

MEDA-ETE
regional project



Innovative Approaches in Apprenticeships. Policy and Practice Examples from an International Network on Innovative Apprenticeships

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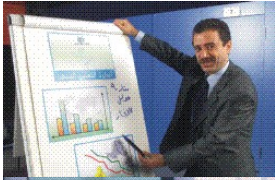
Turin, 14, 2008



This project is funded by the
European Union



This project is implemented by the
European Training Foundation



INAP

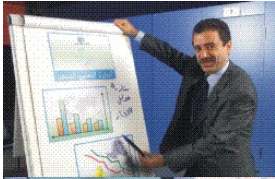
International Network on Innovative Apprenticeship

founded: 2005

major goal: initiating a world wide process on re-discovering apprenticeship

Conferences held: 2006 (Bremen, Germany)

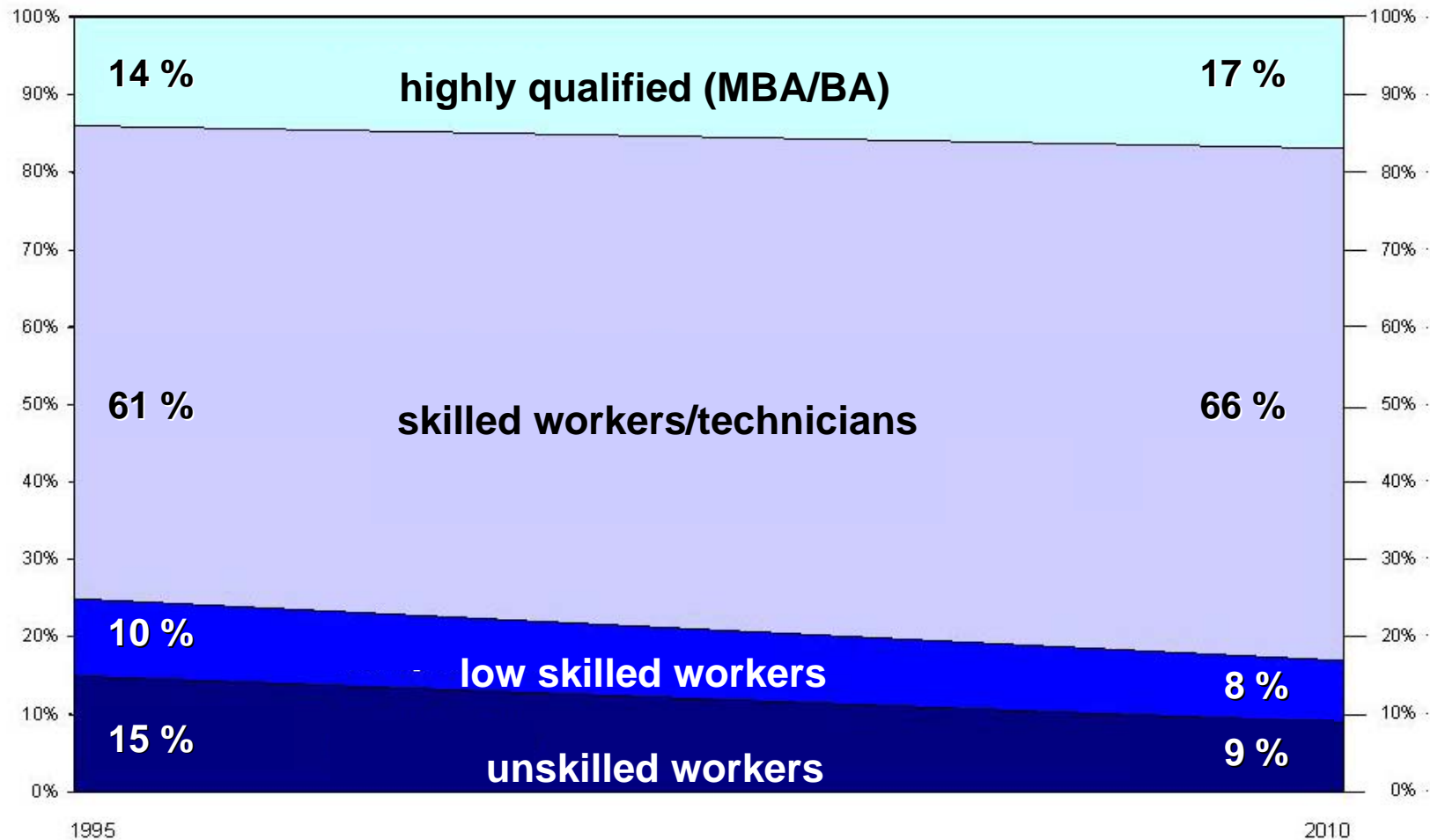
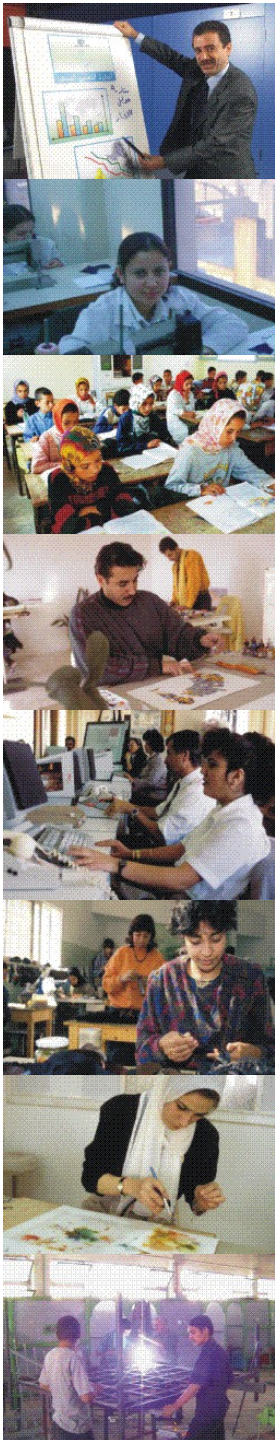
2008 (Vienna, Austria)



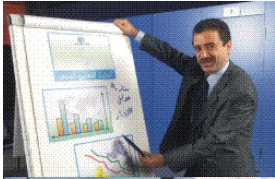
The overall conclusion of INAP conferences is:

Apprenticeship ist the most innovative type of training in a knowledge-based economy

