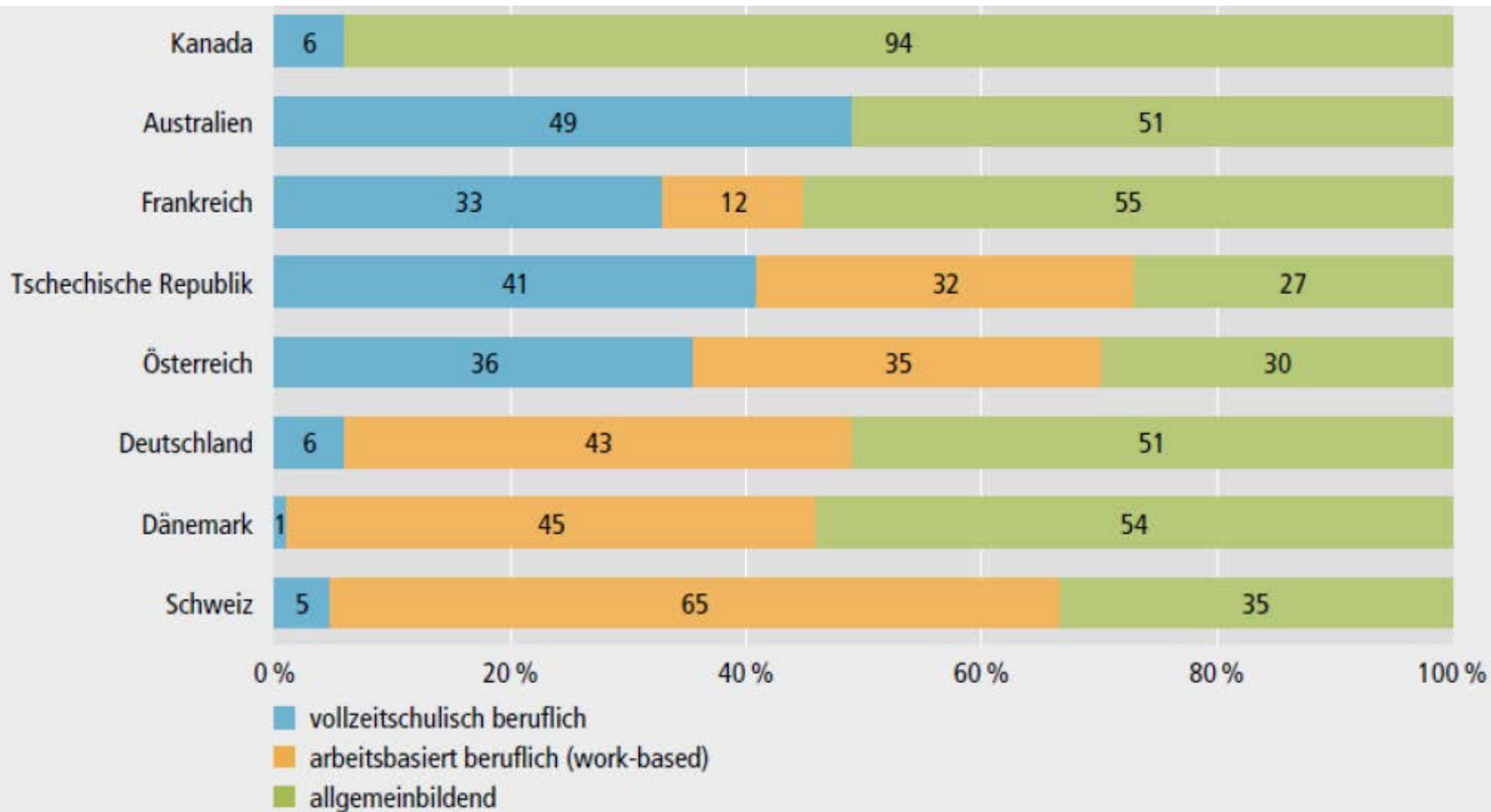


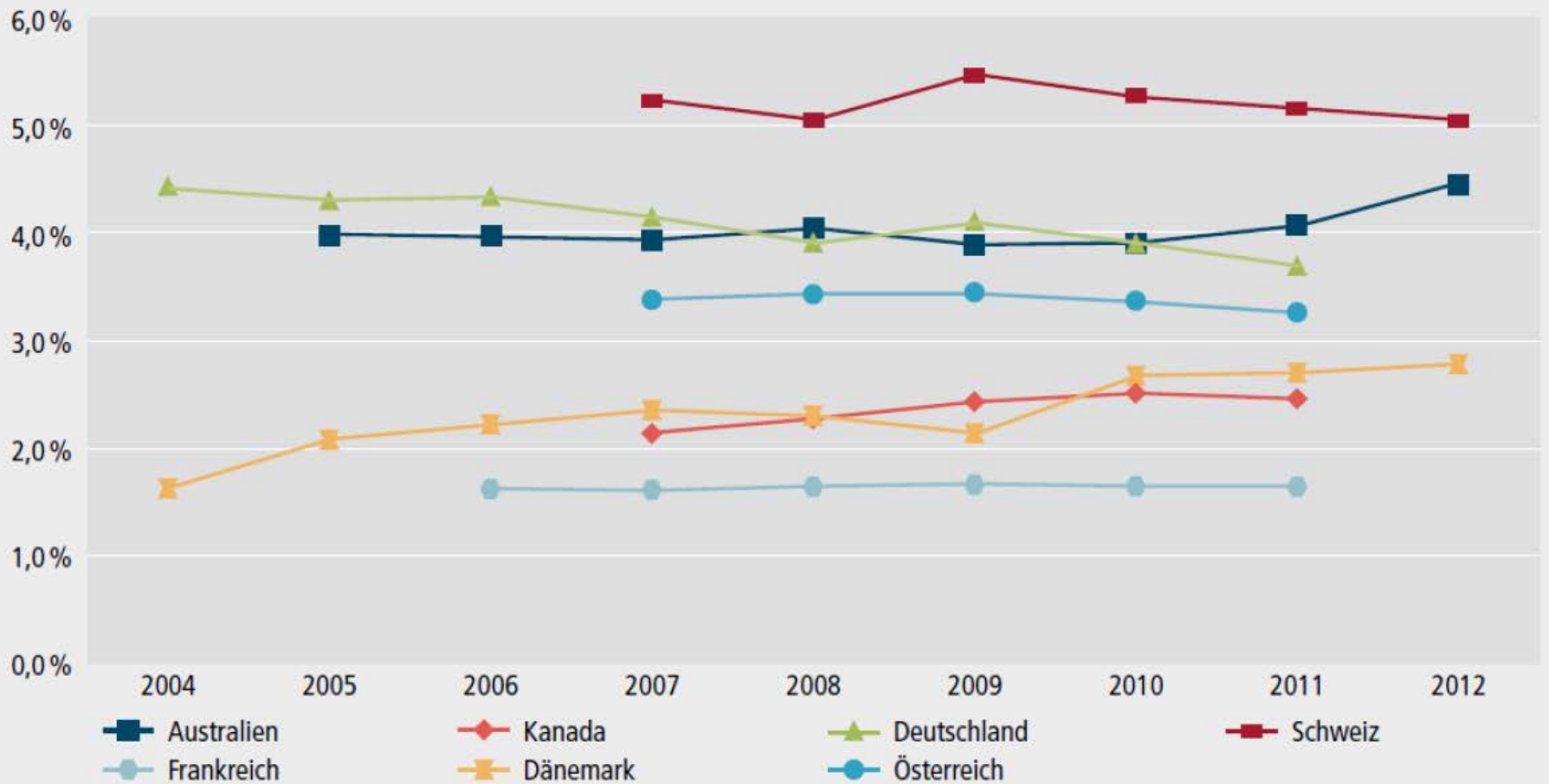
The company as context for learning of career entrants

Dr. Philipp Grollmann, Bundesinstitut für Berufsbildung (BiBB)
Prof. Dr. Pilar Pineda-Herrero, Universitat Autònoma de Barcelona

