



IVET & WBL

FROM AN AUSTRIAN PERSPECTIVE

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Mag. Kurt Schmid
schmid@ibw.at

RESEARCH AND DEVELOPMENT

EDUCATION AND TRAINING

SKILL NEEDS OF BUSINESSES

QUALIFICATIONS

OUR FOCUS

At the centre of our projects there are application-oriented research issues and topics with relevance for the world of business.

evidence-based – practice-oriented – interdisciplinary

founded 1975

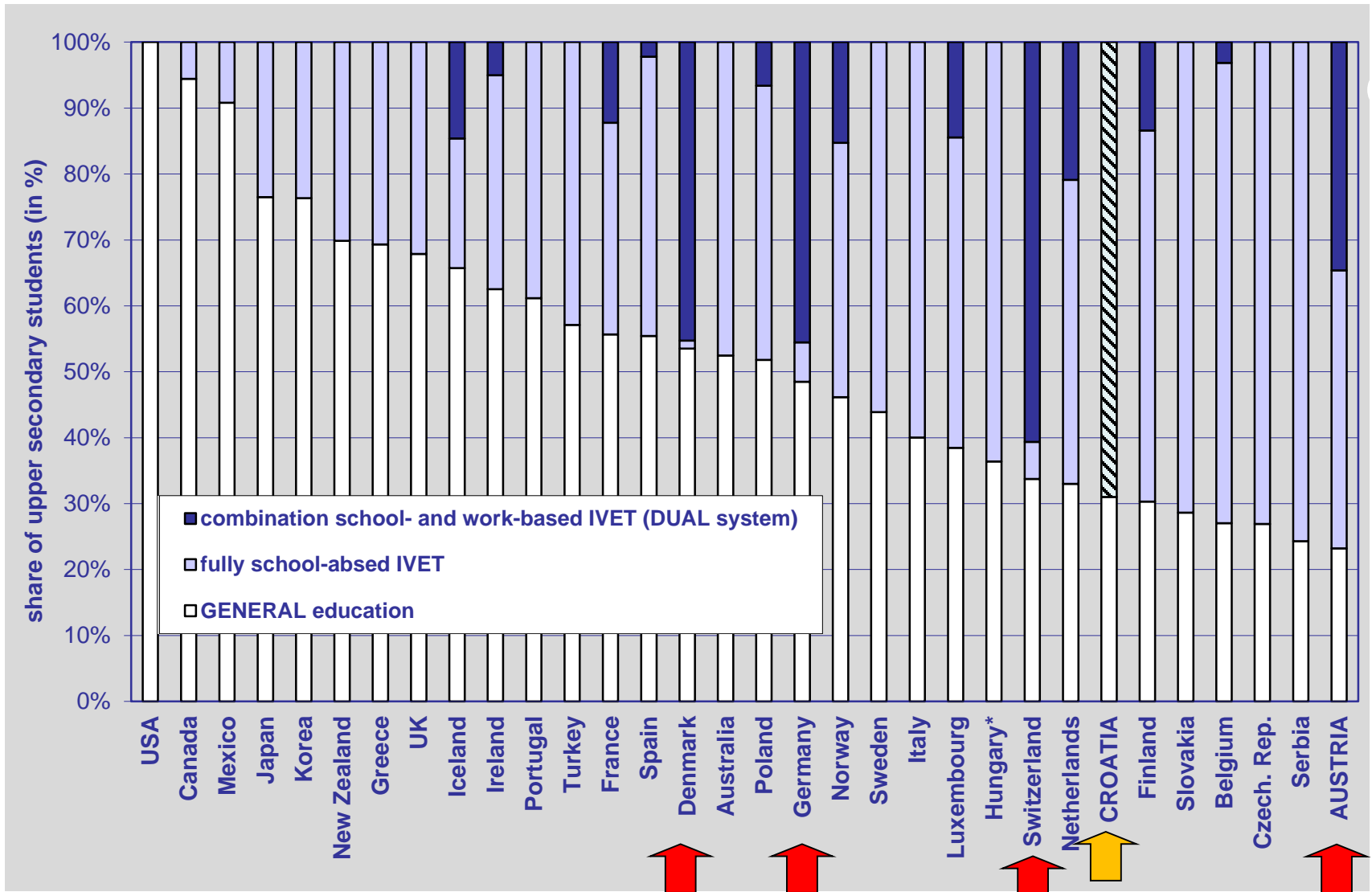
by the Austrian Federal Economic Chamber and the Federation of Austrian Industries

ibw's staff: 30 people – scientists in the field of vocational research, including engineers, graduates of sociology, educational sciences, social and commercial sciences and psychologists