Development of the skilled labour segment



Source: Tessaring, 1994; Schüssler, Spiess, Wendland, & Kukuk, 1999



Two models of TVET



The dual organisation of TVET



1. One-phase duality: The integrated Modell



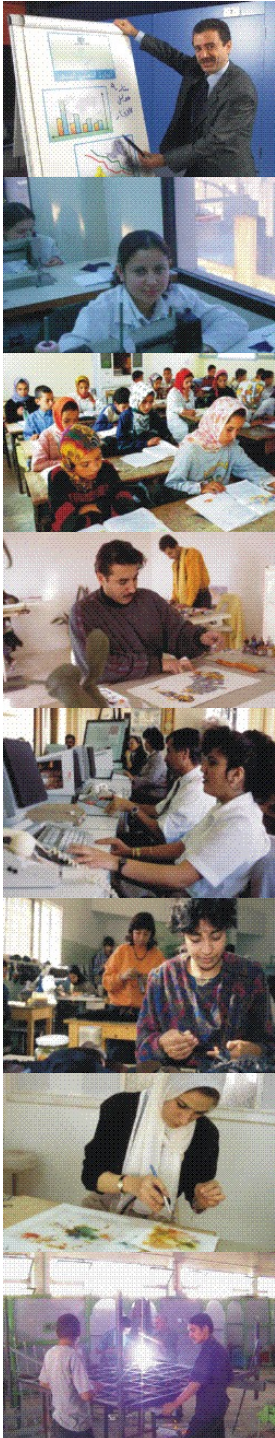
2. Two-phase duality: The alternating Modell





Plural governance of vocational education and training consists of diverse policy areas:

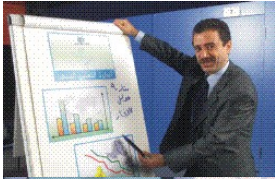
- education policy
- economic and innovation policy
- social policy and
- labour market policy



Further requirements of innovative apprenticeship

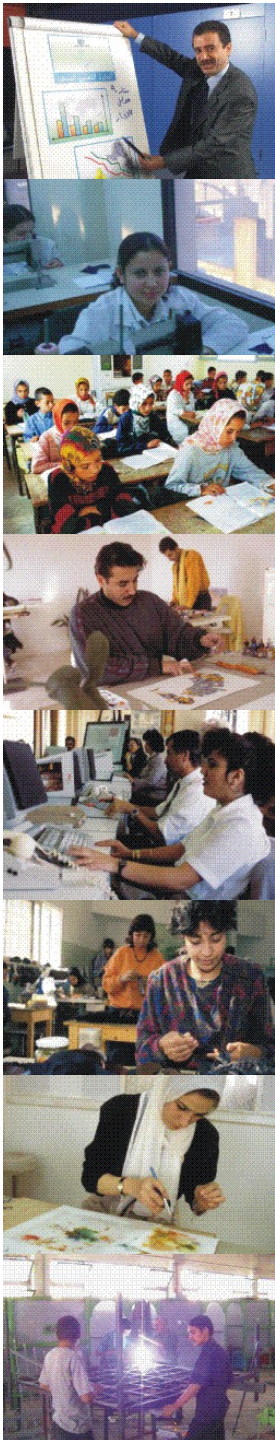
1. A balance between an integrated national VET policy with strategic functions allocated to the national level on the one hand, and a pronounced localisation of national standards with adequate room for manoeuvre for local VET agents of VET practice on the other.

2. Modern occupational profiles with preferably international relevance. The world skills competition demonstrate that there is still a considerable need for development in this regard. Moreover, occupations and occupational profiles have to be defined open enough to fit into the national economies and education systems.

