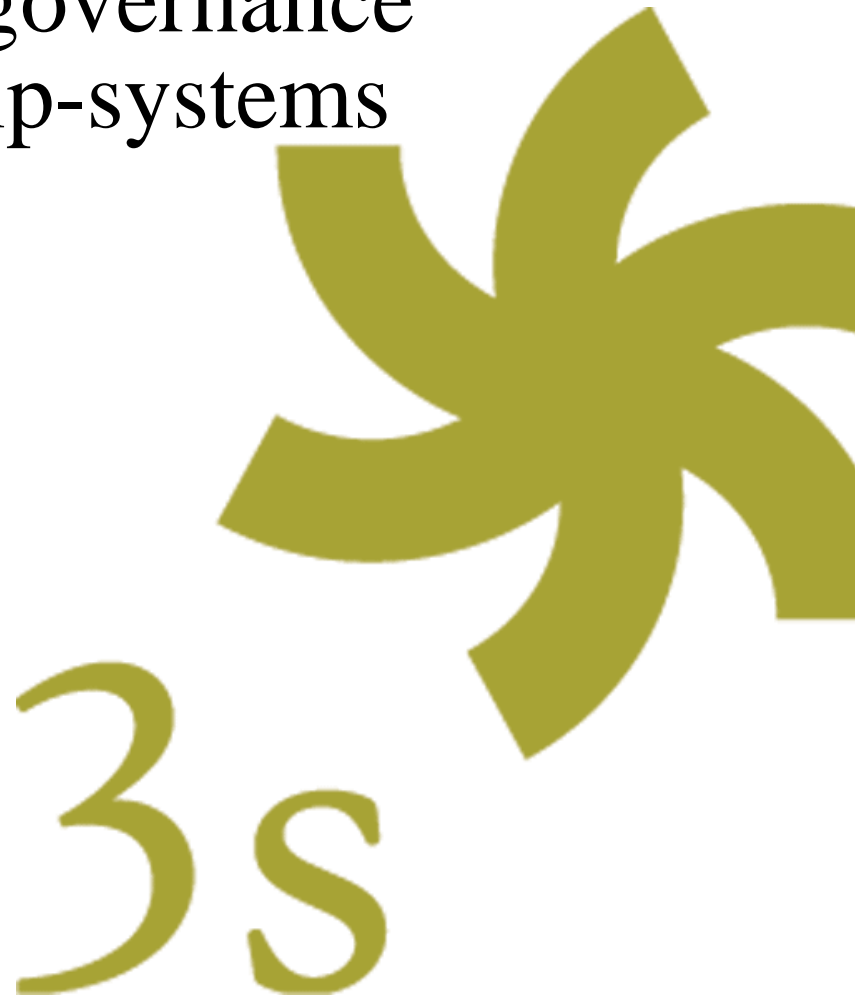


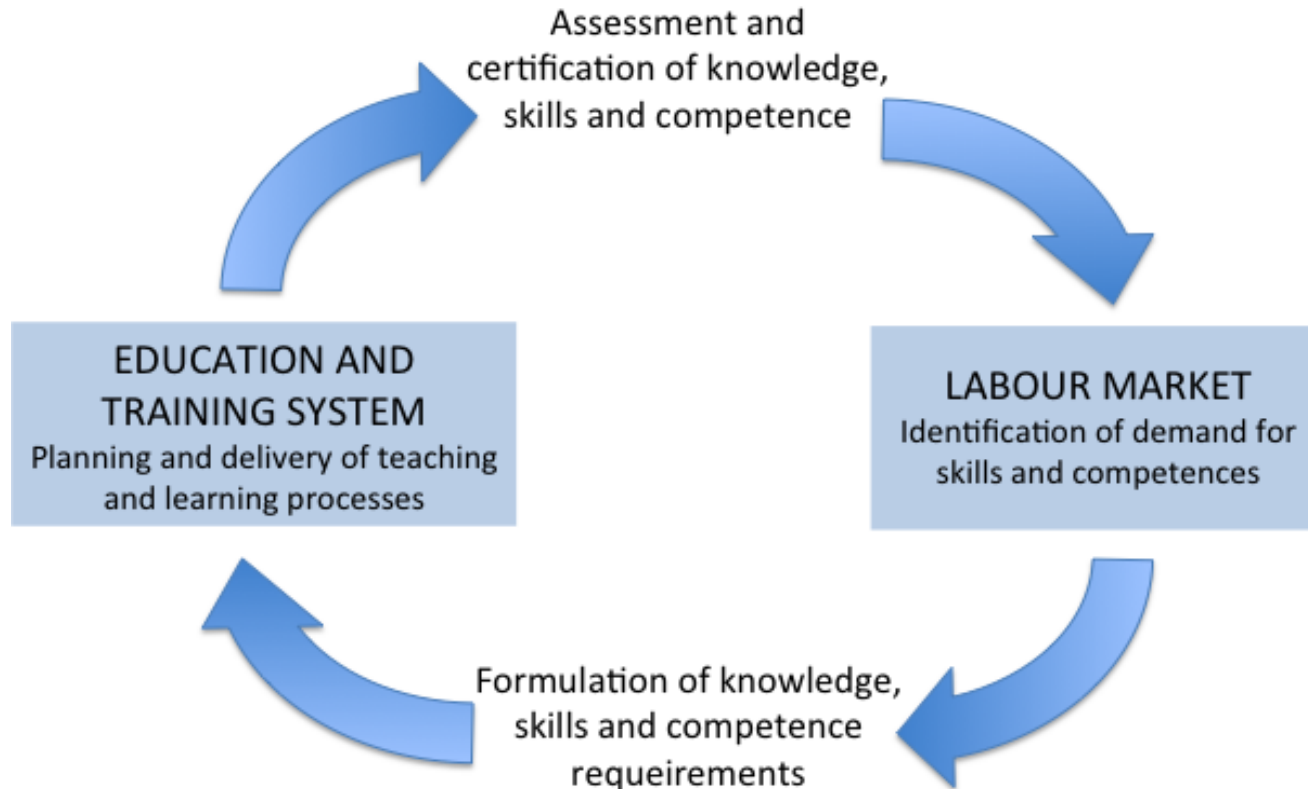
Conceptual considerations and possible criteria for evaluating governance modes of apprenticeship-systems

