

BIBB congress 2018
Learning for the future: VET of tomorrow – experience innovations

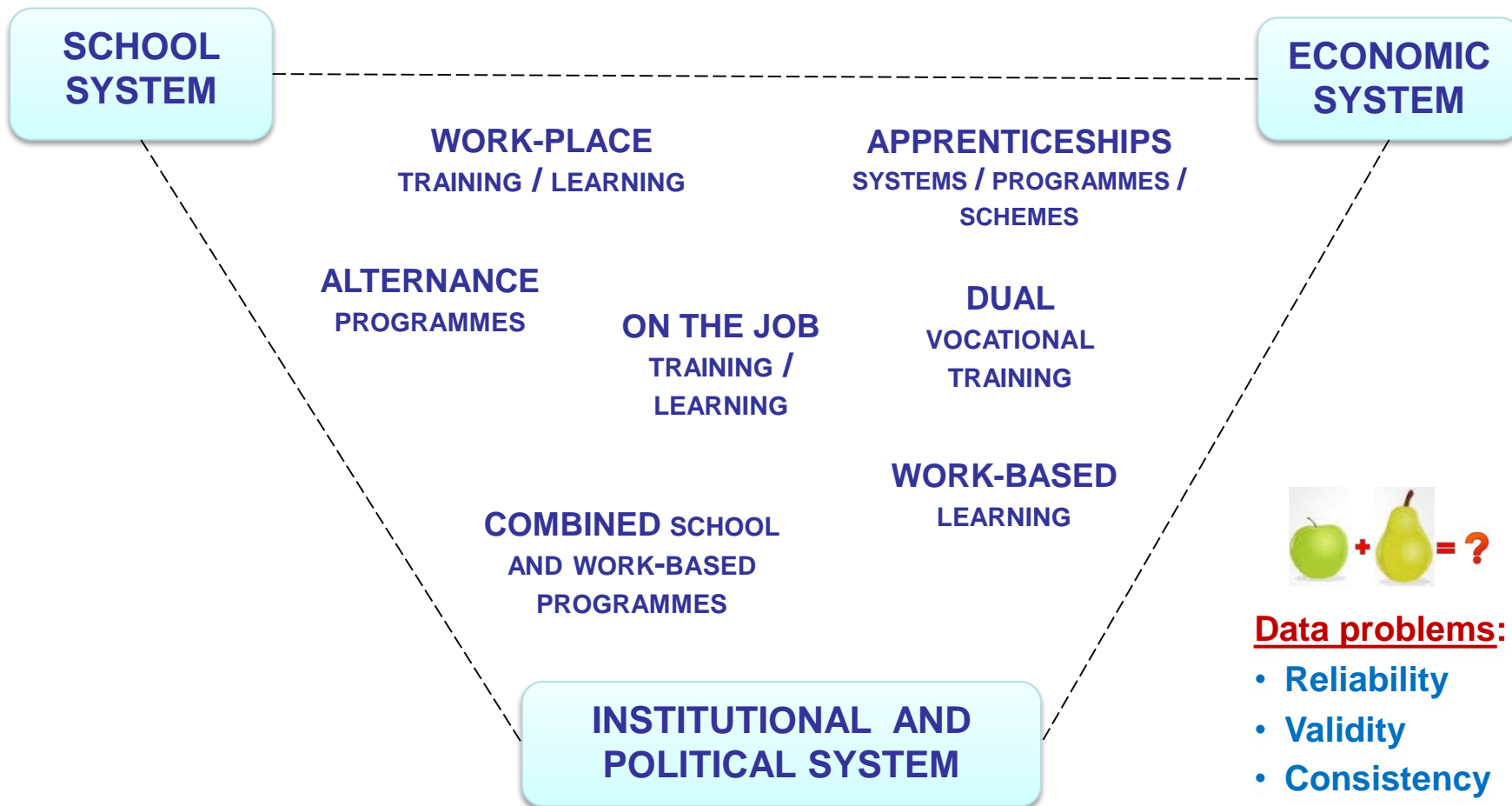
**Forum III - Work-based-learning:
occupational competence in Europe and the world**