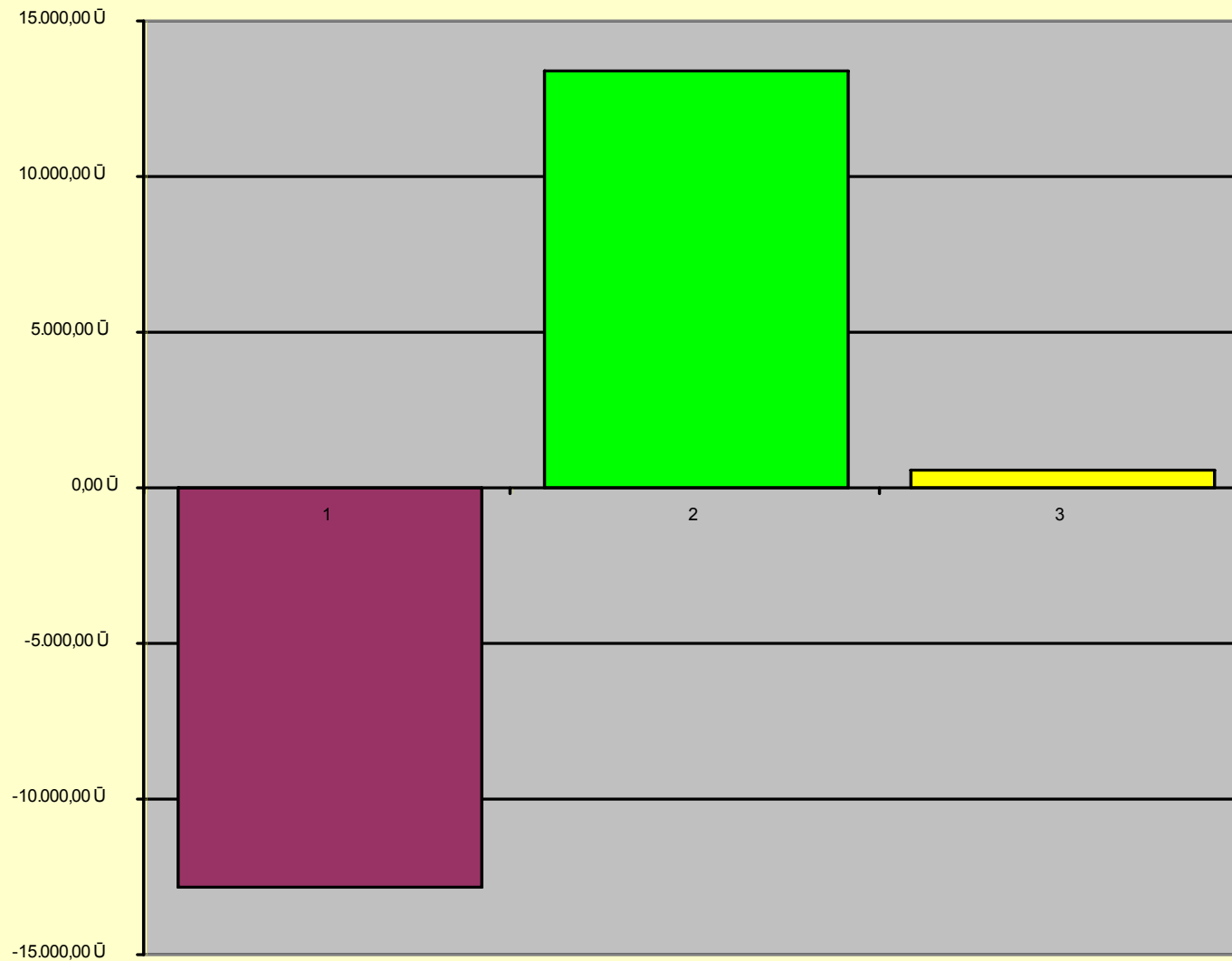


Further requirements of innovative apprenticeship

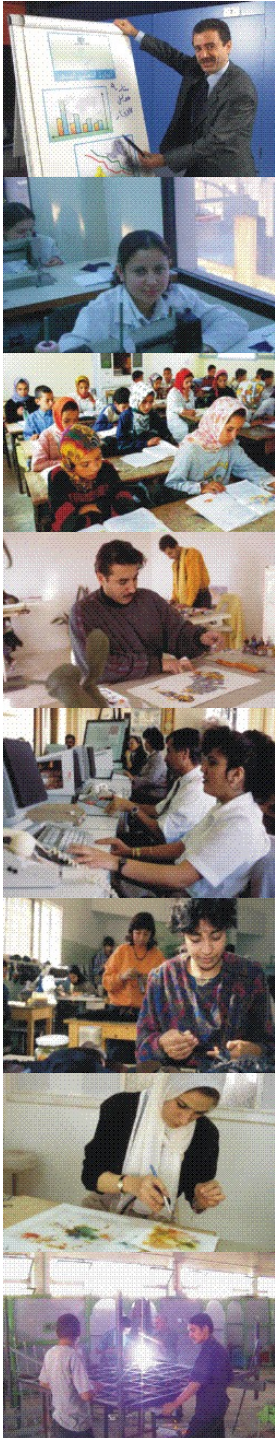
3. A large proportion of enterprises – ca. 30-35% – have to be willing and able to participate in modern vocational training. Learning in instructive work processes, the reflected work experience, is the core of this type of vocational training. In modern dual vocational training, between 50 and 70% of the training time are assigned to learning in the work process.



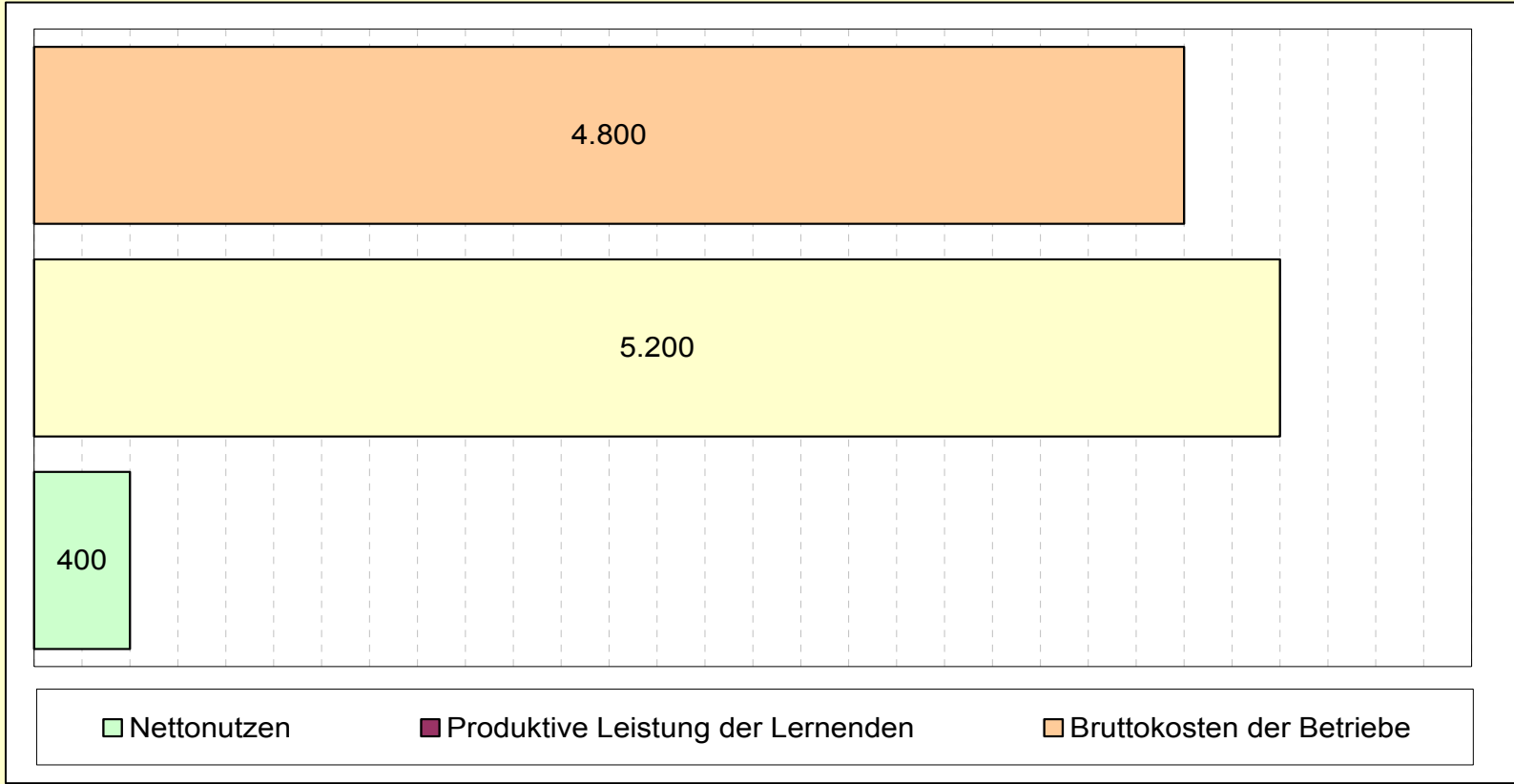
Costs, revenue and net costs of companies per trainee and year

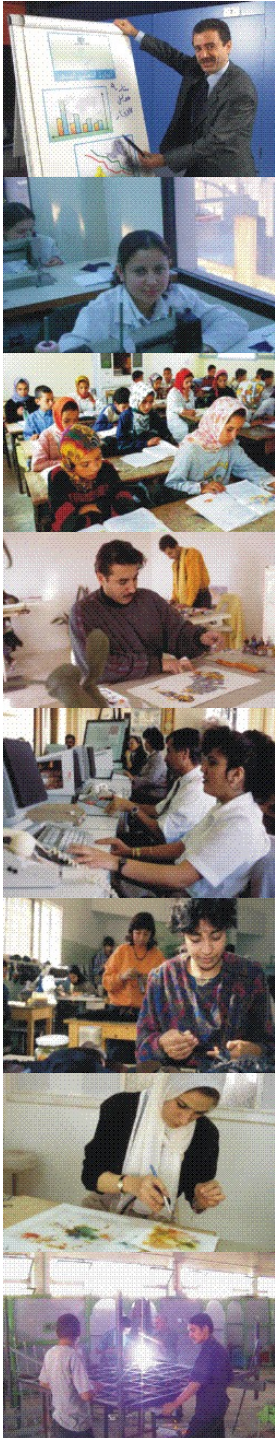


source: Bremer Berufsbildungsbericht



Costs and benefits of training from the perspective of Swiss companies in Mio CHF

