Webinar on Designing Apprenticeships and Work-based Learning Opportunities for Youth
Welcome & Introductions

Namita Datta
Coalition Manager, S4YE
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
World Bank Webinar:
Designing Apprenticeships and Work-based Learning Opportunities for Youth
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.
Students give apprenticeships an A+. 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)

ROI and benefits from the Swiss System

The costs of the professional associations are not included in this diagram.
(Source: Renold/Probst, 2016, p. 48)
ROI and benefits from other models
What are the practical considerations for companies designing and implementing WBL programs

### Governance and Design Considerations

<table>
<thead>
<tr>
<th>Questions for governance</th>
<th>Some options</th>
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<tbody>
<tr>
<td>Which issues need to be covered by policies, rules, regulations and decisions?</td>
<td>• The content of programmes</td>
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<td>• Who can take part in them</td>
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<td>• How and where learning takes place</td>
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<td></td>
<td>• Financing</td>
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<td></td>
<td>• Trainers’ qualifications</td>
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<td>• How assessment is to be carried out</td>
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<td>• Who awards qualifications and certificates</td>
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<td>• How quality can be improved</td>
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<tr>
<td>Who has the power to make policies, rules, regulations and decisions?</td>
<td>• Central government ministries</td>
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<td>• Central policy bodies, including governments and social partners</td>
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<td>• Industry-sector councils</td>
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<td>• Local and regional training organisations</td>
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<td>Who can influence policies, rules, regulations and decisions?</td>
<td>• Government ministries</td>
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<td></td>
<td>• Central policy bodies, including governments and social partners</td>
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<tr>
<td></td>
<td>• Employer and employee organisations</td>
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<td>• Non-governmental organisations</td>
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<td></td>
<td>• Individual enterprises</td>
</tr>
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<td></td>
<td>• Schools and colleges</td>
</tr>
<tr>
<td></td>
<td>• Local and regional government bodies</td>
</tr>
</tbody>
</table>
What are the policy considerations in implementing WBL programs

- Shared vision
- Policy framework
  - Legislation
  - Financing
  - Social partner ownership
  - Political support

- Social partners
  - Government

- Take a long-term view
- Use international partnerships
- Avoid competing systems of work-based learning
- Build basic tools: skill standards, curricula, skill lists, assessment tools
- Build knowledge and skills: enterprise trainers, assessors, teachers
- Market and communicate
Financing WBL: Multiple considerations, multiple actors!

- Quality Assurance
- Skills Levies
- Learning Accounts
- Private sector
- Donor funded
- State funding
- Training Funds
- Curriculum Design
- Lecturer Development
- Work readiness
- Workplace readiness
- Work readiness
THANK YOU

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GAN4Skills
Paul Champion

TransZed Apprenticeships
40% of U.S. employers can’t find employees with much-needed skills.

60% are disappointed by the lack of preparation for entry-level jobs and beyond.

75% of 3,000 recently surveyed employers across all sectors reported a skills shortage.

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.
6 FORCES SHAPING THE FUTURE OF WORK

- 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
Cost Saving / ROI Tool

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
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

Future proofing: Key Competences: STEM, digital skills, transversal skills, learning to learn, etc.

Finance: Rethinking Workforce Investment
- Individual Learning Accounts
- Income Share Agreements
- “Long-Term Value Creation in Human Capital Reporting”

Ways to learn: work-based learning & employer involvement
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

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

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

<table>
<thead>
<tr>
<th>Lehrjahr</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruttokosten</td>
<td>25 080</td>
<td>26 900</td>
<td>30 080</td>
<td>33 270</td>
<td>115 330</td>
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<tr>
<td>+/-</td>
<td>910</td>
<td>760</td>
<td>980</td>
<td>1 170</td>
<td>2 690</td>
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<tr>
<td>Produktive Leistungen</td>
<td>23 330</td>
<td>26 090</td>
<td>34 130</td>
<td>40 420</td>
<td>123 970</td>
</tr>
<tr>
<td>+/-</td>
<td>1 230</td>
<td>890</td>
<td>1 100</td>
<td>1 360</td>
<td>3 270</td>
</tr>
<tr>
<td>Nettonutzen</td>
<td>-1 740</td>
<td>-820</td>
<td>4 050</td>
<td>7 150</td>
<td>8 630</td>
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<tr>
<td>+/-</td>
<td>1 400</td>
<td>1 120</td>
<td>1 270</td>
<td>1 390</td>
<td>3 560</td>
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</tbody>
</table>