**Integration of company-based learning in vocational
training in Europe – models, functions and purposes**

Antonio Ranieri, Cedefop

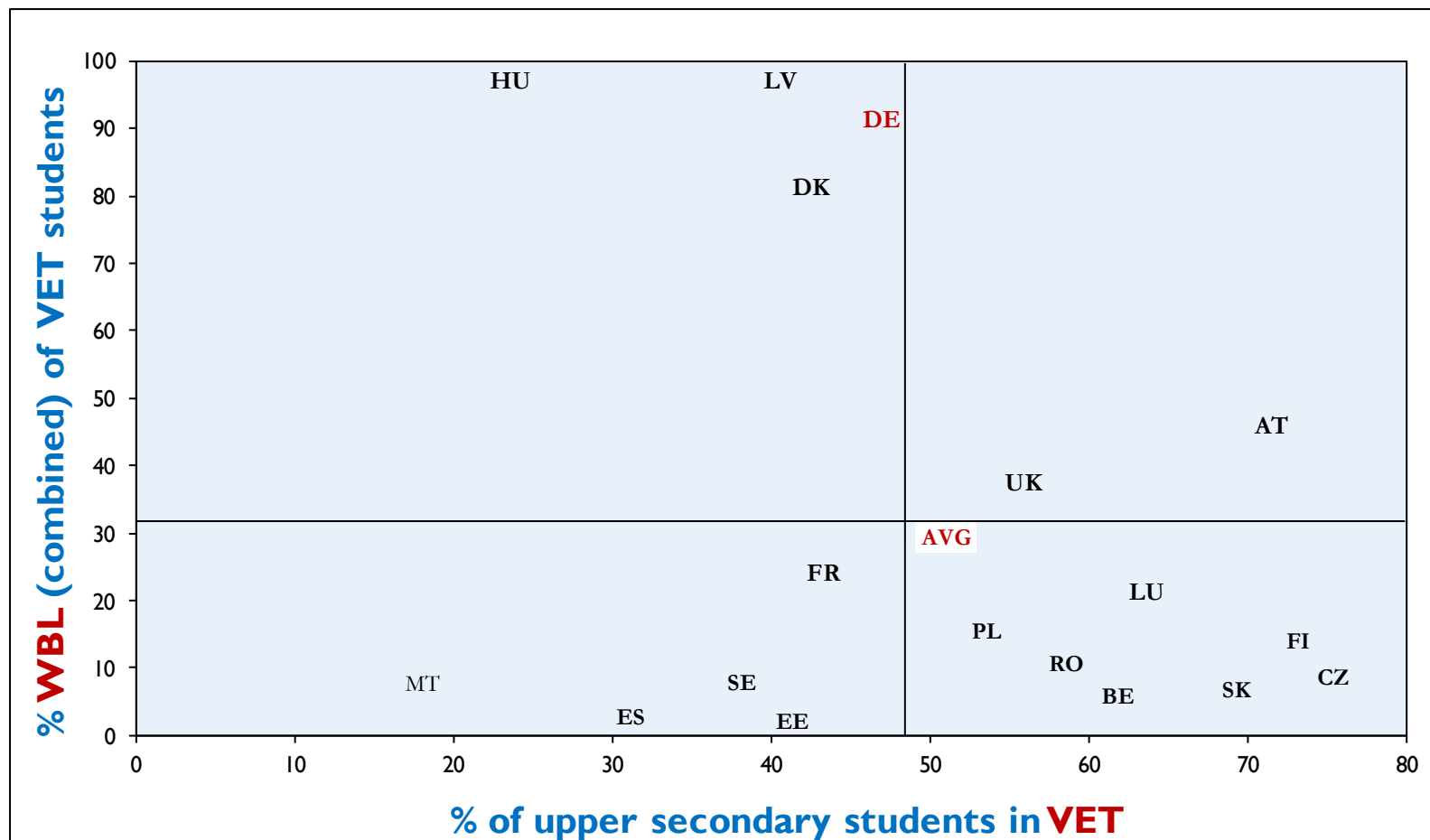
7-8 June 2018, Berlin, Germany

Work-based-learning **what?**