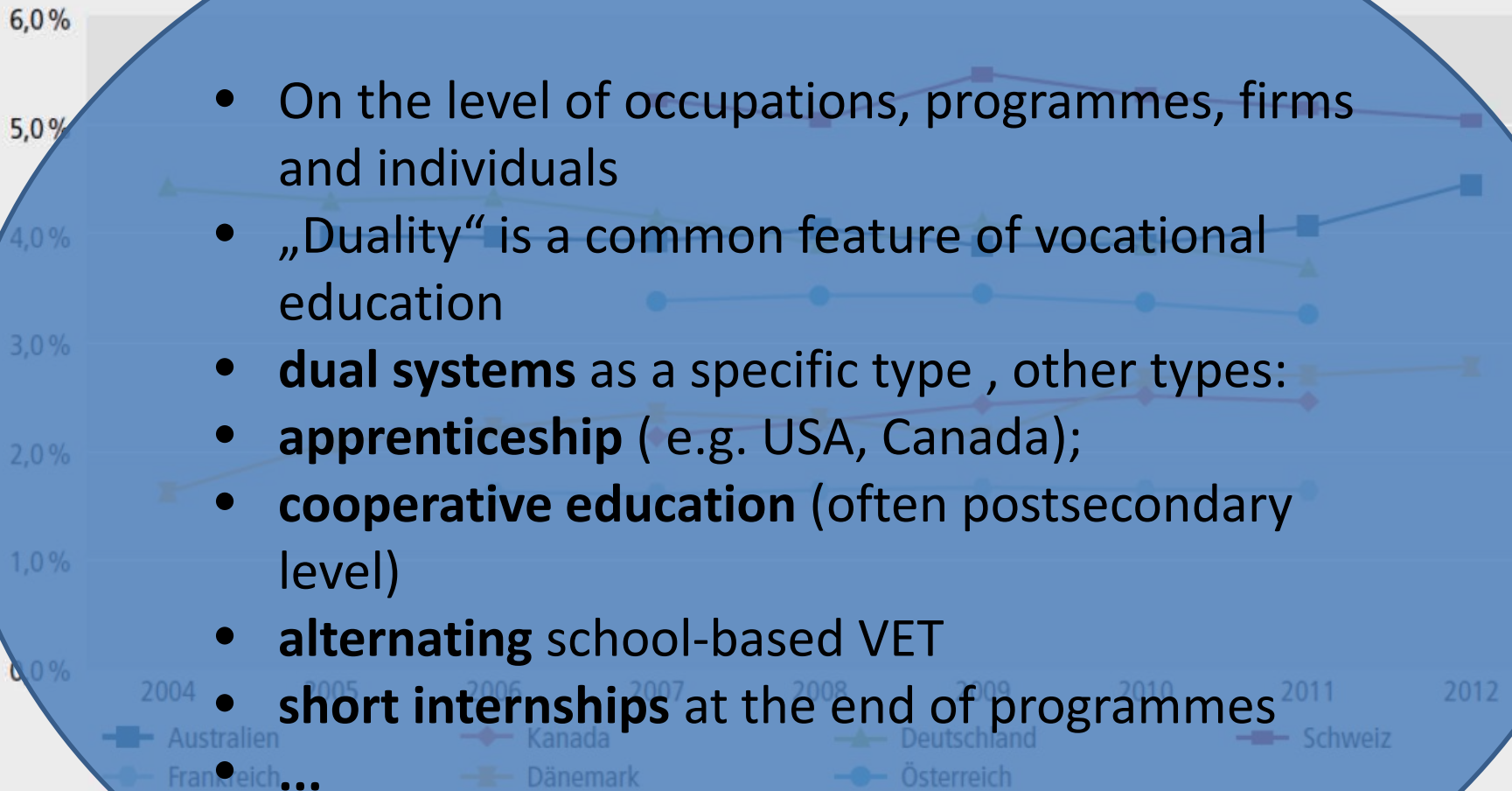
From 2010 several projects in BiBB on

- recruitment and induction of career entrants
- internships and traineeships
- „Dualised“ vocational education and training patterns
- projects were carried out with international research partners from European and other countries
- especially Italy, Korea, Portugal, Slovakia, Spain and the UK
- projects relate to the focus on apprenticeships and workbased learning in European and international policy





Quelle: Daten zu den Erwerbstätigen aus der ILO-Datenbank (ILOSTAT) auf Basis der nationalen Erwerbstätigenbefragungen. Die Daten zu den Ausbildungsverträgen basieren auf den Angaben der nationalen Statistikämter. Abweichungen zur Ausbildungsquote in Kapitel A4.10.1 ergeben sich aus dem unterschiedlichen Nenner: hier „Erwerbstätige“; in der Berechnung für Deutschland „sozialversicherungspflichtig Beschäftigte“.



- On the level of occupations, programmes, firms and individuals
- „Duality“ is a common feature of vocational education
- **dual systems** as a specific type , other types:
- **apprenticeship** (e.g. USA, Canada);
- **cooperative education** (often postsecondary level)
- **alternating** school-based VET
- **short internships** at the end of programmes

• ...

Quelle: Daten zu den Erwerbstätigen aus der ILO-Datenbank (ILOSTAT) auf Basis der nationalen Erwerbstätigenbefragungen. Die Daten zu den Ausbildungsverträgen basieren auf den Angaben der nationalen Statistikämter. Abweichungen zur Ausbildungsquote in Kapitel A4.10.1 ergeben sich aus dem unterschiedlichen Nenner: hier „Erwerbstätige“; in der Berechnung für Deutschland „sozialversicherungspflichtig Beschäftigte“.

1. Dual vocational education and training as a company strategy for safeguarding the skilled labour supply. Case studies on motivation and organisation in international comparison