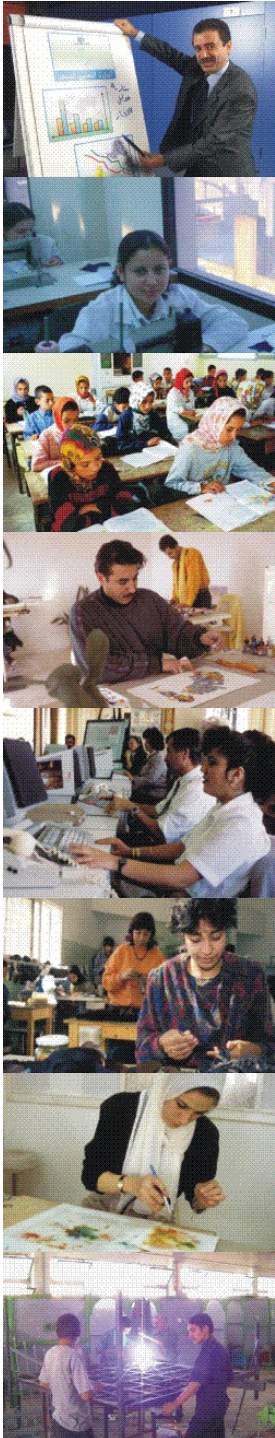




Further requirements of innovative apprenticeship

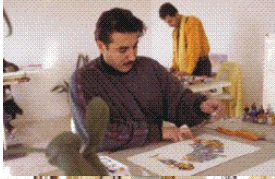
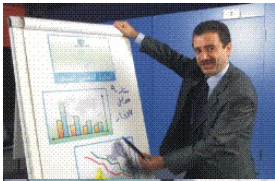
4. In-company training must be organised in such a way as to ensure self-financing through the productive work of the trainees. In countries with developed VET systems it turned out that this condition can be met. On average the training costs are covered or even exceeded by the training revenue.

5. Vocational education has to be integrated into the national systems of education to enable trainees to attain a university entrance qualification. Here Switzerland is an example of best practice, since 90% of the students at universities of applied sciences have completed a dual vocational training programme before their studies.



An international comparison study (ITB commissioned by the Bertelsmann Foundation) investigates the dual systems of vocational training in Denmark, Switzerland, Austria and Germany.

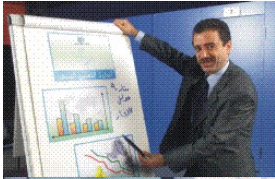
A specific aspect was the analysis of their governance and support systems.



Types of governance in VET

A four-field matrix

		<i>Fragmented versus co-ordinated integration</i>	
		low	high
Rationale of agency	Output	Fragmented output-oriented governance	Coordinated output-oriented governance
	Input	Fragmented input-oriented governance	Coordinated input-oriented governance

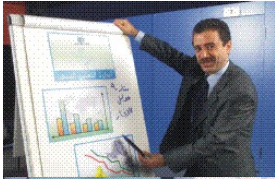


Applying the “four-field matrix”

The application of the four field matrix requires the operationalisation of the dimensions by means of indicators or criteria

The first dimension includes the following indicators:

- (1) existence of a consistent legal framework
- (2) cooperation of the various bodies
- (3) existence of innovation strategies
- (4) balance of relevant policy areas
- (5) allocation of strategic and operational functions.

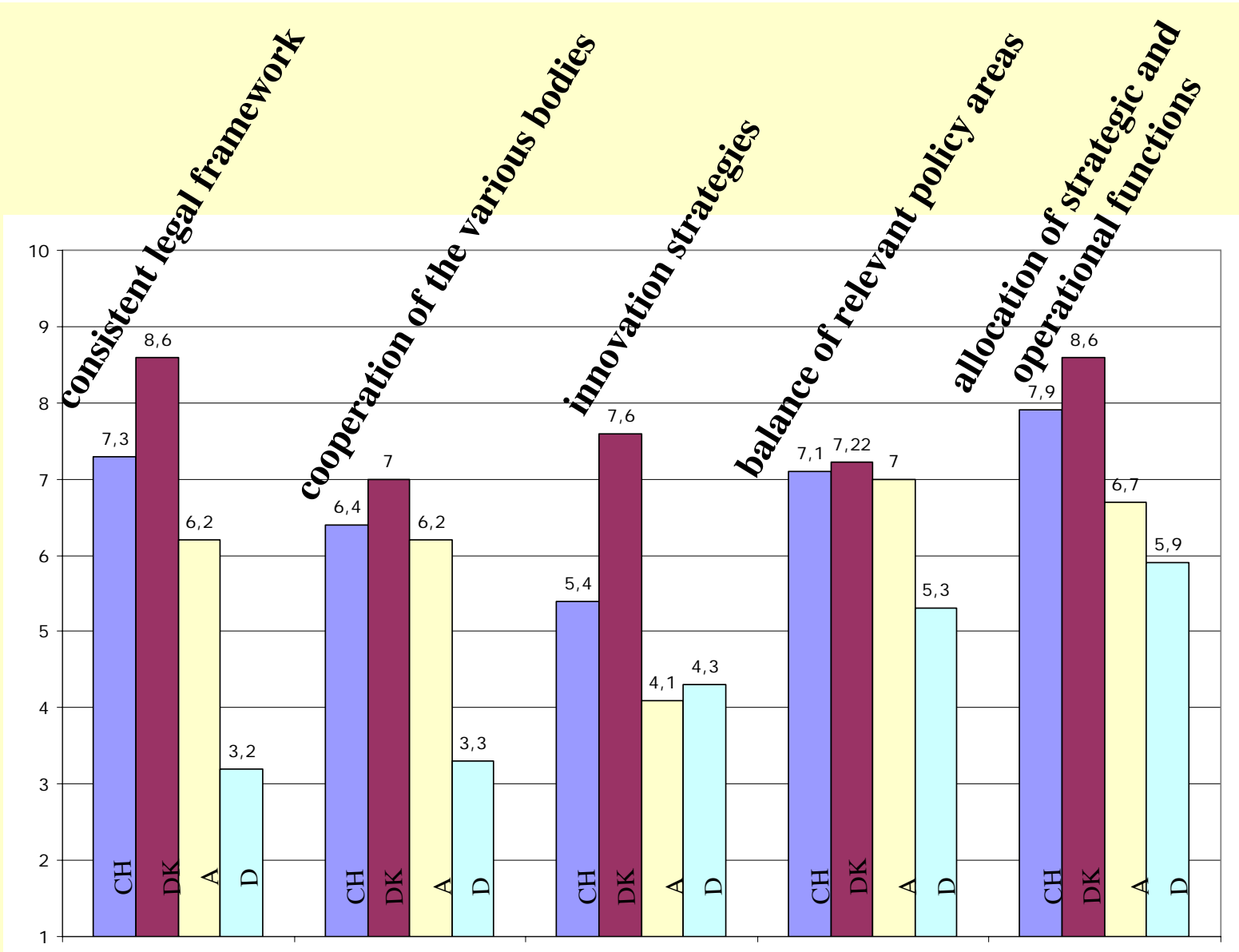
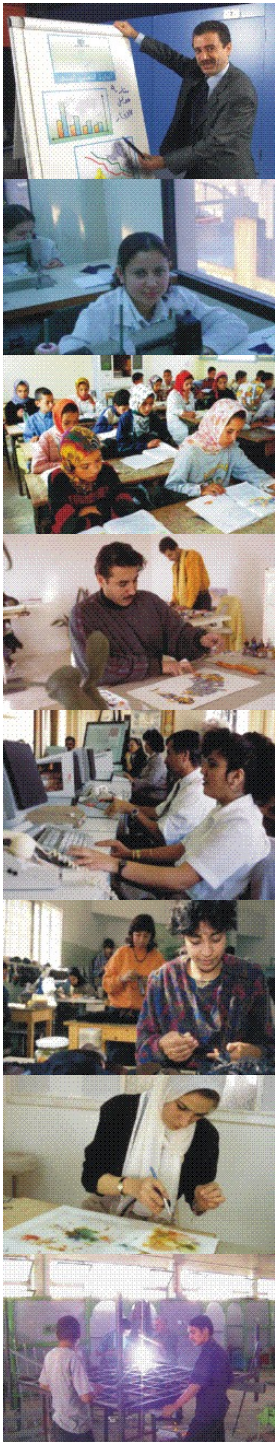