Participation of **learners** in WBL in IVET

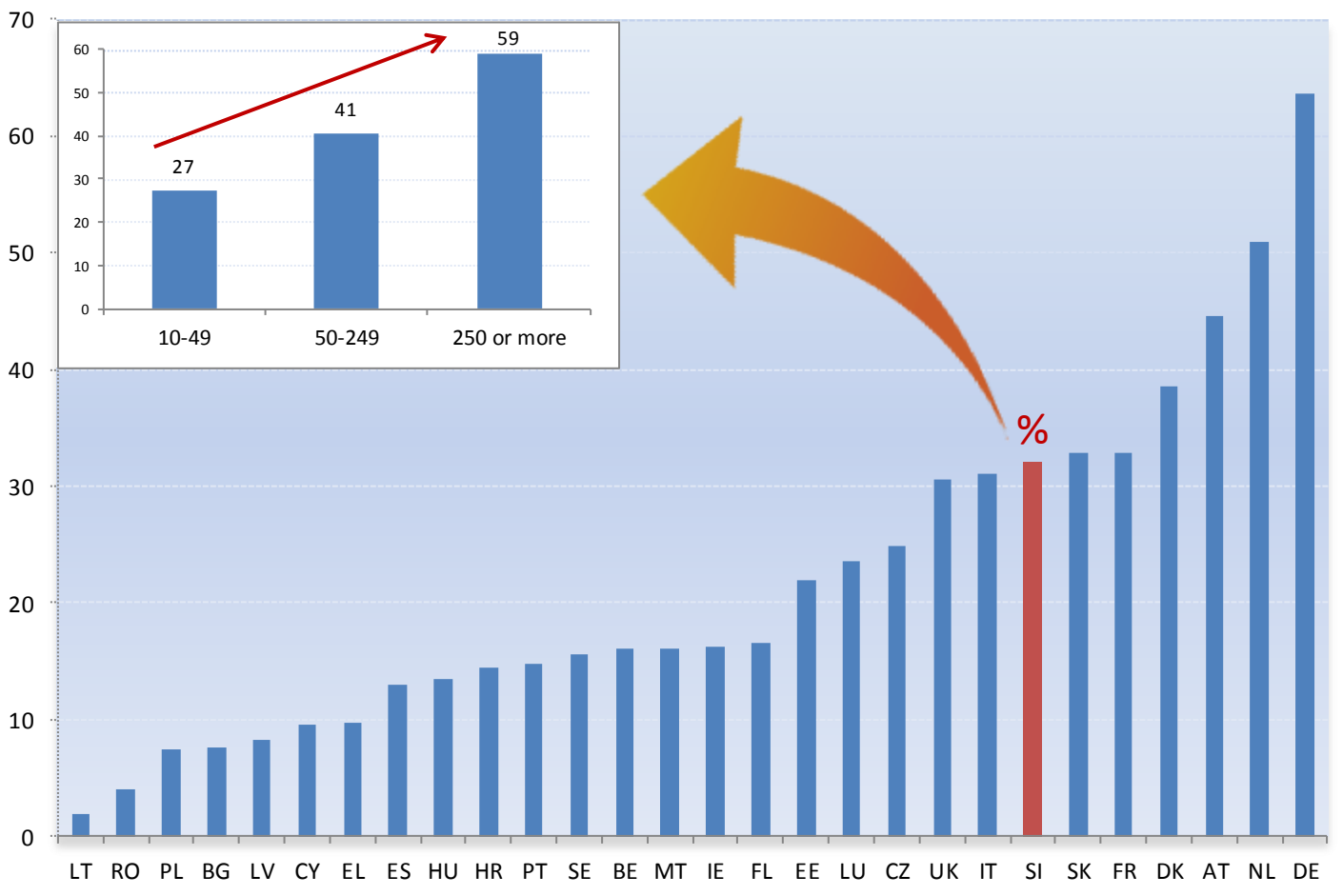
Students in VET and combined school-workbased vocational programmes (2016)



Source: Cedefop calculations based on Eurostat data/UOE data collection on education.