&

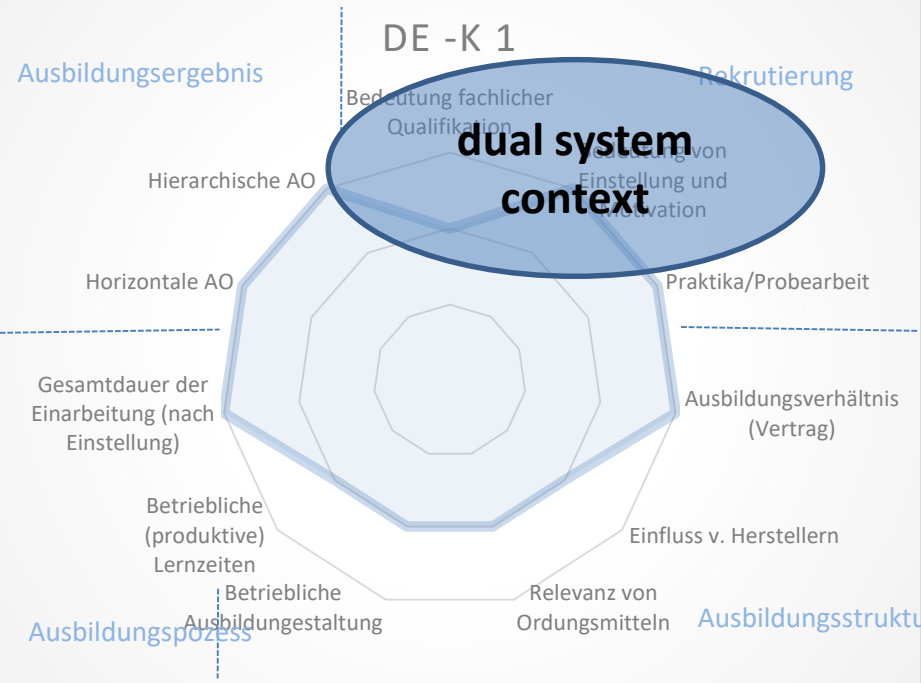
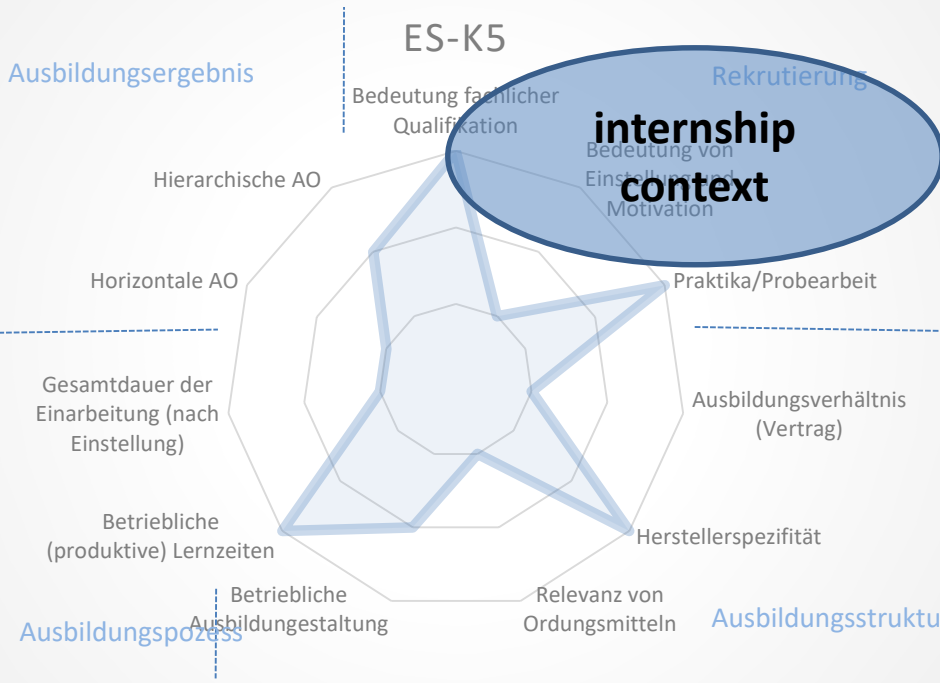
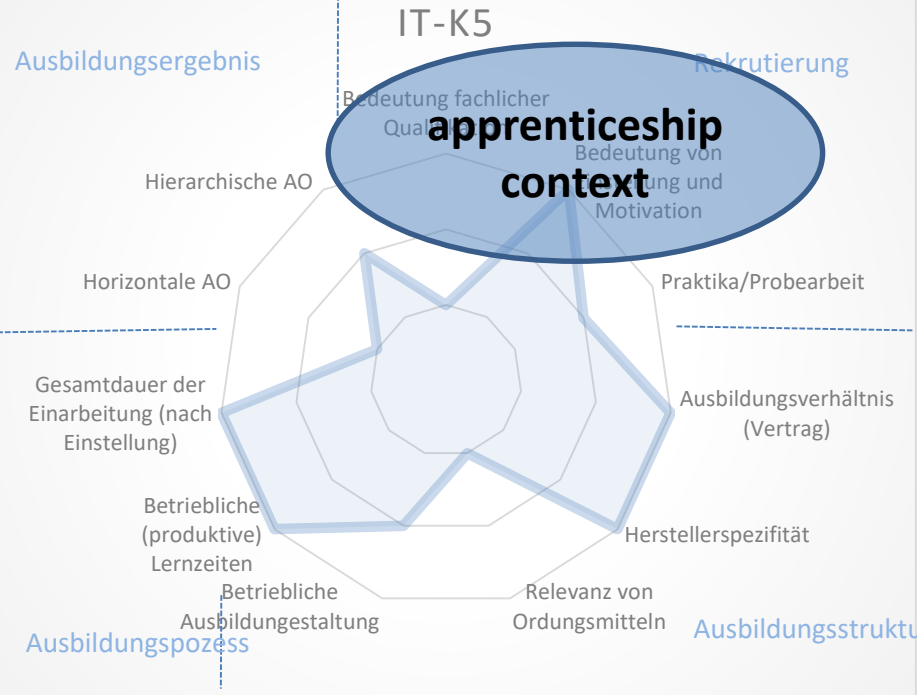
