



# Monitoring on the Internationalization of Vocational Education and Training

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# Introduction

## Objective of the international chapter:

- Extend the indicator-based reporting of the Federal Government's Report on Vocational Education and Training
- Selected data on the internationalization of VET and the development of VET worldwide
- Particular focus on European VET Systems
- Structure of VET Systems, qualitative differences
- Apprenticeships: different regulations and arrangements of content and forms within national contexts

# Introduction

## Central Indicators of the international section

- **Apprenticeship training rate**
- **Benchmarks** from the EU joint work programme on **education and training** "ET 2020"
- **Youth unemployment** in Europe
- Information on **mobility in vocational education and training** at European level
- Information on the implementation of the law on the **recognition of foreign professional qualifications**

# Introduction

## Concept Relaunch: International comparative section of VET Data Report

- The chapter aims to enable continuous reporting of selected national VET systems on the basis of uniformly defined indicators
- Comparison of relevant aspects of dual VET, since EU benchmarks but also the international indicators of the OECD do not address specific questions on dual VET
- Development of key indicators to analyze dual VET practice allows comparison with VET systems in other countries where dual VET practice also plays a special role but has a different structure

# Introduction

## Concept Relaunch: International comparative section of VET Data Report

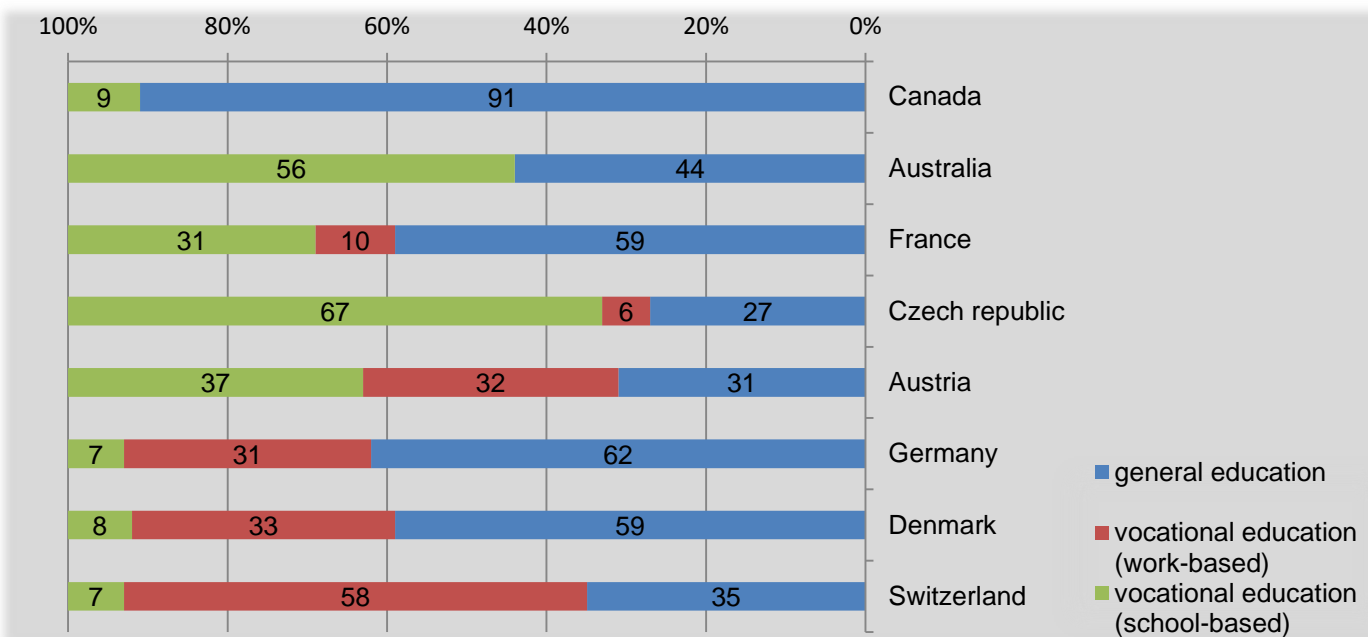
- Highlighting the importance of in-company dual vocational training (**apprenticeship training**) and the range of in-company training the respective country offers
- Corresponding data on the indicators of company-integrated training have not yet been made available by the different international educational reporting systems

## Focus on analyzing different VET Systems

- Company-integrated forms of VET do not only occur in countries with a dual system → making international comparison is frequently hampered by the structural differences between the VET systems of the various countries
- One major dimension in the comparison of VET systems is the significance accorded to vocational training provision at upper secondary level
- But: VET in **Australia** with proportions of company-based learning typically occurs following upper secondary education and is aligned to post-secondary further education (Steedman 2010)
- **Canada:** Barely developed VET system at upper secondary level (Grollmann/Wilson 2002).