Applying the “four-field matrix”

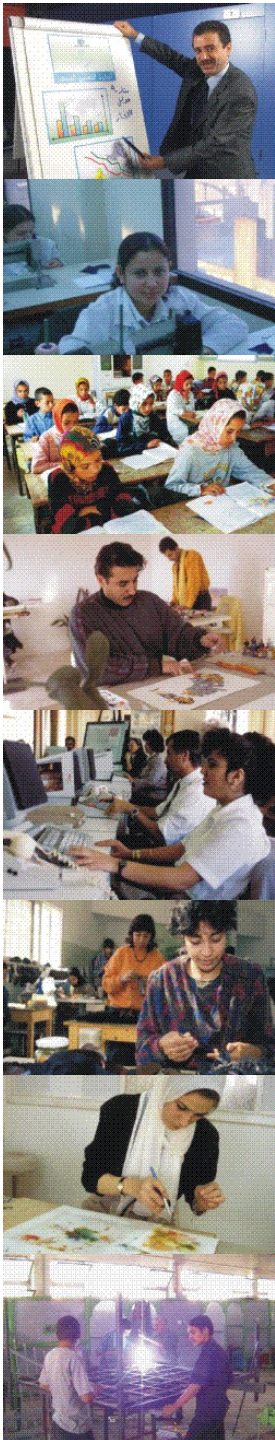
The application of the four field matrix requires the operationalisation of the dimensions by means of indicators or criteria

The second dimension includes the following two indicators:

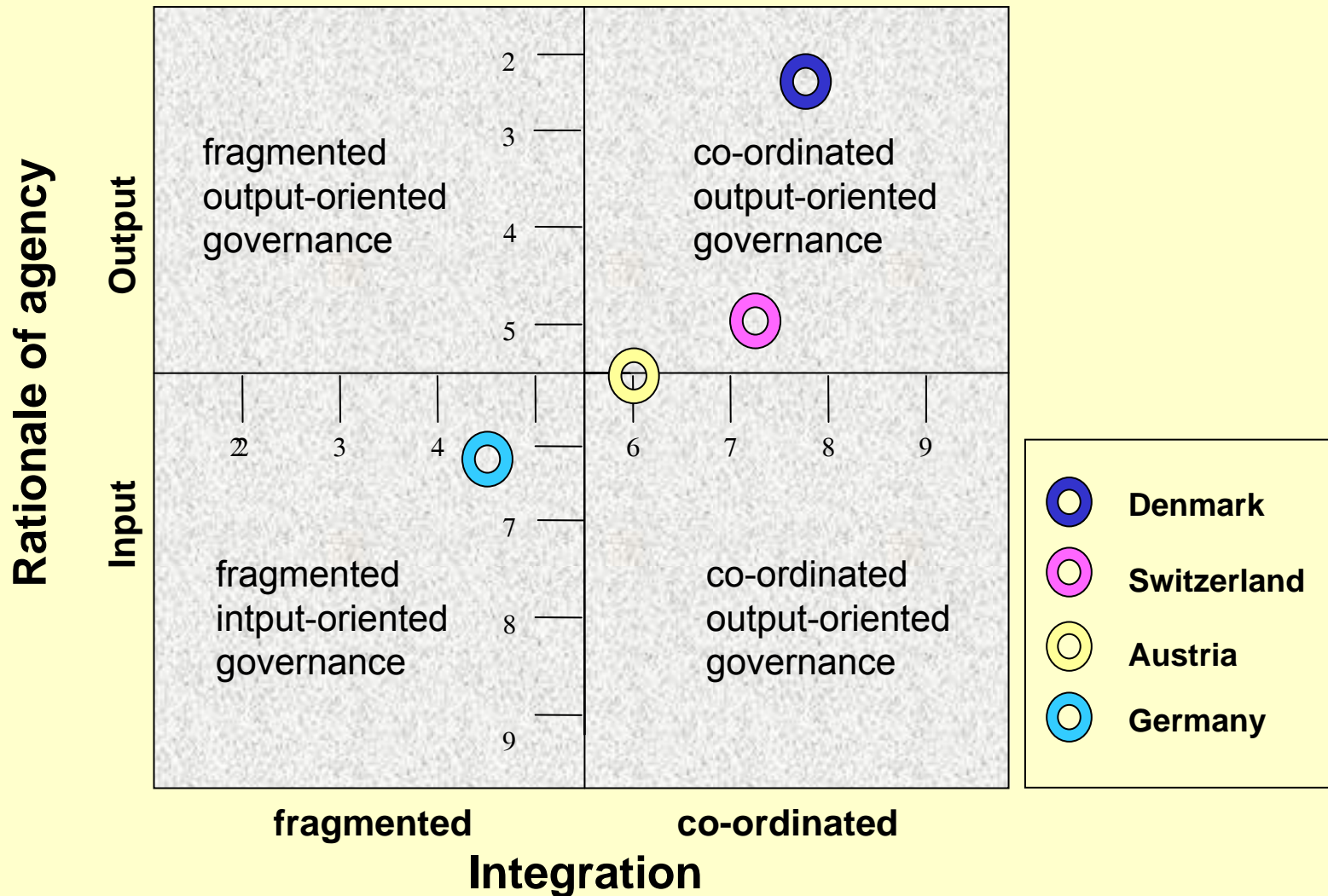
- (1) output orientation**
- (2) input orientation**