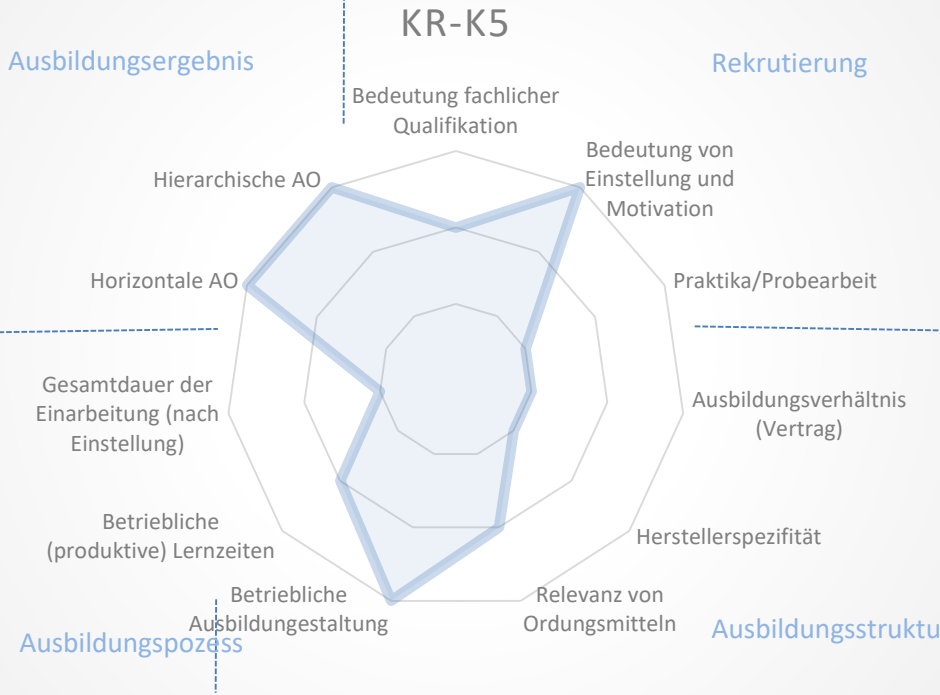
2. Companies' Motivations to offer DUAL VET in Catalonia