# Focus on analyzing different VET Systems

*Proportion of students at upper secondary level in vocational and general educational programmes in European and international comparative terms in 2016 (%)*



Remarks – included are programmes leading to qualifications aligned to ISCED levels 3 (a, b, c). When comparing the data, account needs to be taken of the fact that the length of educational programmes varies internationally (e.g. 12 or 13 years of schooling, compulsory education until the age of 16 or 18). The data for Austria places pre-vocational training in the category of “full-time school-based vocational training”. For Germany, programmes are recorded as follows: General education – secondary schools (upper secondary level), integrated comprehensive schools (upper secondary level), independent Waldorf schools (Years 11 to 13), schools for students with learning difficulties (Years 11 to 13), 2-year specialised upper secondary schools, specialised grammar schools, full-time vocational schools that lead to a higher education entrance qualification. Vocational – vocational preparation programmes with a credit transfer for the first year of an apprenticeship (at full-time vocational schools, basic vocational training year), vocational schools (dual system), full-time vocational schools which lead to a full professional or vocational qualification (not including healthcare and social services occupations and nursery school teacher training), one-year programmes in healthcare professions (at full-time vocational schools or healthcare sector schools). Students in the so-called “transitional sector” are included in the data (cf. Chapter A4). Vocational programmes are divided into the categories of work-based and full-time school-based. Programmes in which more than 25% of learning occurs in the workplace are allocated to the work-based category (E). Students who have already completed a training programme or the upper secondary school leaving certificate and would now need to be allocated to the upper secondary sector for a second time (training + upper secondary school-leaving certificate, upper secondary school leaving certificate + training etc.) are not included in the data for ISCED level 3.

Source: Organisation for Economic Co-operation and Development (OECD) – Education at a glance – OECD indicators. Paris 2018 (B1, Table B1.3).