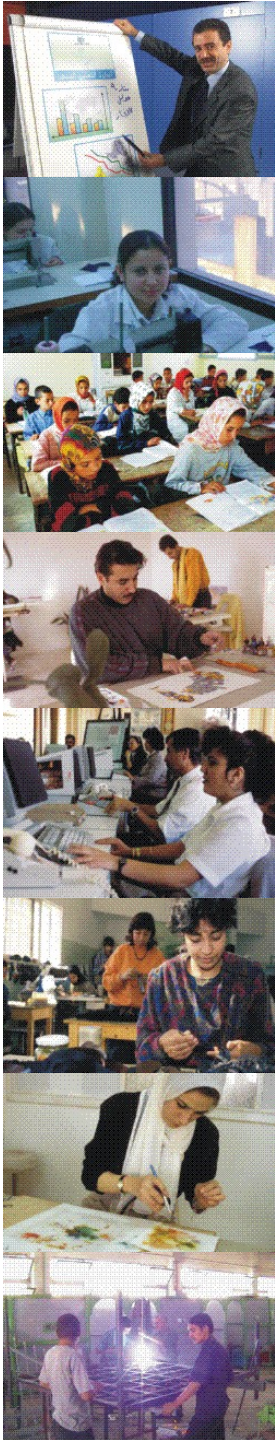


Results of the expert workshops on the evaluation of governance structures in the VET systems of Austria, Denmark, Germany and Switzerland (dimension 1)



Governance in dual VET systems in transnational comparison - results



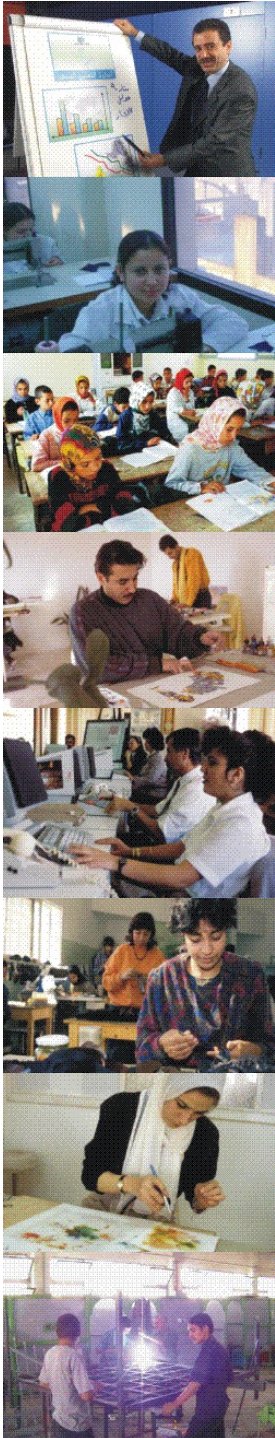


Classification of governance structures in dual vocational education and training – The Example of Denmark – Sub-Criteria 1

Assessment of sub-criteria:
1 point (weak) to 10 points (very strong)