Minimal definition of dualised company training

- target group: young adults (**career entrants**)
- **company plays an active role** in supporting the learning process
- learning takes place **in structured interplay** between learning in the work process and in teaching
- **standardized, intercorporate competences and professional knowledge** are conveyed

- Limitation to car service
- **How** is training organized?
 - Objectives, competence transfer, work-process integration, standard orientation, functional equivalents?
- **Why** do companies use dual training models?
 - Motives, cost-benefit-calculation
- Which factors encourage, which inhibits occupational training engagement? (contextual conditions)
 - Company culture, specialized labour markets, incentives...
- How does the "how" and "why" fit into the **company's strategy of professional safeguarding?**



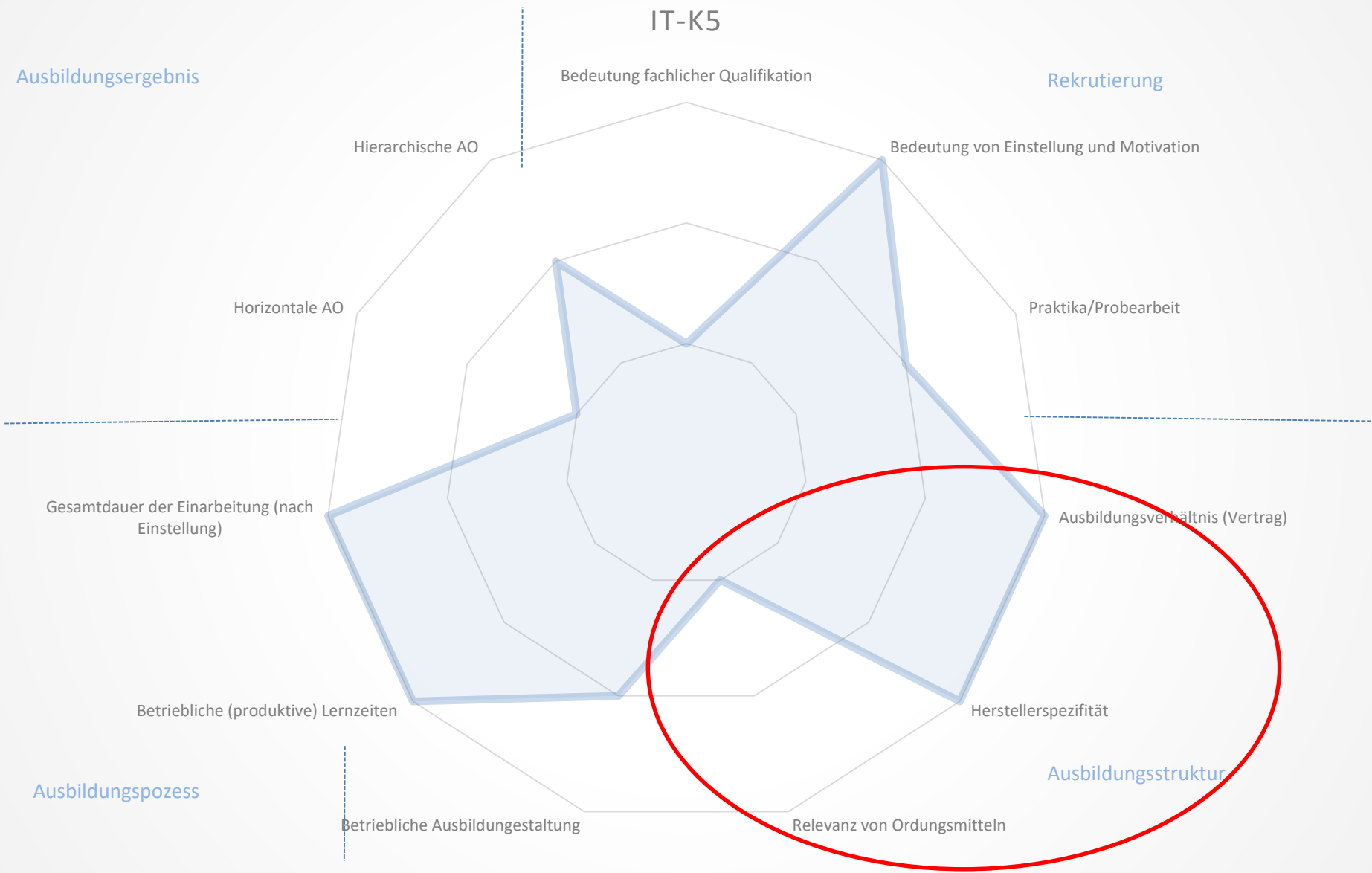
IT-K5

Ausbildungsergebnis

Rekrutierung

Ausbildungsprozess

Ausbildungsstruktur



ES-K5

Ausbildungsergebnis

Rekrutierung

Bedeutung fachlicher Qualifikation

Bedeutung von Einstellung und Motivation

Hierarchische AO

Horizontale AO

Praktika/Probearbeit

Gesamtdauer der Einarbeitung (nach Einstellung)