Tabelle 9: Bruttokosten, produktive Leistungen und Nettonutzen pro vierjähriges EFZ-Lehreverhältnis (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

<table>
<thead>
<tr>
<th></th>
<th><strong>COSTS</strong></th>
<th><strong>BENEFITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTREPRISES</strong></td>
<td>• Wage/stipend</td>
<td>• Contribution to the production of goods and services</td>
</tr>
<tr>
<td></td>
<td>• Social security contributions</td>
<td>• Subsides and incentives</td>
</tr>
<tr>
<td></td>
<td>• Time for in-company mentors</td>
<td>• Payments from training funds</td>
</tr>
<tr>
<td></td>
<td>• Costs for training materials, space, equipment</td>
<td>• <em>Improvements in reputation, through participation in apprenticeship training</em></td>
</tr>
<tr>
<td></td>
<td>• Costs for recruitment and administration</td>
<td></td>
</tr>
<tr>
<td><strong>During the Quality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apprenticeship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After the Quality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apprenticeship</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Measuring the Costs and Benefits of Apprenticeship Training, ILO
WBL @ TAG: Case Study 1

La Grande École 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 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

Skill Needs Analysis
- Job scarcity
- Employment market analysis
- Job analysis
- Competency framework

Solution Design
- Sourcing strategy
- Evaluation strategy
- Bespoke training program
- Training mechanism
- Training partners

Competency Creation
- Sourcing
- Evaluation
- Recruitment & onboarding
- Training
- Tutoring

Employment
- Unlimited contract
- Fixed term contract
- Temporary staffing
- Temp open-ended contracts
### 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

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design of training program</td>
<td>Adecco Training</td>
</tr>
<tr>
<td>Adaptation of recruitment process</td>
<td>Adecco Business Unit</td>
</tr>
<tr>
<td>Specific assessment process</td>
<td>Adecco Business Unit &amp; Promotrans</td>
</tr>
<tr>
<td>Externalised training delivery &amp; certificate / degree delivery</td>
<td>Promotrans</td>
</tr>
<tr>
<td>Multi-tiered financial mechanism</td>
<td>Region, Unemployment Agency, OPCA*</td>
</tr>
<tr>
<td>Employment opportunity</td>
<td>Transdev</td>
</tr>
</tbody>
</table>

### 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

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
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 organization, 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)

• 2nd 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 model

**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
Thank you

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@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
WHY APPRENTICESHIPS ARE IMPORTANT

$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

Exploring Career Options
- Awareness of Apprenticeship and insurance careers

Onboarding Week

Harper College:
- Fall, Spring and Summer semesters leading to AAS in Business Administration

Sub-Rotations
- Concentrated opportunities to learn about other business units/functions

Core Rotation 1:
- On-the-Job training in one business unit
- Regular performance and development conversations with manager
- Alumni Advisor assigned

Compensation
- Annual performance review
- Annual merit increases

Core Rotation 2:
- On-the-Job training in a second business unit
- Continued performance and development conversations
- Alumni Advising continues

Harper College
- Fall, Spring and Summer semesters leading to AAS in Business Administration

Sub-Rotations
- Concentrated opportunities to learn about other business units/functions

Graduation
- AAS in Business Administration
- DOL Certified Apprenticeship
- Promotion in role with appropriate salary adjustment

Post Graduation
- Deepen expertise in role
- Explore career opportunities

Transition
- After one year, option to post for other roles
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
Timothy J. Scott Hall

Intel Costa Rica
Discussion
Thank You!