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of Vocational Training

Researching and developing governance of apprenticeships: concepts, tools, methods

JÖRG MARKOWITSCH, 3s Unternehmensberatung GmbH (AUSTRIA)

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Brussels, 8 and 9 February 2016*

**GOVERNANCE AND FINANCING OF
apprenticeships**

**CEDEFOP
EVENT**

**BRUSSELS
8 and 9 February 2016**

Researching and developing governance of apprenticeships: concepts, tools, methods

Jörg Markowitsch
3s Unternehmensberatung GmbH
Vienna, Austria

Cedefop event, Brussels,
9 February 2016



Cedefop's project on 'Governance and financing of apprenticeships'. Institutions involved:



Universität Bremen



University of Bremen – TVET Research Group
I:BB and Institut Technik und Bildung ITB,
Germany (consortium leader)



3s Unternehmensberatung GmbH, Austria

Gruppo CLAS



Gruppo CLAS S.p.A., Italy



Sociedade Portuguesa de Inovação

Sociedade Portuguesa de Inovação – C.E.F.I.,
S.A., Portugal



Free Trade Union Confederation of Latvia
(LBAS), Latvia



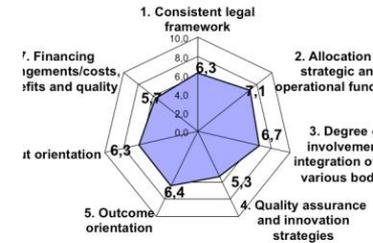
NOTUS Applied Social Research, Spain



Luleå University of Technology, Sweden

Overview on methodological elements

1. The Normative Model



2. The Assessment Exercise

2. Allocation of strategic and operational functions	Mean	Max	Min
2.1 Las disposiciones legales establecen una distinción clara entre la legislación y su aplicación.	5,3	9	1
2.2 Las responsabilidades se asignan a los diferentes niveles de acuerdo con el principio de subsidiariedad.	5,0	10	1
2.3 El desarrollo de los perfiles ocupacionales y los planes de estudio se lleva a cabo a nivel nacional, mientras que el desarrollo de los planes de formación se reserva a los actores a nivel local.	5,9	10	1
2.4 Los centros de formación de los aprendices tienen autonomía en cuanto a la implementación de la formación profesional.	5,2	10	1
	5,4	10	1

3. The Strategy Development

Step 1: Setting up the strategy development team

The core team consisted of experts of the project team as well as national key stakeholders, who already participated in the first assessment workshop.

Step 2: Developing future visions of apprenticeship systems

Based on the analysis of relevant trends and driving forces identified through desk research or within the first stakeholder workshops future visions for the national apprenticeship systems were developed by the national core teams.

Step 3: Developing strategy options

For each of the visions identified a strategy, i.e. in terms of policy measures/recommendations for expanding apprenticeship was developed.

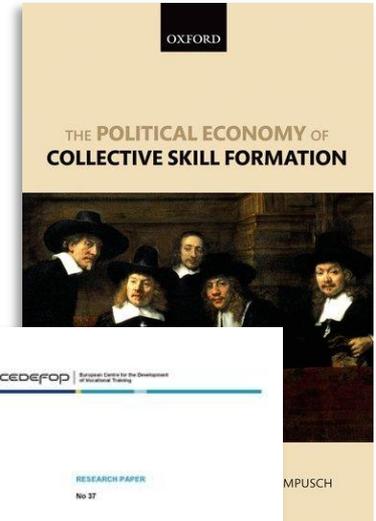
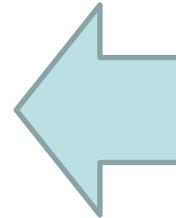
Step 4: Stakeholder workshop to fine-tune strategies options

In the final step the results of step 2 and 3 were presented and checked for plausibility and consistency in a second stakeholder workshop.