Ausbildungsverhältnis (Vertrag)

Betriebliche (produktive) Lernzeiten

Herstellerspezifität

Ausbildungsprozess

Ausbildungsstruktur

Betriebliche Ausbildungsgestaltung

Relevanz von Ordnungsmitteln

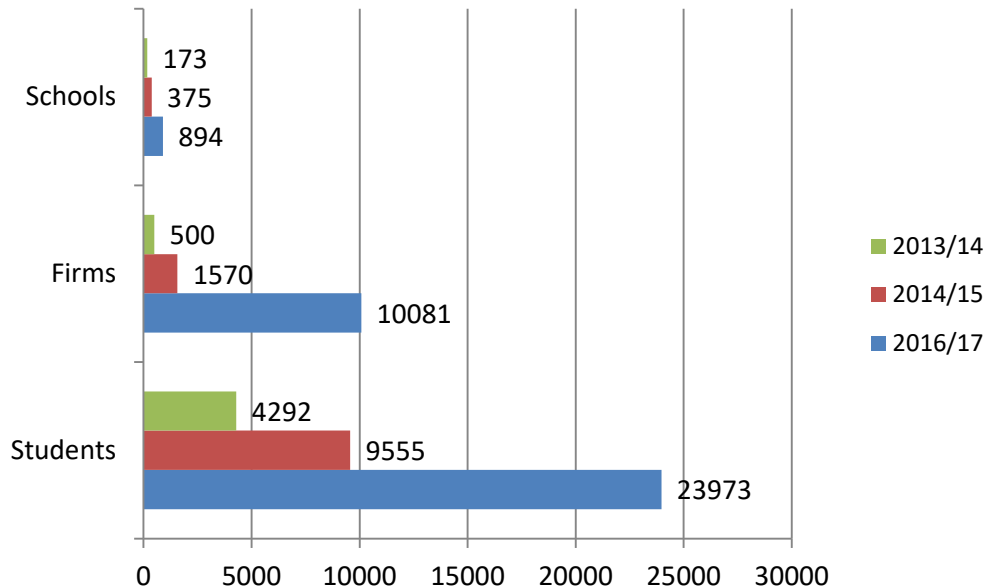


DUAL APPRENTICESHIPS IN SPAIN: Context

- ✓ Internship-type as the traditional way, but ...
- ✓ Spanish law of Dual VET since November 2012. Regional laws since 2013
- ✓ Education Department of each regional government (Autonomous community) is responsible for VET studies in its region
- ✓ 1000 h in the company, up to 10 months
- ✓ The educational center organizes the apprenticeship
- ✓ Dual and non-dual VET coexist in the same company

DUAL APPRENTICESHIPS IN SPAIN: Evolvement

- High increase of dual VET in the last 2 years
- High interest and concern of administration, schools and of companies (some)



EVOLVEMENT OF DUAL APPRENTICESHIPS IN SPAIN. **Source:** Ministerio de Educación (2014, 2017)

DUAL APPRENTICESHIPS IN CATALONIA: Firms involvement

- Pilot experiences since 2010
- Important differences with other regions:
 - ✓ contract or scholarship
 - ✓ 2 years of training: 1st 350h of internship; 2nd 1000h of dual VET

Autonomous	0.12%
Micro firm (from 1 a 9 employees)	0.43%
Small firm (from 10 a 49 employees)	4.06%
Medium sized firm (from 50 a 249 empl.)	14.71%
Large firms (250 or more employees)	12.55%
Total	0.65 %

PARTICIPATION IN DUAL TRAINING IN CATALONIA ACCORDING FIRM SIZE
Source: Catalane Statistical Institute (IDESCAT)

VET as a company strategy for safeguarding the skilled labour supply. Case study in Spain:

METHODOLOGY

- ✓ **Criteria for the sample: 8 cases**
 - ✓ To offer dual VET, non dual VET or no VET at all
 - ✓ Links to a car brand
 - ✓ Different size of companies: -50, - 250, + 250
 - ✓ Rural and urban areas
 - ✓ Vocational training centres: public and private
- ✓ **Cases analysed:**
 - ✓ Automotive sector: 2 cases, producers, +1000, urban, dual VET
 - ✓ Car service sector: 6 cases
 - ✓ 1 +250 / 4 -250 / 1 -50
 - ✓ 3 dual VET/ 2 non dual VET / 1 no VET
 - ✓ 4 urban / 2 rural

SPANISH CASE STUDY: Results

✓ Recruitment and VET

- ✓ Companies prefer dual VET students, because they stay longer and they can train them better
- ✓ Dual VET generates more employment
- ✓ Big companies use dual VET as a recruitment strategy; small companies use more classical recruitment strategies, they value more the experience and the brand training

✓ Dual VET

1. Companies don't have enough information about the dual VET
2. Companies would prefer to select the students
3. The calendar and time doesn't fit companies' needs
4. Companies don't tend to invest in training facilities for VET
5. Some tutors don't get pedagogical training
6. Companies need criteria and tools to evaluate VET
7. Students need more time in the firm to do an autonomous work