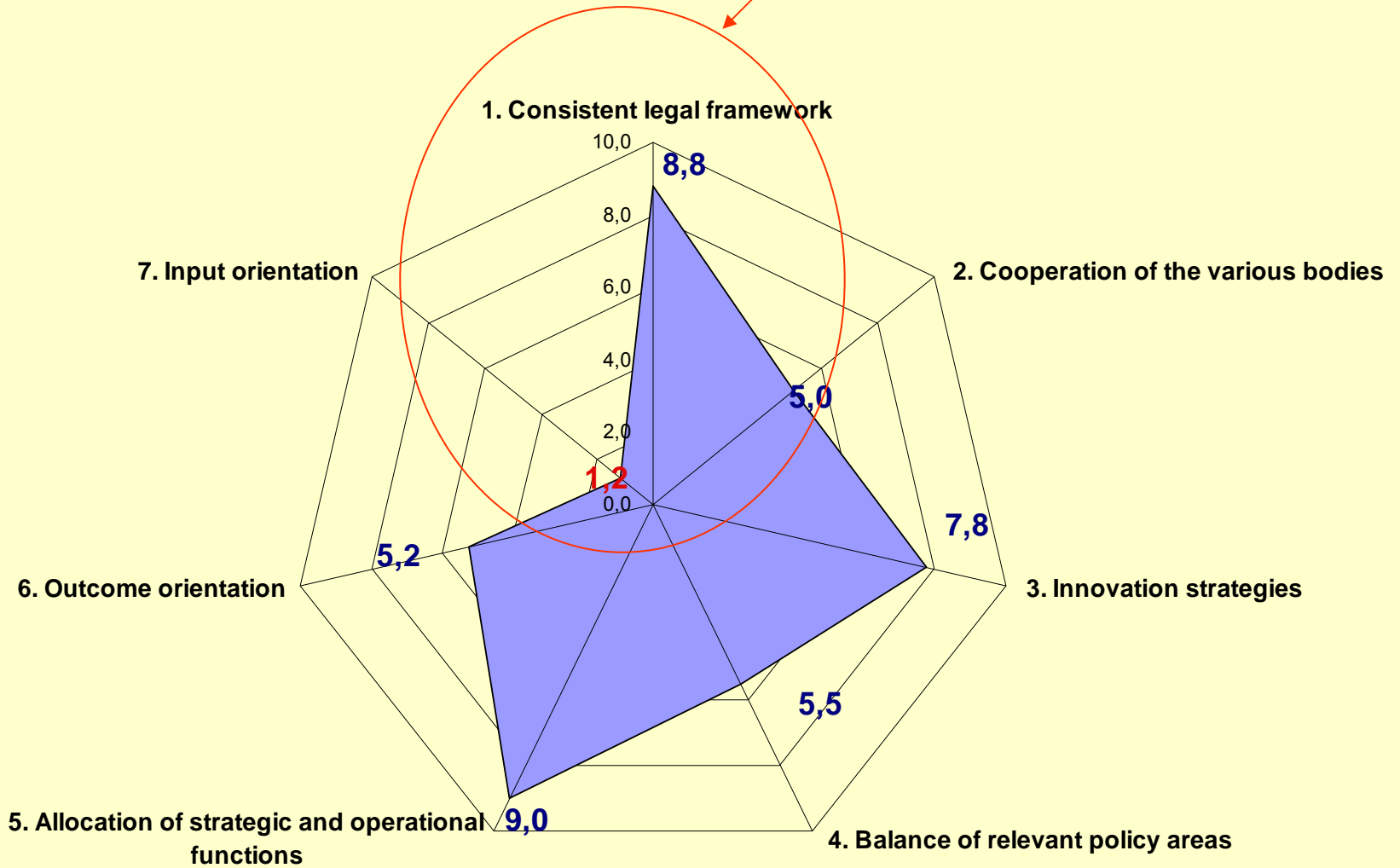
Individual assessment

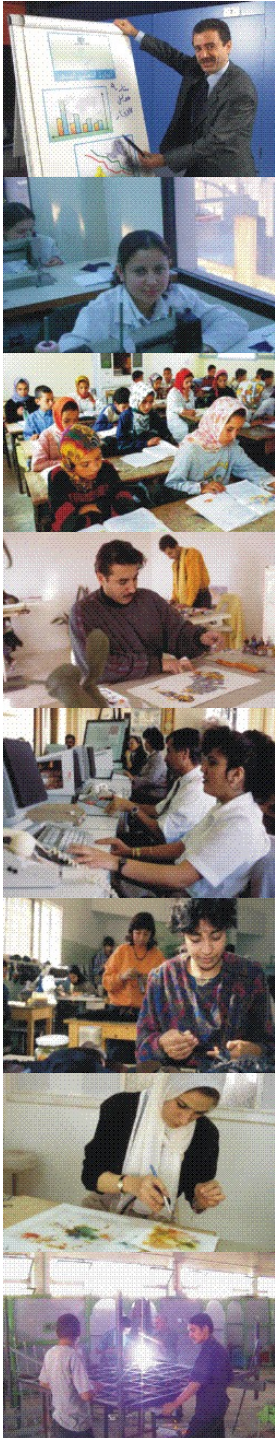
	Weighting	Mean	Maximum	Minimum	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8
1. Consistent legal framework	#DIV/0!											
1.1. A single legal framework for dual VET exists.	20%	9,8	10	9	9	10	10	10				
1.2. The legislative competences are centralised.	20%	9,8	10	9	10	9	10	10				
1.3. Integrated procedures exist for the development of vocational curricula.	20%	8,5	10	6	10	8	10	6				
1.4. There are binding regulations on the cooperation of learning venues.	20%	6,0	7	5	5	6	7	6				
1.5. The achievements at both learning venues are taken into account in the curricula.	20%	9,0	10	8	10	8	10	8				
result		8,6	9	7	8,8	8,2	9,4	8,0	#	#	#	#



Medium of assessment

Sub-Criteria 1: Consistent legal framework



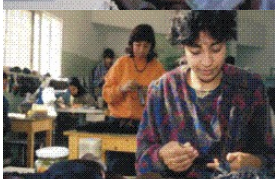
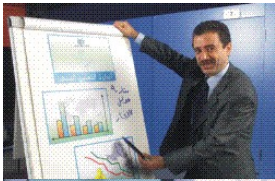


Classification of governance structures in dual vocational education and training – The Example of Denmark – Sub-Criteria 2

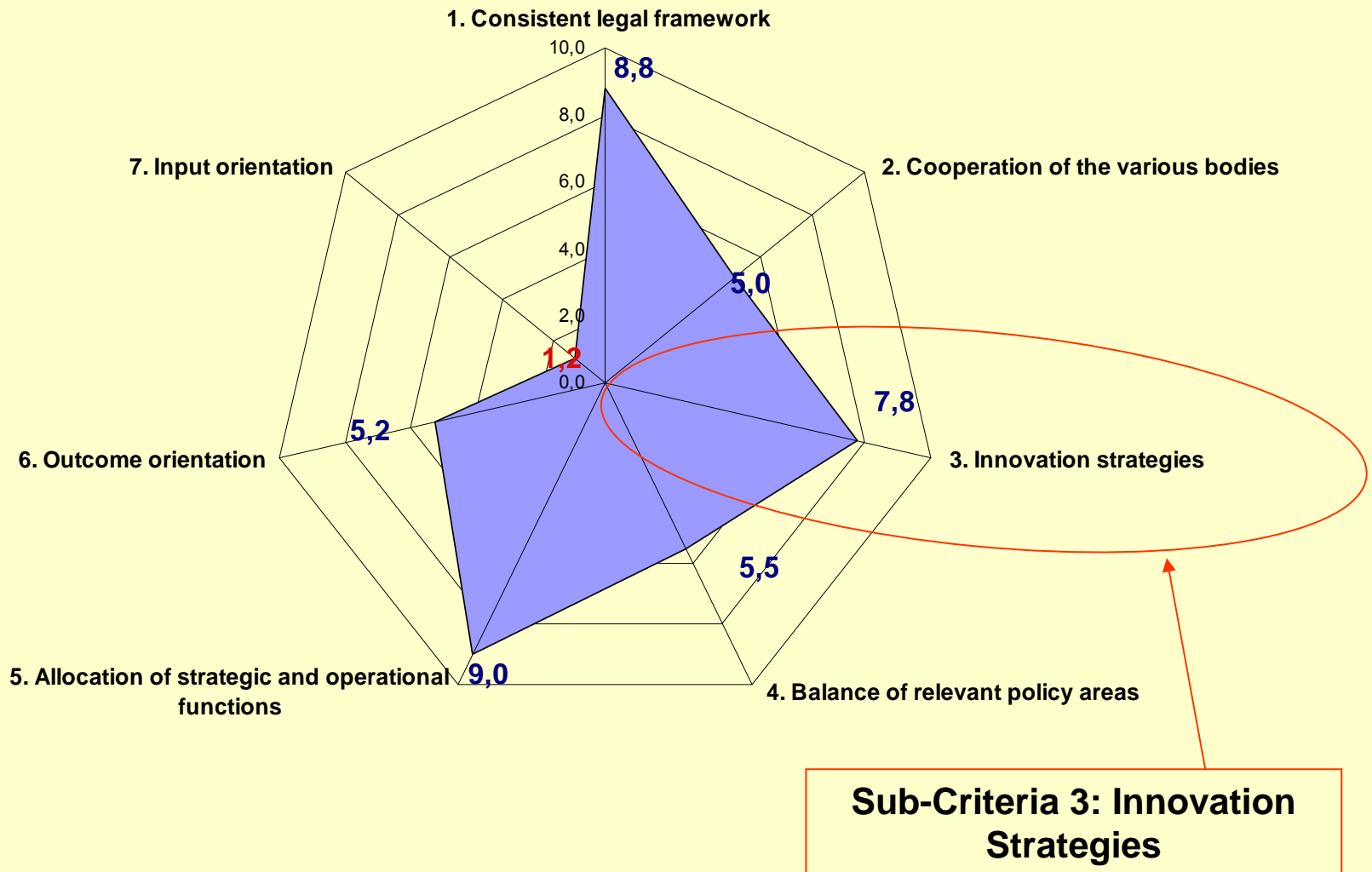
Assessment of sub-criteria:
1 point (weak) to 10 points
(very strong)