Jörg Markowitsch
3s Unternehmensberatung

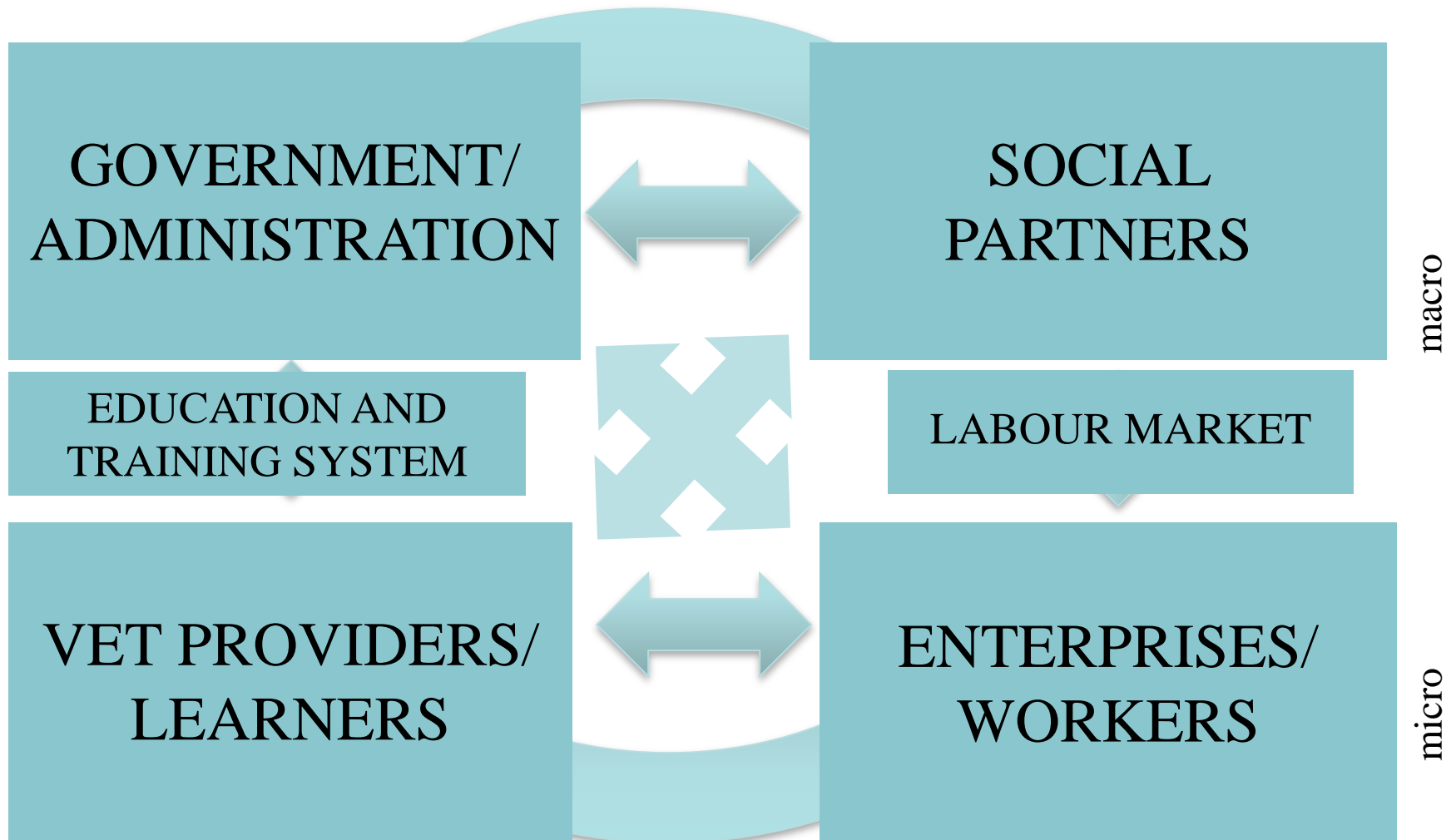
20 May 2013
Cedefop, Thessaloniki



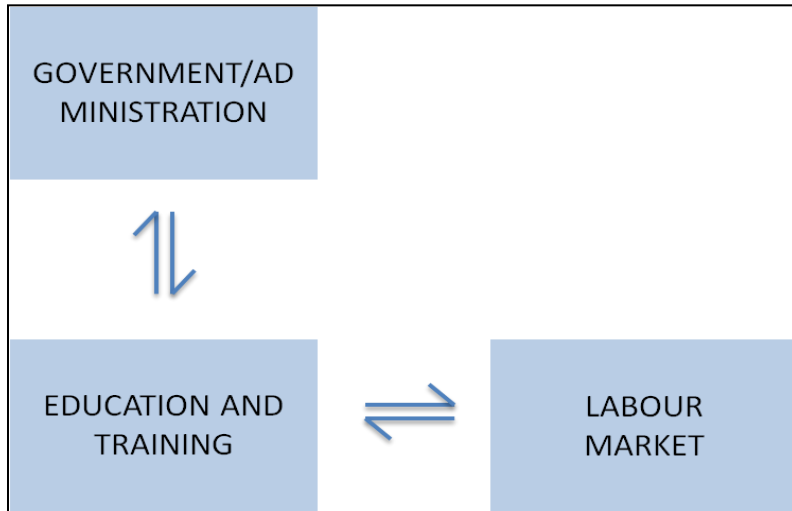