SPANISH CASE STUDY: Challenges

- ✓ Companies should have a more important role in VET: content design, time, selection of students, ...
- ✓ Evaluation criteria and instruments, coordinated with the educational centre
- ✓ Training for the tutors
- ✓ Time and calendar to meet companies needs: full days / weeks, more than 4 months
- ✓ More information for companies about dual VET: system, possibilities, benefits, ...
- ✓ To identify professional profiles and enterprises more suitable for dual VET
- ✓ Public data about dual VET: statistics, results,

COMPANIES' MOTIVATIONS TO OFFER DUAL VET IN CATALONIA

Anika Jansen & Pilar Pineda

AIM:

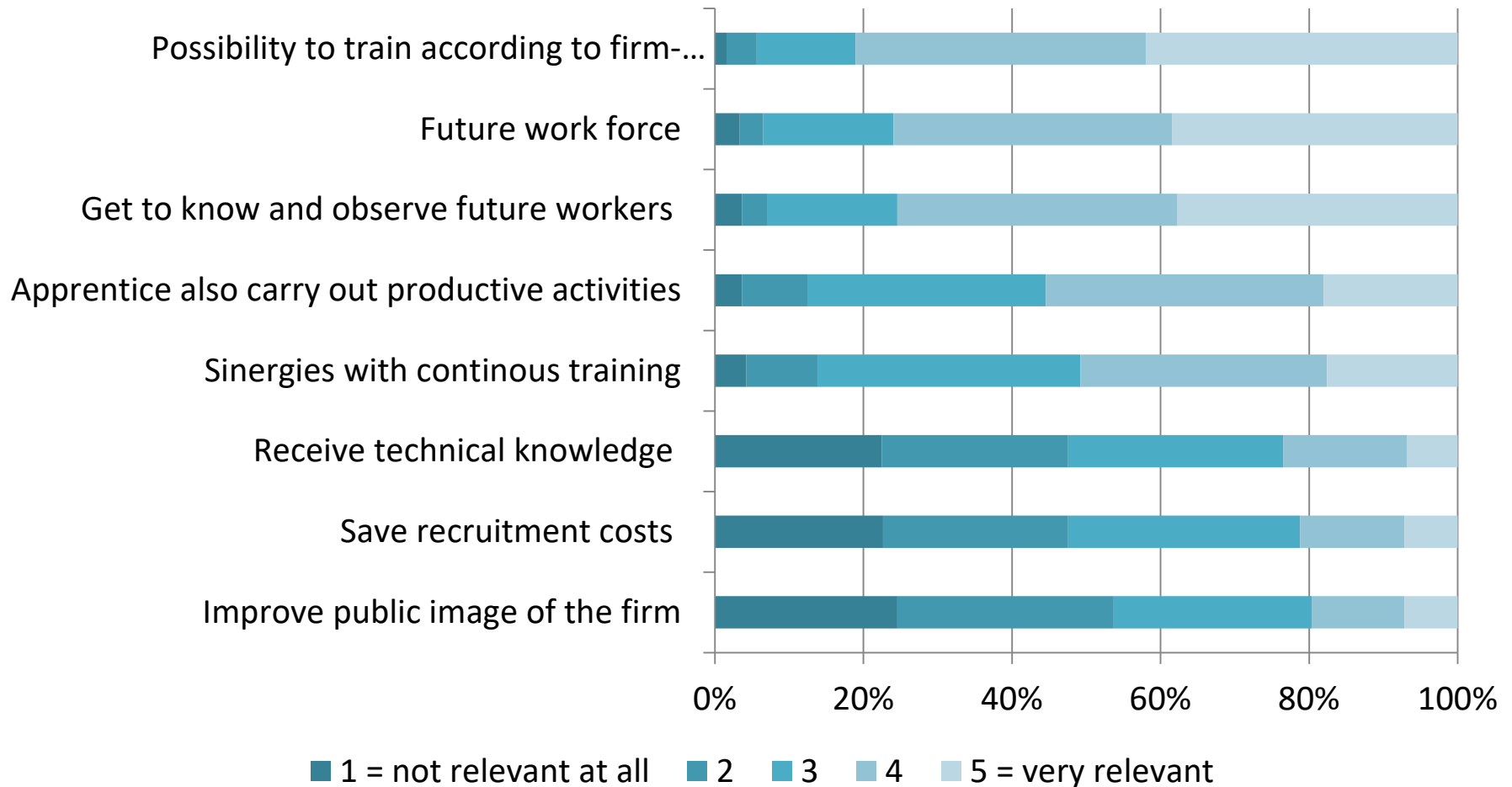
To detect the motives of firms' provision of dual apprenticeships in Catalonia and the barriers that prevent firms from participating in dual apprenticeship training.

