Centers for Apprentices

# A changing legislative context allowed The Adecco Group to set up dedicated CFAs = apprenticeship training centers

1

Rethink the goal of training

Primary mission is to educate, but also contribute to the professional integration on the labor market

2

Liberalizes the creation of a CFA

- CFA now similar to training organizations
- Any entity (company, sectorial organisation, training organization, etc.) can train apprentices
- New governance
  - Activity Declaration
  - Specific operational rules set up (qualified personnel, internal regulations, cost accounting, pedagogical and financial balance sheet,...)
  - Pedagogical control
  - Quality control

3

Extended responsibilities of a CFA

- Evaluation of apprentices' skills in a continuous controlled way
- Coaching and orientation towards learning
- Publication of results: apprenticeship success rate and employment rates

4

Modified funding mechanism of apprenticeships

No longer financed by a subsidy from the Region but 'paid' per apprentice trained

# Success story 1: Culinary and catering jobs CFA

A consortium created in March 2019



Collectively recruited +11,000 individuals in 2018 for those jobs

## Main objectives

- Recruit 1000 persons the first year
- 3 locations (Marseille, Lyon, Paris), 3 groups per location, 25 apprentices per group, all running in parallel
- Attract young people to these jobs
- Keep professionals engaged by offering them training programs leading to recognized qualifications/certifications
- Contribute collectively to each partners performance and growth

## Main issues at stake

- **Operational:** address the skill shortages for these roles
- **Economic:** benefit from the scale effects allowed by such a consortium
- **Brand:** for the companies and for the sector

## Advantages

- In-depth expertise for these jobs
- Training program tailored to skill needs
- Post-training employment opportunities

## Success story 2: the CFA in Recruitment.... Recruiting our recruiters of tomorrow

- Launched in September 2019 with 45 apprentices over 3 geographical locations (Bordeaux, Lyon, Paris)
- 2<sup>nd</sup> group in April 2020 with 45 apprentices (same locations), and from mid-year onwards additional locations and apprentices for other companies
- Apprentices positioned in the main Business Units (Adecco, Spring, Modis, B&C, Adecco Medical, Onsite, etc.)



But we also did a mini practice....

- Partnership with IGS (a school specialised in HR), having its own CFA
- Recruited 13 apprentices, delivered part of their training and managed logistics
- Positioned them in Modis, Humando, Adecco Solutions IDF, Onsite, RH Santé and Spring

# The CFA in Recruitment modell

## We TARGET candidates

**Level required:** Bac\*+3 or Bac +2 with work experience, possessing strong results orientation and teamwork skills

### Internal candidates:

- Recruiters
- Or other job qualifications of comparable levels
- Or a colleague wishing to strengthen or refresh their skills

### External candidates:

- Bac+2 in Sales with 2/3 yrs experience
- Bac+3 Social science / Management / Human Resources
- Or equivalent work experience