1. The normative Model

Main Criteria

1. Consistent legal framework
2. Balanced allocation of strategic and operational functions
3. Involvement/integration of the various bodies
4. Quality assurance and development/innovation strategies
5. Balanced outcome and input orientation
6. Adequate financing arrangements



1. Main Criteria and Sub-criteria

Main Criteria
1. Consistent legal framework
2. Balanced allocation of strategic and operational functions
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Sub-criteria

Regular evaluation of curricula and occupational profiles

Regular assessment of learners' professional competence (systematic analysis/competence diagnostics as opposed to examinations or trade tests)

Research on training quality and its improvement

Regular monitoring of demand for and supply of apprenticeship places

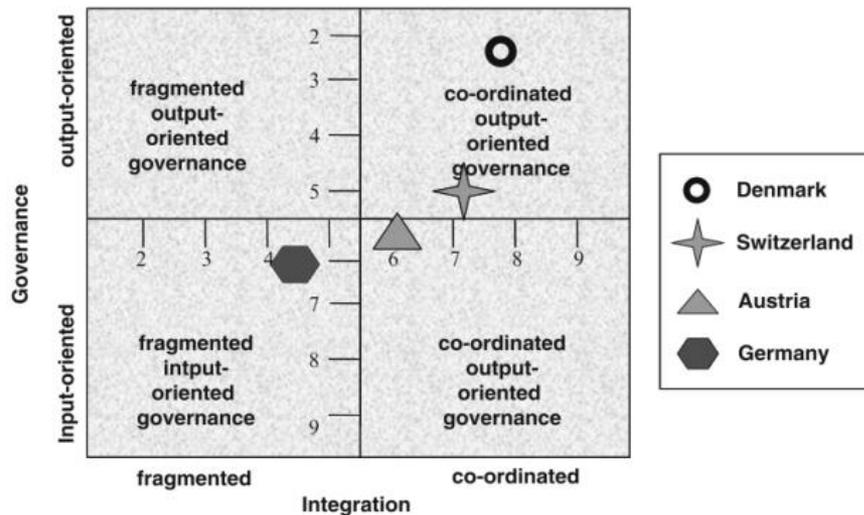
Adequate qualification standards, i.e. a system of initial and continuous education for VET teachers and trainers

Concepts used for the Model:

A. Governance Structure



Rauner, F.; Wittig, W. (2009). Deutschland. In: Bertelsmann Stiftung (ed.). *Steuerung der beruflichen Bildung im internationalen Vergleich*. Gütersloh: Verlag Bertelsmann Stiftung, pp. 155-196.



Interaction:

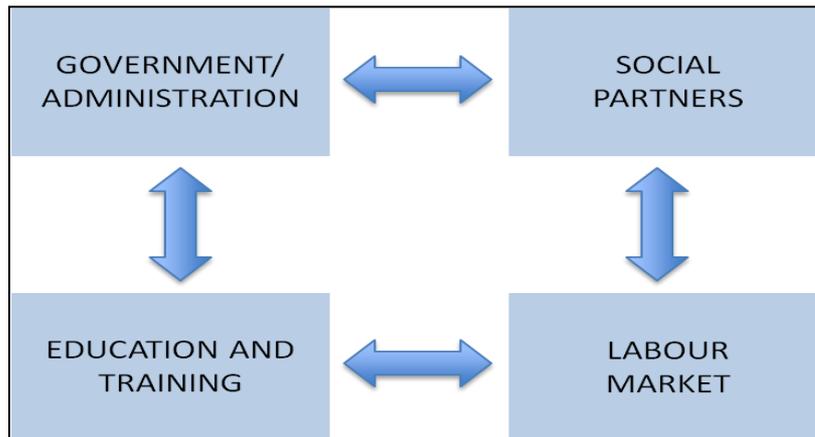
- Consistent legal framework,
- Balanced outcome and input orientation.
- Balanced allocation of strategic and operational functions

Concepts used for the Model:

B. Feedback mechanisms



Cedefop (2013). *Renewing VET provision: Understanding feedback mechanisms between initial VET and the labour market*. Luxembourg: Publications Office.