A Basic Model of Feedback between IVET and the LM



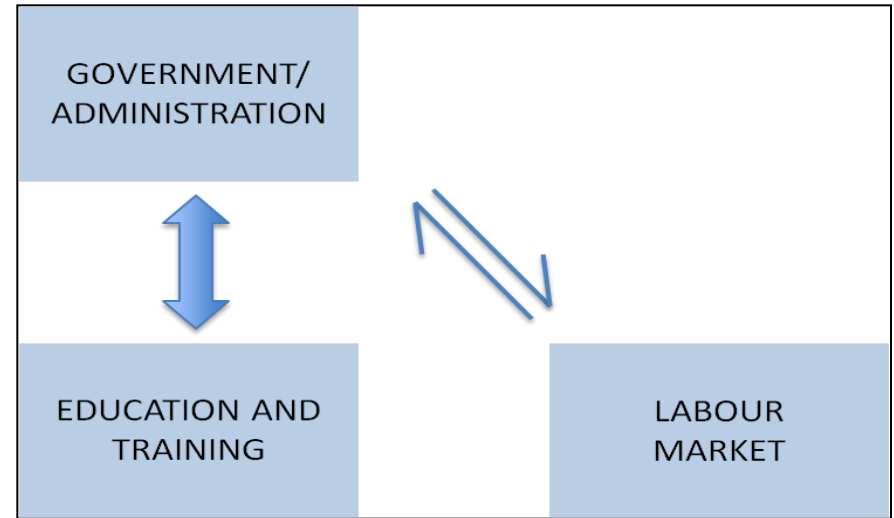
Source: Cedefop, 2009; Fretwell, et al., 2001; Gielen et al., 2000