2018 BIBB Data Report

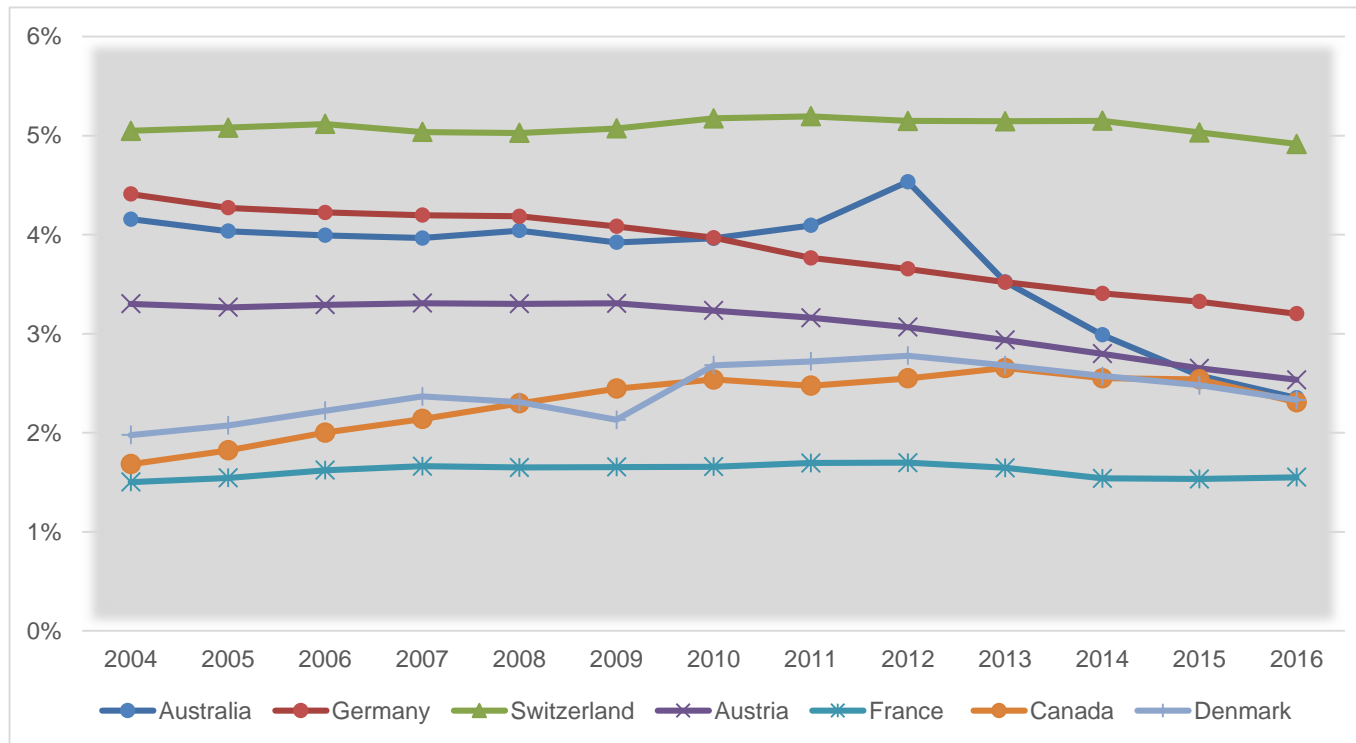


## Focus on analyzing different VET Systems

- This may lead to the assumption that no company-based VET exists in these countries
- Useful to look at company-based VET as a proportion of employment on the labour market (Robinson 2001) → **apprenticeship training rate**
- Number of people with a company-based training contract as a ratio of the national employment
- The database for dual training contracts is calculated using information recorded at a national level whilst employment figures are based on international data from the ILO statistics

# Focus on analyzing different VET Systems

***Apprenticeship training rate – apprentices as a proportion of the active working population from 2004 to 2016 in international comparative terms (in %)***



Information on training contracts in the respective countries are taken from the following sources (full details in the bibliography), which are based on national statistics. Information on training contracts for France and Switzerland – 2004= 2004/2005; 2005= 2005/2006 etc.: **Austria** (Association of Austrian Chambers of Commerce and Industry 2018); **Canada** (Statistics Canada 2018); **France** (Direction de l'évaluation 2013, S. 154f.; 2015, S. 144f.; 2017, S. 136f.; 2018, S. 136f.); **Switzerland** (Federal Statistical Office 2018b); **Germany** (BIBB-Data Report 2018c, Chapter A5.2); **Australia** (National Centre for Vocational Education Research 2018); **Denmark** (Statweb Denmark 2018). In contrast, data relating to the active working population is taken from the international statistics of the ILO (International Labour Organization 2018). Calculations by the Federal Institute for Vocational Education and Training.

2018 BIBB Data Report

## Focus on analyzing different VET Systems

### Youth unemployment

- Share of unemployed young people (15-24 years old) as a percentage of the total labour force of the same age (quotient of number of unemployed and labour force)
- Number of unemployed young people in relation to all people of the same age (working ("active") and non-working ("inactive") population)
- Youth unemployment of the respective country in relation to total unemployment (25-74 years old) (relative youth unemployment)
- NEET

## Concept Relaunch: International section of VET Data Report

- **Countries:** Germany, Switzerland, Austria, Denmark, France, Australia and Canada → selected on the basis of the existence of significant company-integrated training practice
- Due to different system contexts, elaboration of qualitative differences: Content dimensions of the apprenticeship training rate
  - Establishment of in-company training within the education system (qualification level),
  - Duration of training,
  - Contract relationship (status, remuneration), legal basis, contractual partner/relationship,
  - Share of in-company and school-based learning within training (content),
  - Purpose/scope of the training,
  - Governance/actors involved in (in-company) training.

## Concept Relaunch: International section of VET Data Report

### Quality of the indicator(s)

- The robustness and validation of the results is ensured through consultation and communication with experts of the respective countries
- Focus on a clear recording of the respective empirical indicators, in order to achieve a detailed definition of the indicator's content dimensions within the vocational training context of the respective country
- Final step: Validation of the definitional and conceptual results and the use of data with representatives of national statistical offices and/or vocational training experts from the respective countries

## Concept Relaunch: International section of VET Data Report

- In the further course of the project, the following indicators will be included or their availability checked:
  - Other specific indicators on in-company training (most popular occupations, number of training occupations offered, based on national statistics and/or OECD classification),
  - Qualification-Job mismatch → data on matching and mismatch of qualifications and degrees with respect to occupational requirements, if applicable),
  - Indicators on dual structures at post-secondary non-tertiary level, tertiary level,
  - Work organization (Job Design) and differences in the task composition (occupational level analysis, PIAAC).

## Outlook

- The main results of the development project (Concept Relaunch) are included in the regular reporting of the data report → This ensures a transfer to vocational training policy
- Gradual publication of the indicators developed
- In addition, a focused transfer of knowledge between systems with expanded dual vocational training practice is facilitated
- The establishment of a project advisory board within the project with national and international experts can not only contribute to the validation of the results but also to their transfer
- Methodological reports on the indicators will be produced as additional documentation

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