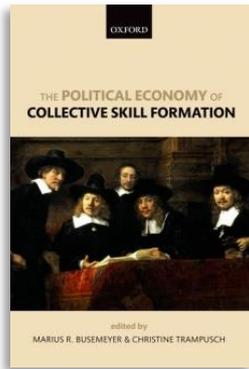


Actors:

- Involvement of actors
- Balanced allocation of strategic and operational functions
- Quality assurance

Concepts used for the Model:

C. Skill formation regime



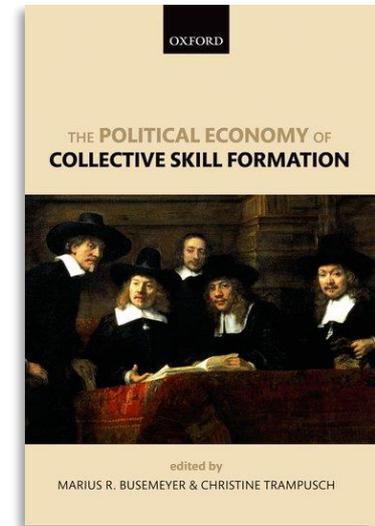
Busemeyer M. R. & Trampusch C. (eds.), *The Political Economy of Collective Skill Formation*. Oxford: Oxford University Press

Table 1.1 The variety of skill formation systems in advanced industrial democracies

Public commitment to vocational training	High	Statist skill formation system (SW, FR)	Collective skill formation system (GE, ...)
	Low	Liberal skill formation system (US, IR)	Segmentalist skill formation system (JAP)
		Low	High
		<i>Involvement of firms in initial vocational training</i>	

Financing: Adequate Financing arrangements, Stakeholder involvement

These concepts address different questions



How can we compare different, but rather similar apprenticeship systems?

How can we distinguish apprenticeship systems from other VET systems?

Which type of economy is most conducive for apprenticeship systems?

2. The Assessment Tool – example

Main criteria ()	Sub-criteria	Judging of sub-criteria (1.....10)
1. Consistent legal framework		
	1.1. A single legal framework for apprenticeship and/or dual VET exists.	
	1.2. The legislative competences are centralised/concentrated.	
	<i>1.3. Integrated procedures exist for the development of vocational curricula.</i>	
	1.4. There are binding regulations on the cooperation of learning venues.	
	<i>1.5. The achievements at all learning venues are taken into account in the curricula.</i>	
	1.6. The functioning of the legal framework in practice is coherent.	

The Assessment Process

1. A workshop with employers, employees, governments and independent experts
2. Prior to the workshop, the assessment tool was sent to the participants who were asked to fill it in advance
3. At the start of the workshop the preliminary results of the assessment (ratings) were presented and the workshop participants were invited to comment and explained their ratings.
4. The participants had an opportunity to discuss their views with the others and reflect on their assessments. The assessment tool helped to facilitate group discussions..
5. In a concluding discussion, participants aimed at reaching a consensus and forming an opinion on the overall assessment of the current governance structures and financing arrangements.

The Assessment Process

However, the main results are not the quantitative ratings, but the arguments put forward in the discussions. The evaluation approach is essentially a qualitative one!

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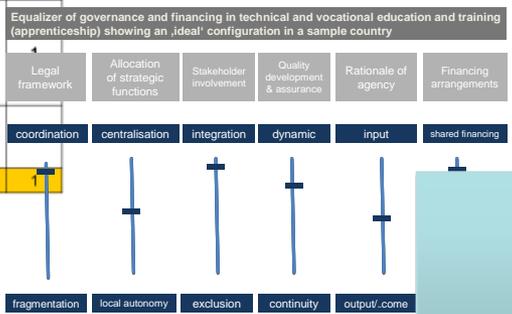
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Outlook



2. Allocation of strategic and operational functions	Mean	Max	Min
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Next?

continous developement of criteria

Questions for the discussion

What were the main challenges in implementing the project?

How useful are the developed tools and methods?

What are their limitations?

How could the tools and methods be further developed?

(What would we do differently, ...)

Looking forward to your feedback!

DI. Dr. Jörg Markowitsch

3s Unternehmensberatung GmbH

Wiedner Hauptstraße 18, 1040 Wien

Tel +43-1-5850915-15, Fax -99, Mobil +43-676-945 4804

markowitsch@3s.co.at, www.3s.co.at