

# Swiss Leading House VPET-ECON

A Research Center on the Economics of Education, Firm Behavior, and Training Policies



University of  
Zurich<sup>UZH</sup>

Co-Director  
Prof. Dr. Dr. h.c. Uschi Backes-Gellner

u<sup>b</sup>

UNIVERSITÄT  
BERN

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Prof. Dr. Stefan C. Wolter

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## Fall Term 2024

### Leading House Ph.D. Course “Apprenticeship Training: Institutions and Markets” - Syllabus -

<b>Lecturer:</b>	Prof Dr Samuel Muehleemann, LMU Munich Prof Dr Paul Ryan, King’s College Cambridge Prof Dr Ursula Renold, ETH Zurich, Chair of Education Systems
<b>Workshop dates:</b>	September 2 - 6, 2024
<b>Location:</b>	University of Zurich, room tba
<b>Preliminary Schedule:</b>	The lectures take place in the form of an intensive 5-day course. Monday, Sept 2, 2024: 14:00-17:30 Tuesday, Sept 3, 2024: 09:00-17:30 Wednesday, Sept 4, 2024: 09:00-17:30 Thursday, Sept 5, 2024: 09:00-17:30 Friday, Sept 6, 2024: 09:00-12:30
<b>Module Number; ECTS:</b>	tba; 3 ECTS
<b>Course webpage:</b>	<a href="https://www.educationeconomics.uzh.ch/en/international-course-program/courses.html">https://www.educationeconomics.uzh.ch/en/international-course-program/courses.html</a>

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## Course overview

The course provides an introduction to institutional aspects of vocational education and training, with emphasis on apprenticeship-type systems (which include work-based learning). Students will be familiarised with institutional attributes by country, sector and occupation. The course will consider the contributions of economics and other social sciences to an understanding of apprenticeship, as both as an economic and an institutional phenomenon.

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[www.economics-of-education.ch](http://www.economics-of-education.ch)

Leading House VPET-ECON

A Research Programme of the State Secretariat for Education, Research and Innovation

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## Topics

1. *Introduction, training markets I (Samuel Muehleemann)*
  - Introduction
  - Competitive markets
2. *Training markets II (Samuel Muehleemann)*
  - Frictional markets
  - Cyclicalities
3. *Social partnership, public regulation (Samuel Muehleemann)*
  - Social partnership
  - Public regulation
4. *Return on investment of apprenticeship training (Samuel Muehleemann)*
  - Evaluating workplace training for firms, empirical evidence
  - Monetary and non-monetary determinants of training behaviour
5. *Skill specificity and internal labour markets (Samuel Muehleemann)*
  - Business strategies, internal labour markets
  - Skills specificity, hiring costs
6. *Innovation, Automation & AI (Samuel Muehleemann)*
  - Innovation
  - Automation & AI
7. *Swiss institutions and training policy (Ursula Renold)*
  - Education and Training Patterns
  - Swiss Institutions
8. *Apprentice discontent and collective action (Paul Ryan)*
  - Apprentice strikes in the UK
  - The Apprentice Movement in Germany
  - Comparative analysis

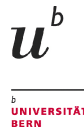
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## Key literature

Backes-Gellner, U, U. Renold and S. C Wolter (2020), ‘Economics and Governance of Vocational and Professional Education and Training (including Apprenticeship), Theoretical and Empirical Results for Researchers and Educational Policy Leaders’, Bern: Hep Verlag AG

Becker, G. (1964), Human Capital. Chicago: University of Chicago Press.

Busemeyer, M. and C. Trampusch (eds) (2012), The Political Economy of Collective Skill Formation. Oxford: OUP.

Hall, P. and D. Soskice (eds) (2001), Varieties of Capitalism: the Institutional Foundations of Comparative Advantage. Oxford: OUP.

Muehlemann, S. (2024), ‘Supply and Demand Shocks in Apprenticeship Markets and the Role of Institutions’, in Róbert, P. & Saar, E. (eds), Handbook on Education and Labour Market. Edward Elgar Publishing, forthcoming.

Muehlemann, S. and Wolter, S. C. (2020), ‘The economics of vocational training’, pp. 543–554 in S. Bradley and C. Green (eds), The Economics of Education, Amsterdam: Elsevier.

Wolter, S. C. and P. Ryan (2011), ‘Apprenticeship’, pp. 521–76 in R. Hanushek, S. Machin and L. Wössman (eds), *Handbook of the Economics of Education*, Vol. 3. Amsterdam: Elsevier North--Holland.

## Target audience and preconditions for participation

The course is particularly designed for doctoral students in economics of education. Doctoral students in economics or business economics with a strong interest in apprenticeship training are welcome as well.

## Credit requirements and grading

1. Full course attendance is required to receive ECTS-Points. Students are expected to come prepared to the course and in particular to have read at least the designated core materials. Your having done so will facilitate discussion and improve overall learning.
2. Students’ learning and contributions to the course are assessed through:
  - a. A 2000 word essay, to be submitted within two weeks of the end of the course (80% of marks);
  - b. Participation, to be graded on two criteria with equal weight: (i) the quality of your class presentation and (ii) the quality of your participation in class discussions (20% of marks)

## Application

The number of participants is limited. Course registration before **August 1, 2024**, is mandatory. Please send your application (including a one-page CV) to Aranya Sritharan ([aranya.sritharan@business.uzh.ch](mailto:aranya.sritharan@business.uzh.ch)).

## WWF Statutory Course Policies

According to WWF study regulations, all exam dates are final as published in the VVZ and syllabus. This means that the final exam date is not negotiable. It will not be possible to take any exams on different dates.

Academic dishonesty in any form will not be tolerated. Anyone caught cheating or engaging in unethical behavior will be reported to the Dean’s office according to the guidelines on academic dishonesty set forth by the University of Zurich.

The information in this syllabus supports the official information in the electronic university registration tool (VVZ – Vorlesungsverzeichnis). In cases of doubt, the official information at the VVZ is decisive.

For UZH students: Don’t forget to officially register using the registration tool of the University of Zurich.

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