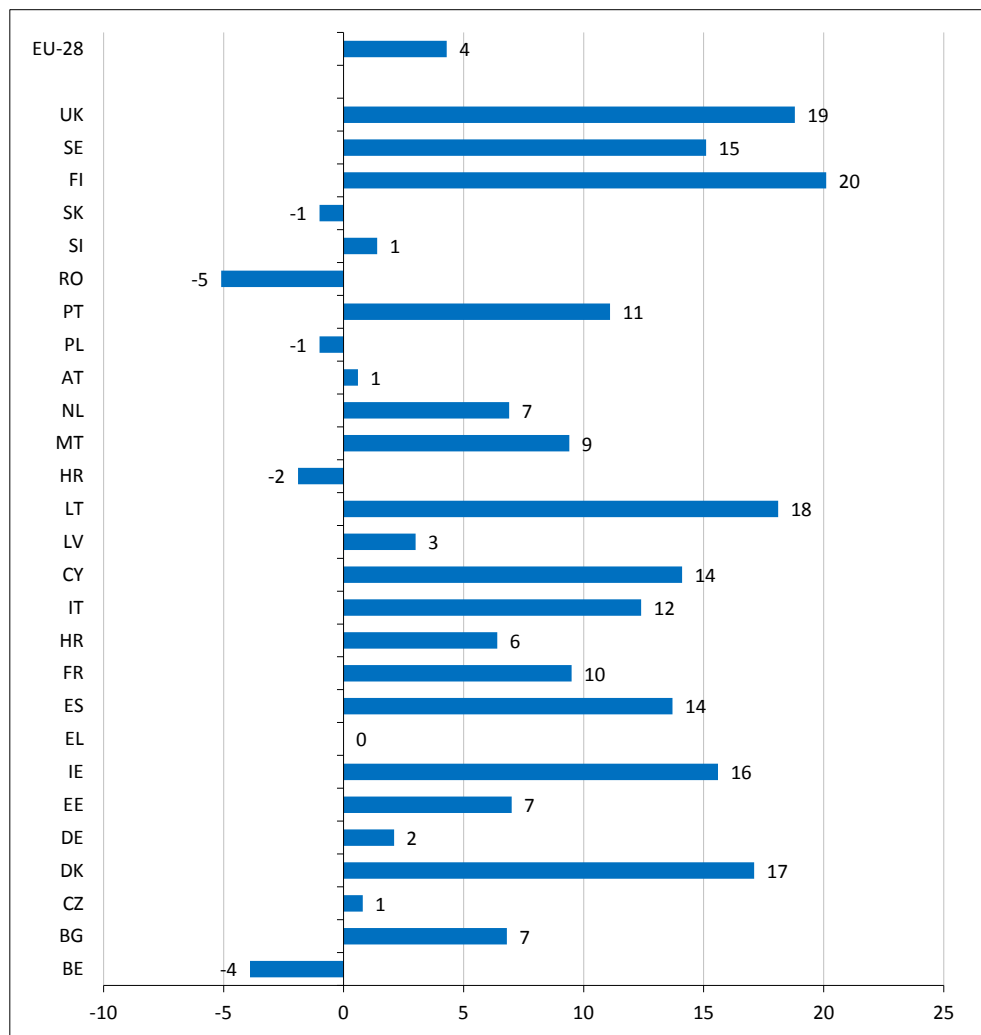
Participation of **enterprises** in WBL in IVET

Enterprises employing IVET participants (2015)



Source: Cedefop calculation on Eurostat CVTS 2015

Labour market **outcomes** of WBL [NEW]



Work experience while being a student at upper secondary: gains in employment rates



- People 25-34 years olds with medium qualification as their highest level
- Work-based learning includes apprenticeship, work-based learning, mandatory and optional traineeship.