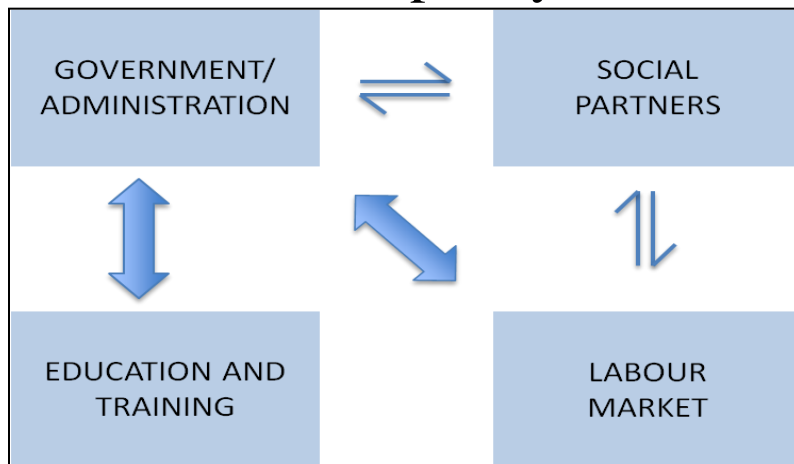
Model 1: Liberal Model



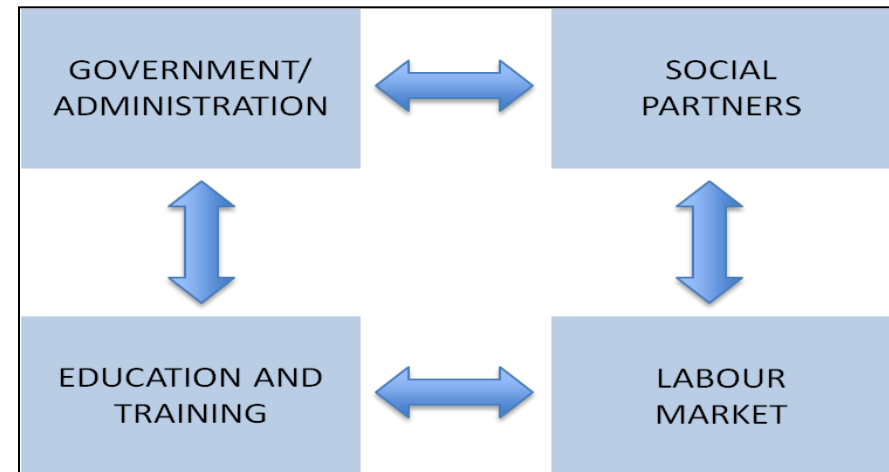
Model 2: Statist Model



Model 3: Participatory Model

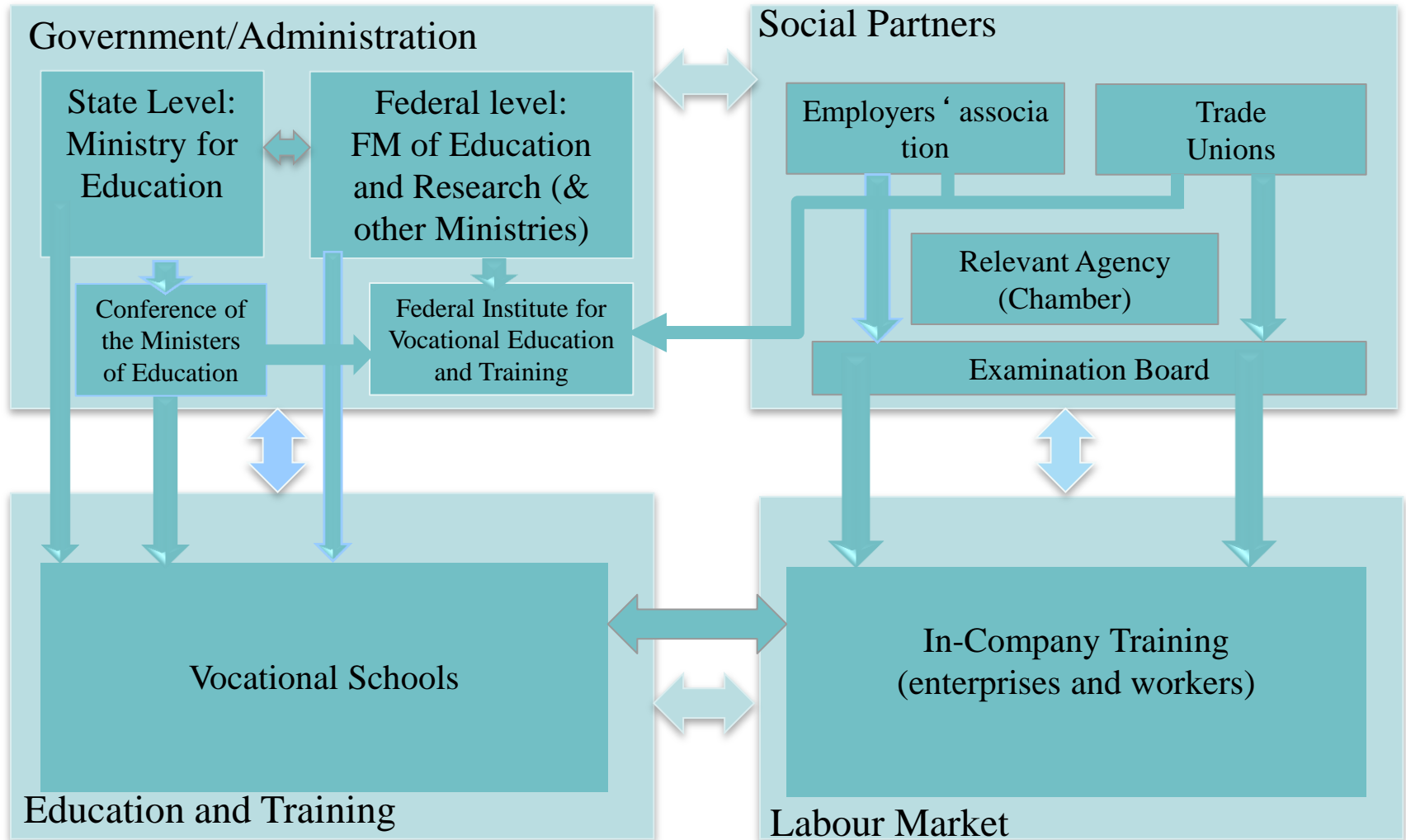