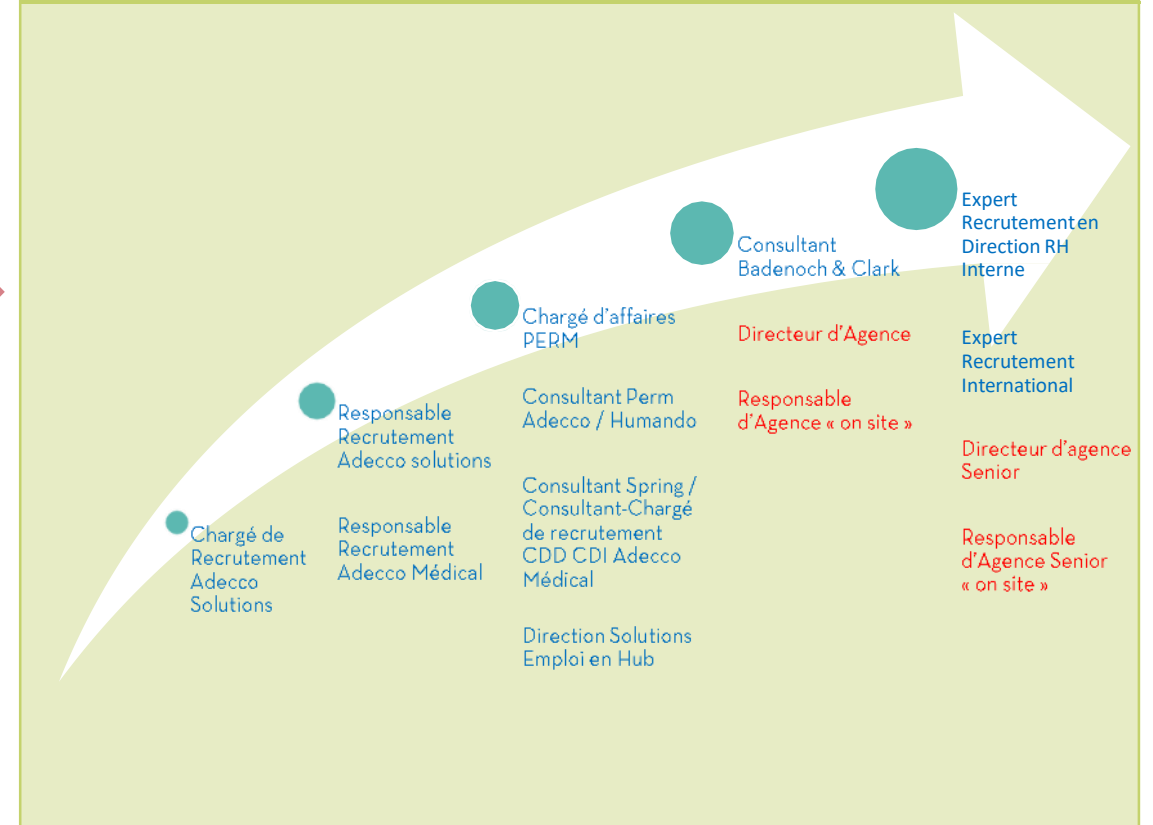
## We TRAIN & CERTIFY

Adecco delivers an apprenticeship training program called « Expert des nouveaux métiers du Recrutement » :

- 400 hours of training in 1 year
- Delivery of a Professional Certification of apprenticeship, officially registered in the RNCP
- Corresponds to a level 6 title (Bac+3/4)

Or delivers a modular training on the innovations linked to the jobs of recruitment.

## We offer CAREER opportunities within the group to the apprentices



\* Bac = high school degree





---

THE ADECCO GROUP



Thank you

[Bettina.schaller@adeccogroup.com](mailto:Bettina.schaller@adeccogroup.com)

@beschabo

# Alford Crook

---

**Zurich Insurance Group**

# **APPRENTICES AND INSURANCE: ADDRESSING THE TALENT GAP**

January 28, 2020

Al Crook, Head of HR Business Partners

**Zurich North American Insurance Company**



# Zurich answers the call – One of 100 committing to 100

White House Upskill Summit – April 24, 2015

- Obama Administration's Upskill Initiative called on businesses to help workers of all ages earn a shot at better, higher paying jobs, even if they do not have a higher education
- Empower workers with the education and training they need to develop new skills and earn higher wages
- Increasing uptake of training programs by building awareness and making it easier, cheaper and faster for front-line workers to benefit from these opportunities
- Announced commitment to provide opportunities to front-line workers to get ahead by expanding access to apprenticeships and on-the-job training
- Zurich was one of 100 leading employers who answered the President's call to action
- Committed to hiring 100 apprentices by 2020



# WHY APPRENTICESHIPS ARE IMPORTANT

- Industry talent needs
- Aging industry
- War for talent
- The search for a diverse workforce
- Industry not as appealing to younger workers



