

Access to Apprenticeships and the Impact of Individual and School Level Characteristics

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Abstract : Periods of apprenticeships are characteristic of many vocational educational training (VET) systems. In many countries, becoming a skilled worker implies that the journey starts with an application for apprenticeships at a company or another relevant training establishment. In Norway, where this study is conducted, VET students start their journey with two years of school-based training before applying for two years of apprenticeship. Previous research has shown that access to apprenticeships differs by family background (socio-economic, immigrant, etc.), gender, school grades, and region. The question we raise in this study is whether the status, reputation, or position of the vocational school contributes to VET students' access to apprenticeships. Data and methods: Register data containing information about schools' and VET students' characteristics will be analyzed in multilevel regression analyses. At the school level, the data will contain information on school size, shares of immigrants and/or share of male/female students, and grade requirements for admission. At the VET-student level, the register contains information on e.g., gender, school grades, educational program/trade, obtaining apprenticeship or not. The data set comprises about 3,000 students. Results: The register data is expected to be received in November 2024 and consequently, any results are not present at the point of this call. The planned article is part of a larger research project granted from the Norwegian Research Council and will, accordingly to the plan, start up in December 2024.

Keywords : apprenticeships, VET-students' characteristics, vocational schools, quantitative methods

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