Model 4: Coordinated Model



 steering  signaling

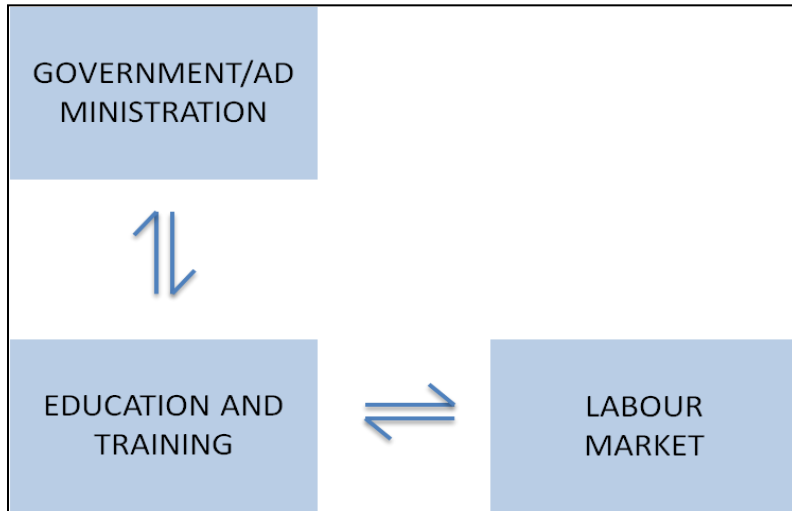
Example: Cooperation between VET and the LM in the Dual System in Germany