**Innovations that help solve  
business challenges**

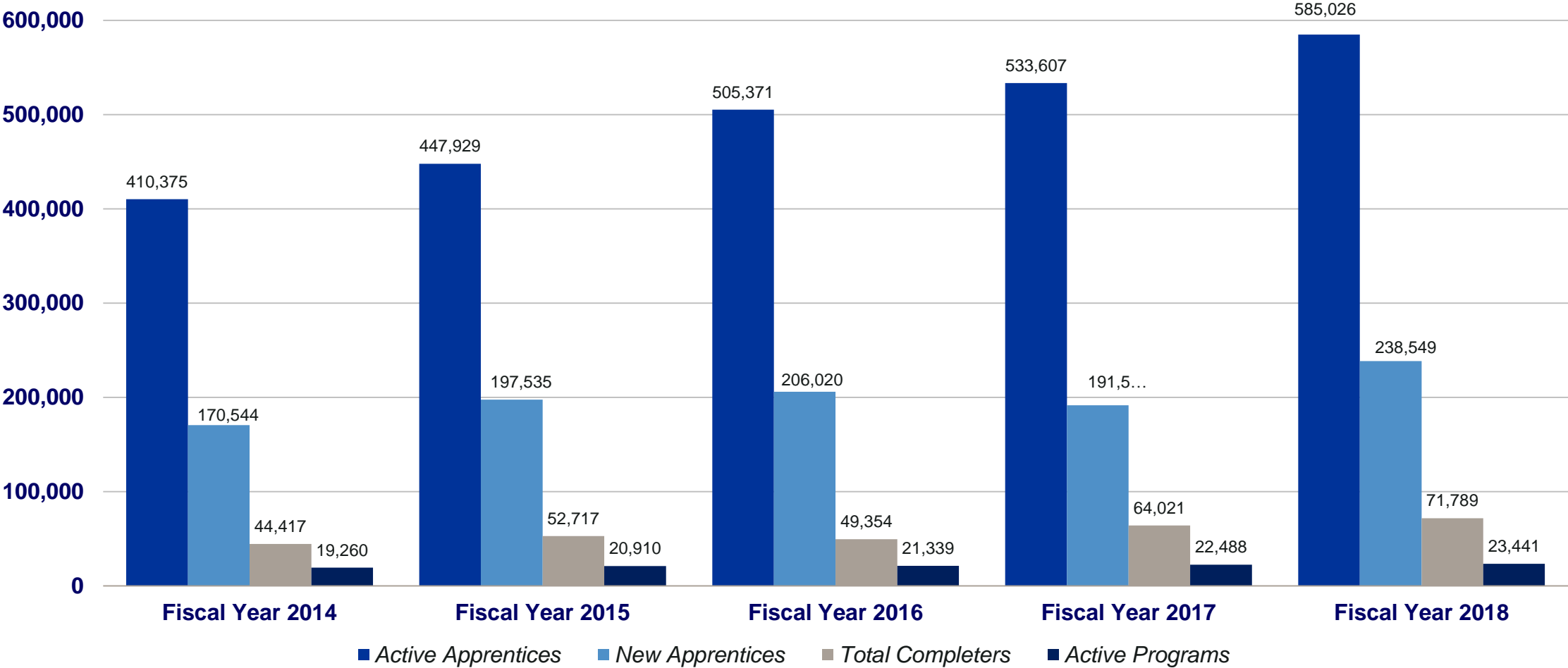
# \$37,172

**The average debt student loan borrowers  
have when they graduate**

Source: US Student Loan Solution center



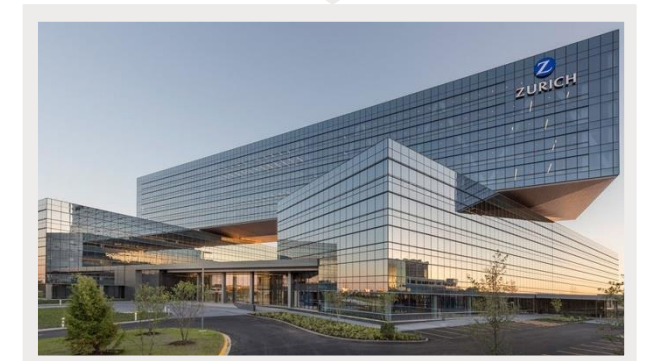
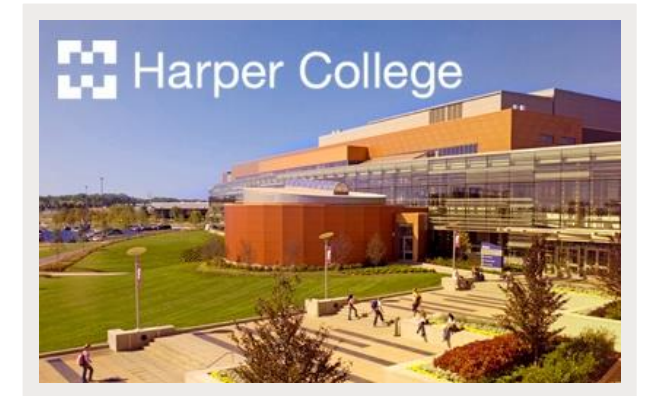
# Apprenticeship is growing across the US