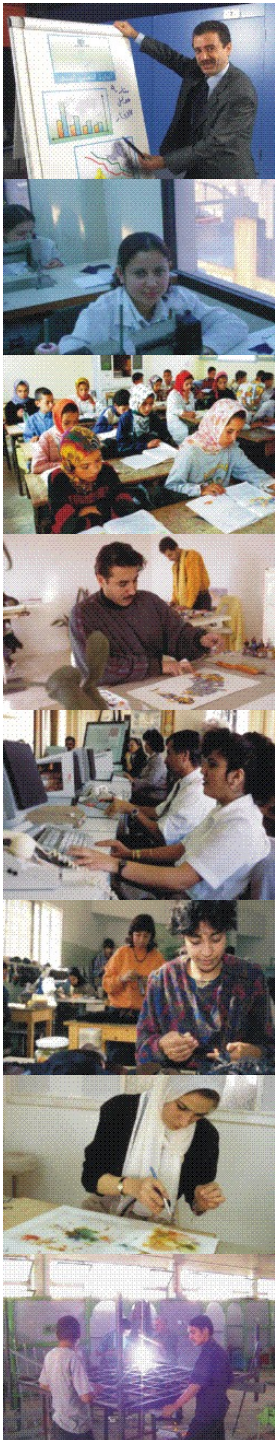
Individual assessment

	Weighting	Mean	Maximum	Minimum	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6
3. Innovation strategies	#DIV/0!									
3.1. There is a legal mandate for the further development of vocational education and training.	25%	9,0	10	8	8	8	10	10		
3.2. Curricula are evaluated on a regular basis.	25%	7,5	8	6	8	6	8	8		
3.3. The improvement of cooperation between learning venues is a topic of innovation programmes.	25%	6,8	8	5	8	8	5	6		
3.4. The assessment and evaluation of vocational competence (development) is a topic of innovation programmes.	25%	7,0	8	6	6	8	8	6		
result		7,6	9	6	7,5	7,5	7,8	7,5	####	#

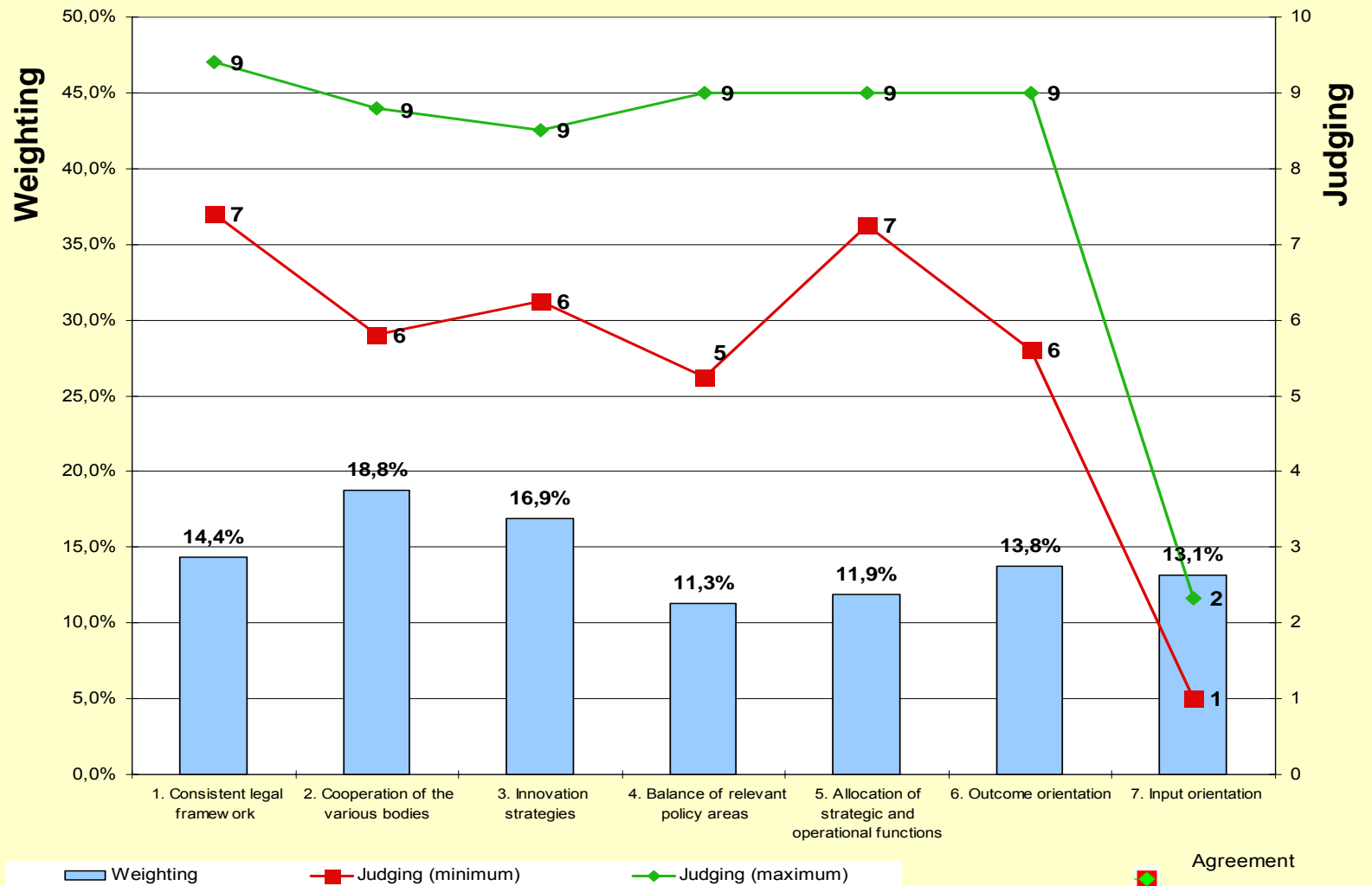


Median of assessment





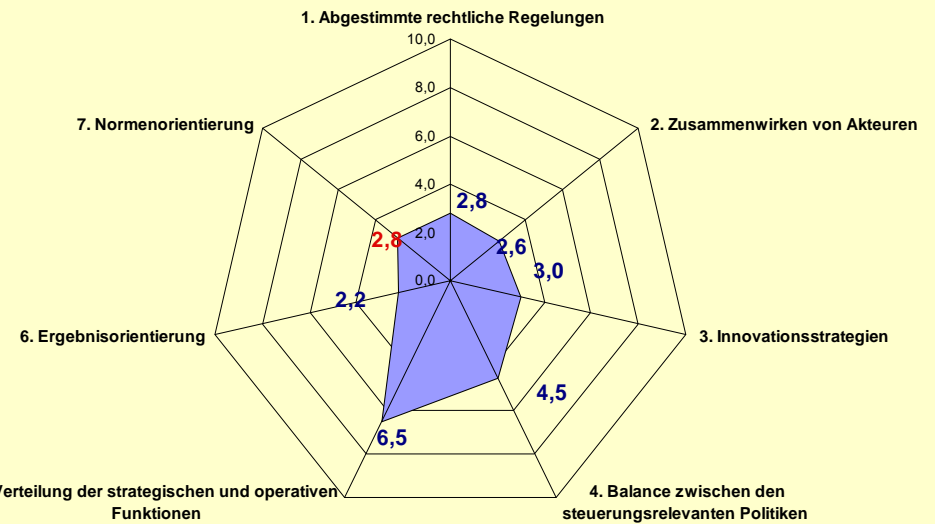
Weighting and judging





Classification of governance structures in dual vocational education and training - The Example of Germany and Switzerland

Median der Bewertungen



Mittelwert der Bewertungen