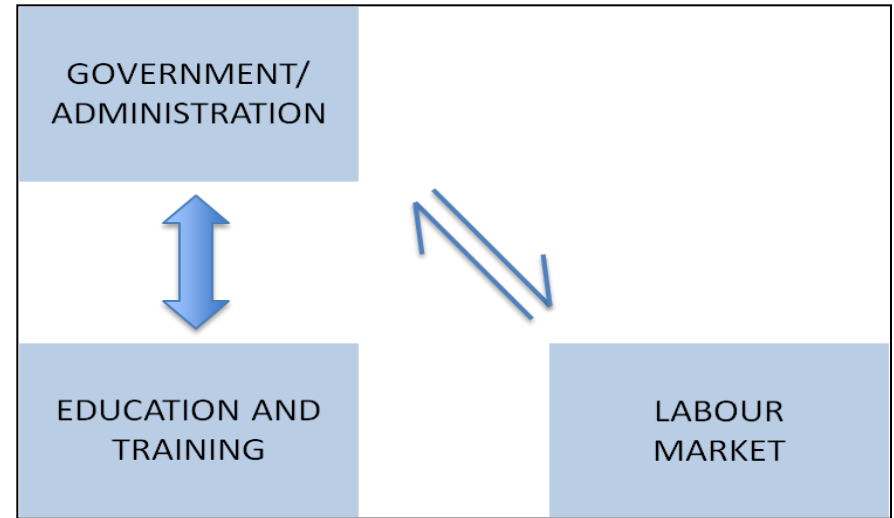
Likelihood of types of feedback mechanism

Maurice et. al. (1986), Hefler (2013)	organizational space/ after entry into labour market, UK, IR; US	organizational space/ before entry into labour market, FR, SP, IT, GR EE, LV, LT, PL, HU	occupational space/ before entry into labour market, AT, DE, SE, NO, DK, NL, SL, CZ,	
Busemeyer and Trampusch (2012)	Involvement of firms: low Public Commitment: low, "Liberal" UK, IE, US	Involvement of firms: low Public Commitment: High "Statist" SE, FR	Involvement of firms: High Public Commitment: High "Collective" DE, AT, DK	
Winterton (2007)	Workplace, Market-led IE, NL, UK	School, State-regulated BE, KI, FR ,IS, NO, PT, ES, SE	Workplace, State-regulated DE, AT, DK	
Likely models of feedback mechanism, and examples	Model 1 'Liberal' IE, UK	Model 2 'Statist' BG, EE, PL school based VET in AT, DE, and SE	Model 3 'Participatory' FI, FR, ES, HU, Dual VET in SE	Model 4 'Coordinated' DK, NL, SI Dual System in AT, DE