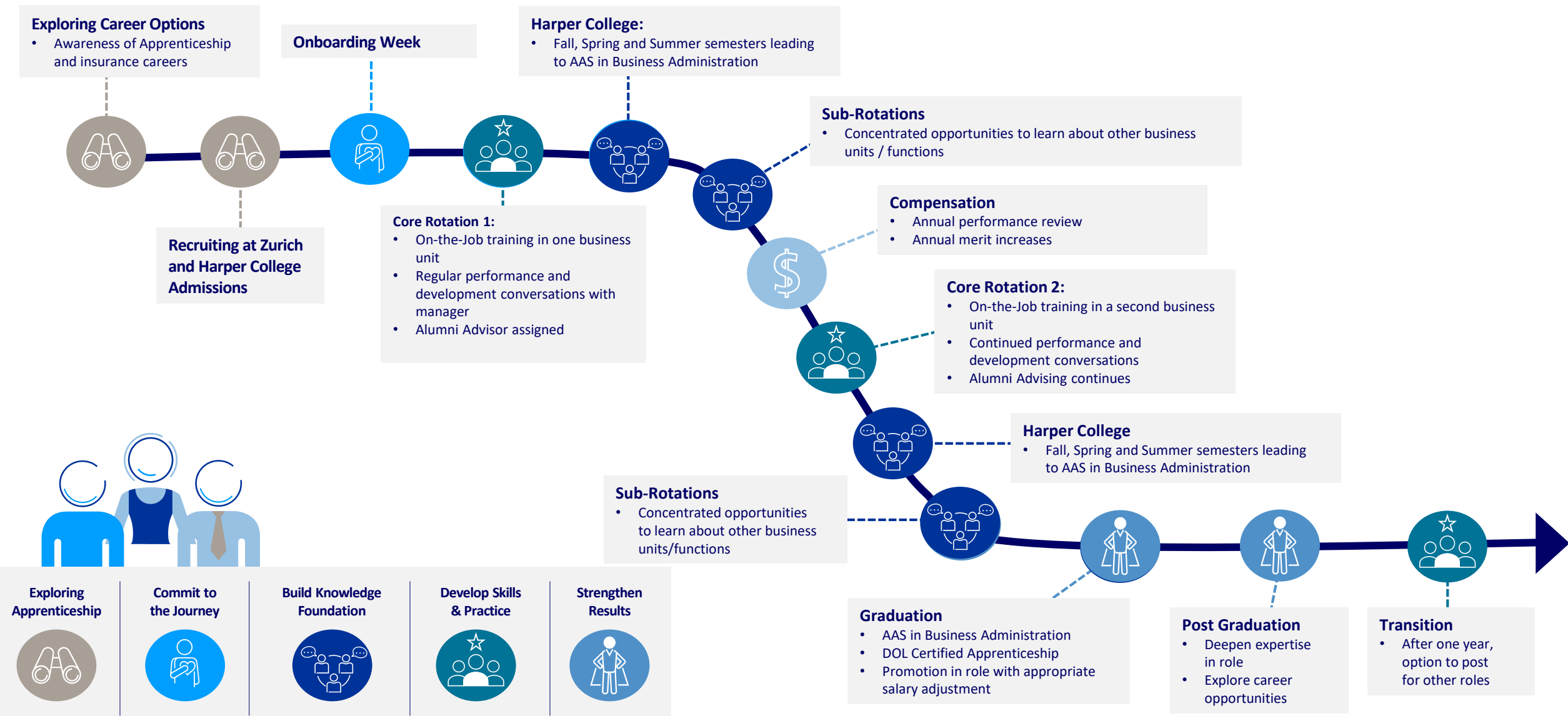
- U.S. Department of Labor

# HOW APPRENTICESHIPS WORK AT ZURICH

- Programs in General Insurance and Cyber Security
- Learn and earn
  - Three days a week of on-the-job training
  - Two days per week at Harper Community College



# Apprenticeship – The Two-Year Journey



# Zurich continuing to lead the way globally, nationally and locally





# Supporting the Apprentice Movement

## Modeling the Way



*Our vision for apprenticeships was to create a program that was not only viable for Zurich's commercial insurance business but was also flexible, scalable and sharable. This would allow us to grow apprentices within our company, across our industry and within the regions that we work. Our success is not simply measured internally, but also includes the leverage we can gain by supporting the apprentice movement.*





# Thank You

---

**LEARN MORE AND HELP US SPREAD  
THE WORD**



[zurichna.com/apprenticeships](https://zurichna.com/apprenticeships)



# Timothy J. Scott Hall

---

Intel Costa Rica

# Discussion

---

# Thank You!

---