METHOD:

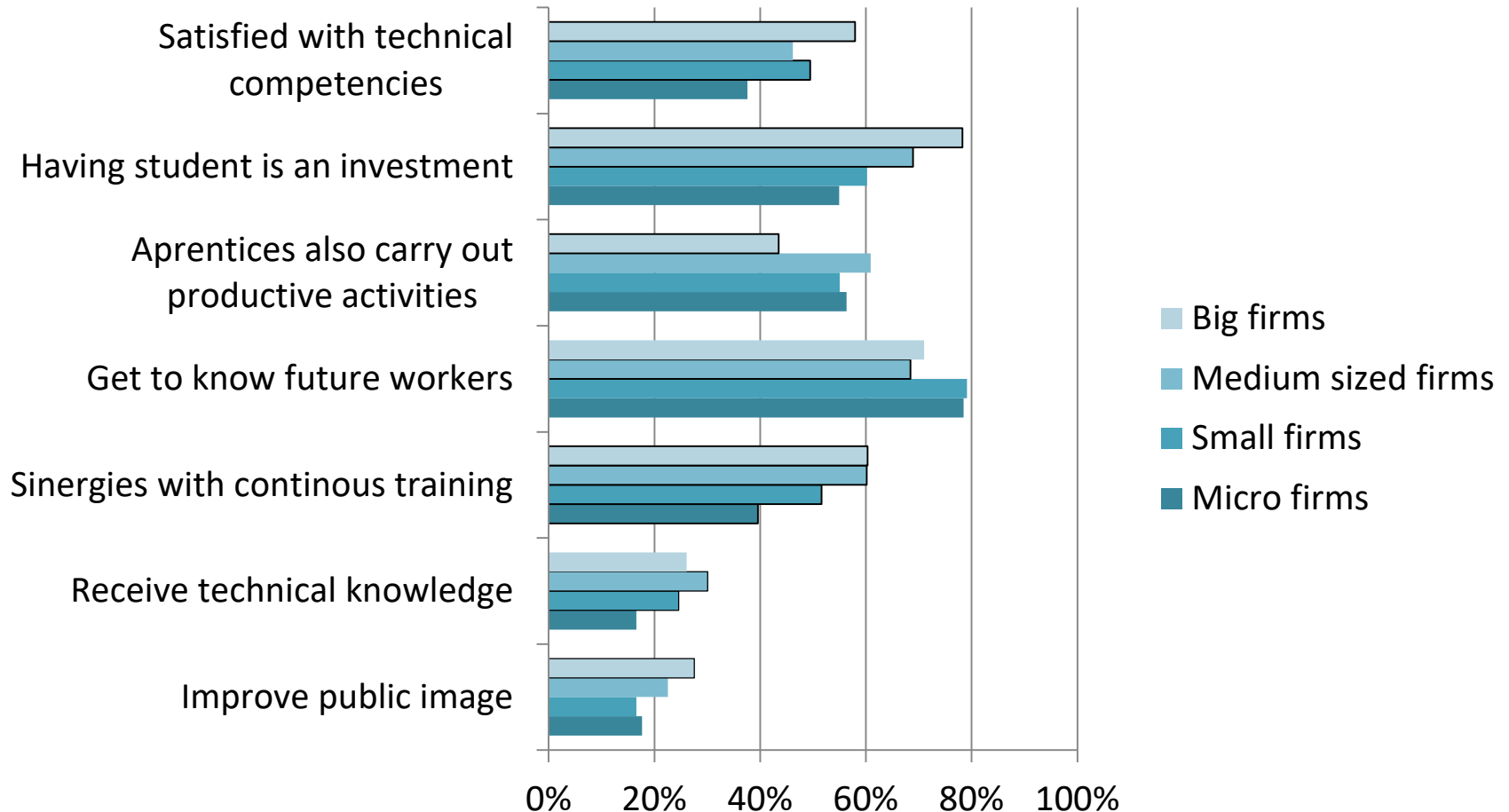
10 semi-structured interviews to identify main variables
2 on-line questionnaires

SAMPLE: Companies offering dual VET: N= 751
Companies not offering dual VET: N= 261

FIRMS MOTIVES FOR OFFERING DUAL VET



DIFFERENCES IN MOTIVES FOR OFFERING DUAL VET BY FIRMS' SIZE



Note: Significant differences into framed bars. Logit regression.

STUDY ON FIRMS MOTIVATION: Main insights

- Firms' considers dual apprenticeships as a long term investment: they prioritize the investment motive and the screening motive rather than the productive motive
- On investment and screening motives there are no differences between firms with different sizes
- Important impact on the image of dual apprenticeship among the social agents
- Firms' training motives similar to the ones known from countries with established training systems
- Firms see more benefits on dual VET apprentices than on traditional VET students
- Synergies between initial and continuous training: less in small companies.

„Varieties of duality“ – challenges

- in some contexts strongly production oriented duality might also lead to bad reputation
- size – in very small enterprises there might be lack of persons and resources in order to implement quality training
- individual estimation of poaching risks, costs and potential damage
- estimation of bureaucracy and cooperation requirements
- **low school-based qualification and company based on the-job-learning might be functional (especially firms with a strong tie to individual car makes)**
- newer, widened possibilities on duality might not be known
- **Lack of support through third parties (such as associations, intermediaries etc.)**

„Varieties of Duality“ - Willingness to train

- induction learning times are almost always estimated more than 2 years
- educational providers are not regarded as an adequate substitution
- employing career entrants is typical to the field of car-service
- internships and other informal means are used for screening and an extension of learning times
- challenge is to develop the screening into an investment motivation
- practices develop in an interplay between firm specific strategies, requirements and provisions of car makes and public regulation
- genuine firm specific strategies develop in cases of broad job requirements and/or specific know-how („investment motive“)
- use of specific labor contracts is rather associated to economic incentives („production motive“)
- sometimes corporate social responsibility is mentioned as motivation

Thank you for your attention!

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