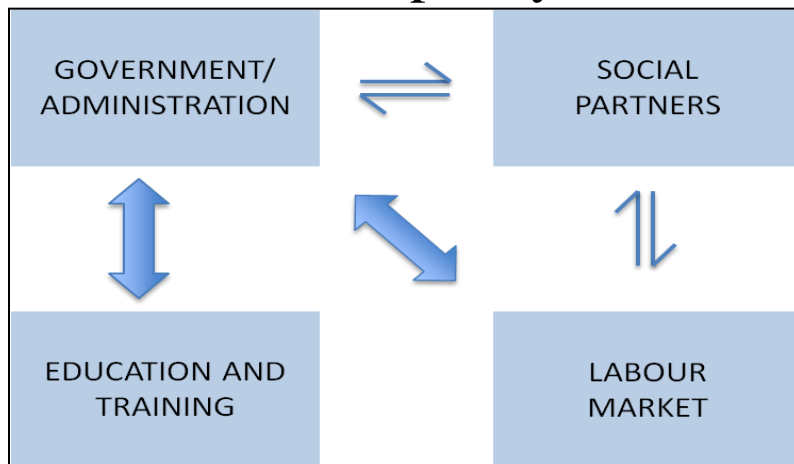
Model 1: Liberal Model



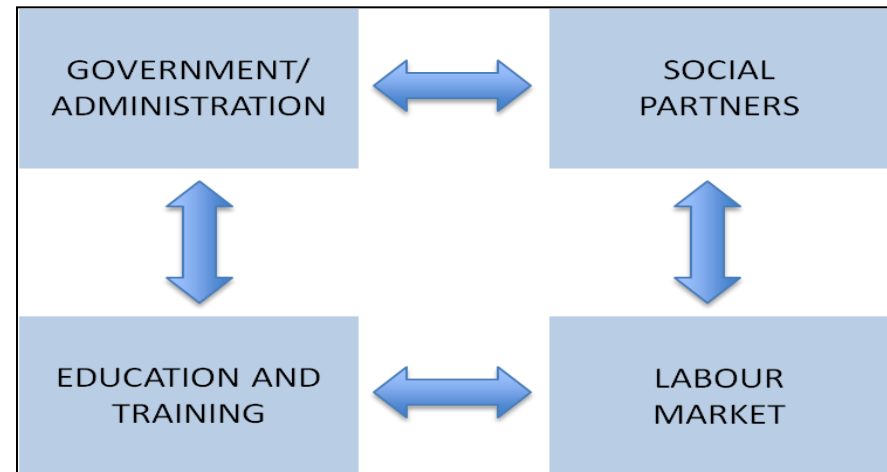
Model 2: Statist Model



Model 3: Participatory Model



Model 4: Coordinated Model



 steering  signaling

Relevant Findings

In countries with strong and hierarchical VET systems it is more likely to find more than one FM in place, but this is not a universal rule (e.g. this is the case in Germany and Austria, but not in Slovenia).

The ‘coordinated’ model of FM (typical for apprenticeships) can almost exclusively be identified in countries where occupational space dominates, which are classified as ‘collective skill formation systems’, have a work-based focus and are state regulated such as Austria, Denmark, Germany, the Netherlands, and less pronounced in Slovenia.

FMs can be interpreted as *quality cycles* (Deming, 1982) or *policy cycles* (Lasswell, 1956). Despite substantial criticism these approaches offer a starting point for the assessment of FM, and governing of apprenticeships.

1. Transparency and Communication:
2. Inclusiveness and Collaboration:
3. Openness and Responsiveness

1. Transparency and Communication:

Does the communication / co-operation process run systematically, according to formal procedures or premises (e.g. determined communication paths for decision makers and other actors)?

Is there a clear planning of the processes? (e.g. roadmaps for the implementations, deadlines for consultation)

Is there sufficient infrastructure to support the communication / co-operation processes of the stakeholders?

Are there documentations of the consensus building and decision making available?

Examples: Procedures to issue qualifications/ the composition of boards / the nomination of board members / the order of consultation is specified by law; documents of consultation processes are publicly accessible.

2. Inclusiveness and Collaboration

Which mechanism/type supports social dialogue more successfully?

Which mechanism/type gains most acceptance / incorporates most interests / mediates conflicts of interest best?

Are all relevant stakeholders involved in the process (e.g. experts, political power)?

Are particular interests considered more than common interests?

Is research included in the processes?

Examples: feasibility studies for new programmes to be done by independent research institutes; a formal procedure of consultation including all stakeholders concerned when issuing a new occupational standard; equal rights of stakeholders in governing boards or curricula commissions.

3. Openness and Responsiveness

Which mechanism/type achieve shorter and appropriate up-to-date renewal of VET provision according to labour market requirements?

Are changes objects of evaluations and results reflected?

Is the feedback mechanism as such object of reflection and discussions?

Examples: The average time to issue an occupational standard; graduate studies are regularly conducted to evaluate changes; external evaluations of the system and open conferences discussing its results are held.

Question for Discussion

Are these models also helpful in analysing different governance modes of apprenticeships?

Are there criteria for assessing the governance of apprenticeship which go beyond general “good governance” criteria?

Is it legitimate to compare apprenticeship-systems without taking into account their “new counterparts” (transition systems etc.) sponsored through ALMP?

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