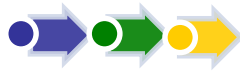
Source: Eurostat ad-hoc module 2016

Main points of difference and (mis)conceptions

Work-based learning

Work-placed learning

Apprenticeships

			
PURPOSE	EDUCATION (SKILLED WORKER)	EDUCATION (OCCUP. PROFILE)	EMPLOYMENT (SKILLED WORKER)
STATUS OF LEARNER	STUDENT	APPRENTICE (SPECIFIC STATUS)	EMPLOYEE
PARTNERSHIPS	WEAK	STRONG (SOC. PARTNERS)	STRONG (COMPANY)
RESPONSIBILITY FOR TRAINING	LEARNING PROVIDER	COMPANY	LEARNING PROVIDER
DURATION IN-COMPANY TRAINING	SHORT	LONG	VARIABLE
LEARNING/ TEACHING METHODS	FRAGMENTED/ SIMULATED	INTEGRATED/ AUTHENTIC	INTEGRATED/ AUTHENTIC
LEARNING OUTCOMES	NON-STRUCTURED NON INTENTIONAL	STRUCTURED/ INTENTIONAL	(SEMI) STRUCTURED/ INTENTIONAL
LM RELEVANCE	INDIRECT (LOW)	DIRECT (SECTOR)	DIRECT (COMPANY)

WBL in **initial VET** - points of difference???

School-based VET

includes on-the-job training in companies



- Contract
- Remuneration
- % of on-the-job training
-



Apprenticeships

(systems / programmes / schemes)

A **cross-national overview** of apprenticeships through a purposeful approach

- **Function group A: an education and training system**

Full competency and capability in an apprenticeable occupation or trade and constitutes itself in a separate system, distinct from school-based VET (with or without work placements) in content, form, qualification, etc.

- **Function group B: a type of VET delivery within the formal VET system**

A diverse way to deliver VET to achieve formal VET qualifications by bringing people into the labour market (main distinction from school-based VET with work placements is the form)

- **Function group C: hybrid system**

	Group A	Group B			Group C
	An education and training system	A type of VET delivery within the formal VET system			A hybrid system
Purpose	Providing people with full competency and capability in an <u>apprenticeable</u> occupation or trade	Providing a diverse way to deliver VET to achieve formal VET qualifications by bringing people into the labour market			Offering young people an option to reaching a qualification by bringing them into the labour market
Function	Education and training function	Mixed education, training and employment functions			Strong link with social inclusion and employment
Status of graduate for the labour market	Apprenticeship qualified worker	Vocationally skilled worker			Vocationally skilled worker
Governance	Apprenticeship specific	Under the umbrella of the overall VET system apprenticeship-specific governance structures may exist, in particular at operational level			Apprenticeship specific (employment authorities)
Qualification	Apprenticeship specific	VET qualifications (deliverable in different ways)			Apprenticeship specific
Training standards	Apprenticeship specific	Shared with other types of VET delivery			Shared with other training options
In-company training	Pre-defined and same for all companies	Less regulated and variable (at school-company level)			Less regulated and variable (at school-company level)
Delivery	Apprenticeship programme	B1. Apprenticeship programme (rare)	B2. Full apprenticeship pathways (only)	B3. Full and partial apprenticeship pathways ^(a)	Apprenticeship programme

^(a) Schemes may also be organised in full pathways

An apprenticeship individual pathway is the organisation of an individual's apprenticeship training based on a general VET programme or curriculum or on the (occupational) training standards leading to a qualification. An apprenticeship pathway may be a full pathway leading to a qualification or a partial pathway, i.e. it combines with school-based pathway to lead to a qualification. }

Source: Cedefop (2018) Apprenticeship schemes in European countries - A cross-national overview (forthcoming)

Challenges for the future of apprenticeship in the EU

- Weak/unclear distinction between apprenticeship and other forms of work-based-learning
- In the absence of apprenticeship-specific programmes, wide variations in the duration
- Limited or no involvement of socio-economic partners at all levels
- Limited sector-driven approaches to apprenticeship strategy
- Limited (quantity) or narrow (quality) companies' engagement
- Lack of evaluation of apprenticeship policies



SEEKING FOR 'PARALLEL CONVERGENCE'



Thank you for your attention

Cedefop project page on WBL and apprenticeships:

<http://www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning>

Cedefop European database on apprenticeship schemes:

<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes>

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