IVET from an international perspective

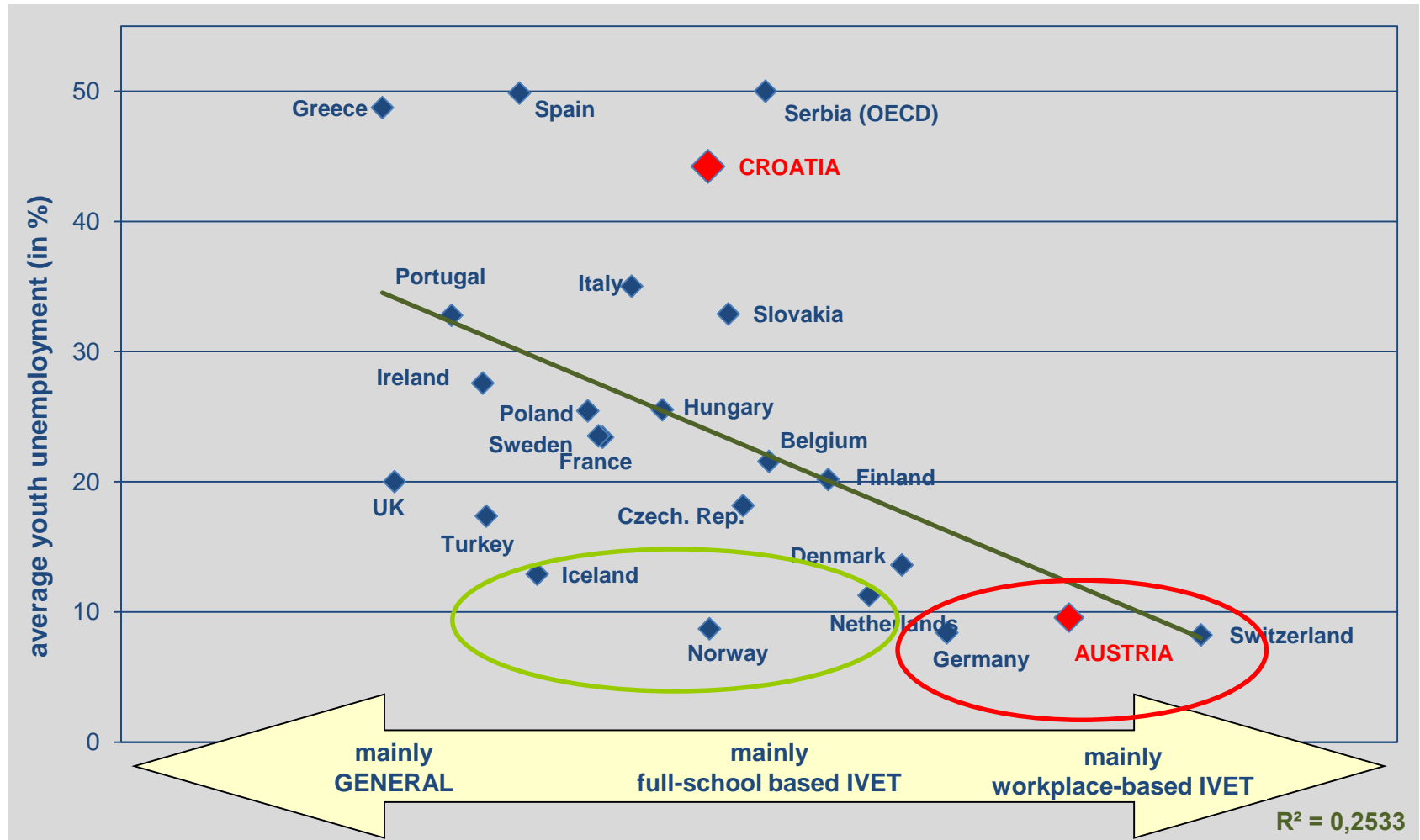
Education Systems:

Share of students in Upper Secondary Education by programme type



Source: ibw based on EUROSTAT data; * internet based data (not strictly comparable to Eurostat)

IVET in upper secondary education & YOUTH-unemployment (average of last 5 years)



Source: ibw based on EUROSTAT data; * Internet

Often countries nowadays have

school based IVET,

i.e. vocational qualification is provided in and by schools.

Countries differ mainly according to...

... share of IVET

... IVET school types

... practical learning modes & approaches / WBL

great variety of WBL: from orientation days to ...

... short-term / mid-term / longer-term internships/alternance to ...

company training in dual/apprenticeship systems

WBL

versus

practical courses in VET-schools

WBL/apprenticeship training is training/learning in a ...

... day-to-day working environment

... under real-life working and

... involvement of apprentices in the productive work process of the company

occupation related practise in schools is ...

... a simulation of real world of work

How to foster WBL?

To foster WBL a paradigmatic shift is needed

From school = learning & learning = school

to workplace as a learning setting

=> shared roles

=> shared responsibilities

=> ... between schools and companies

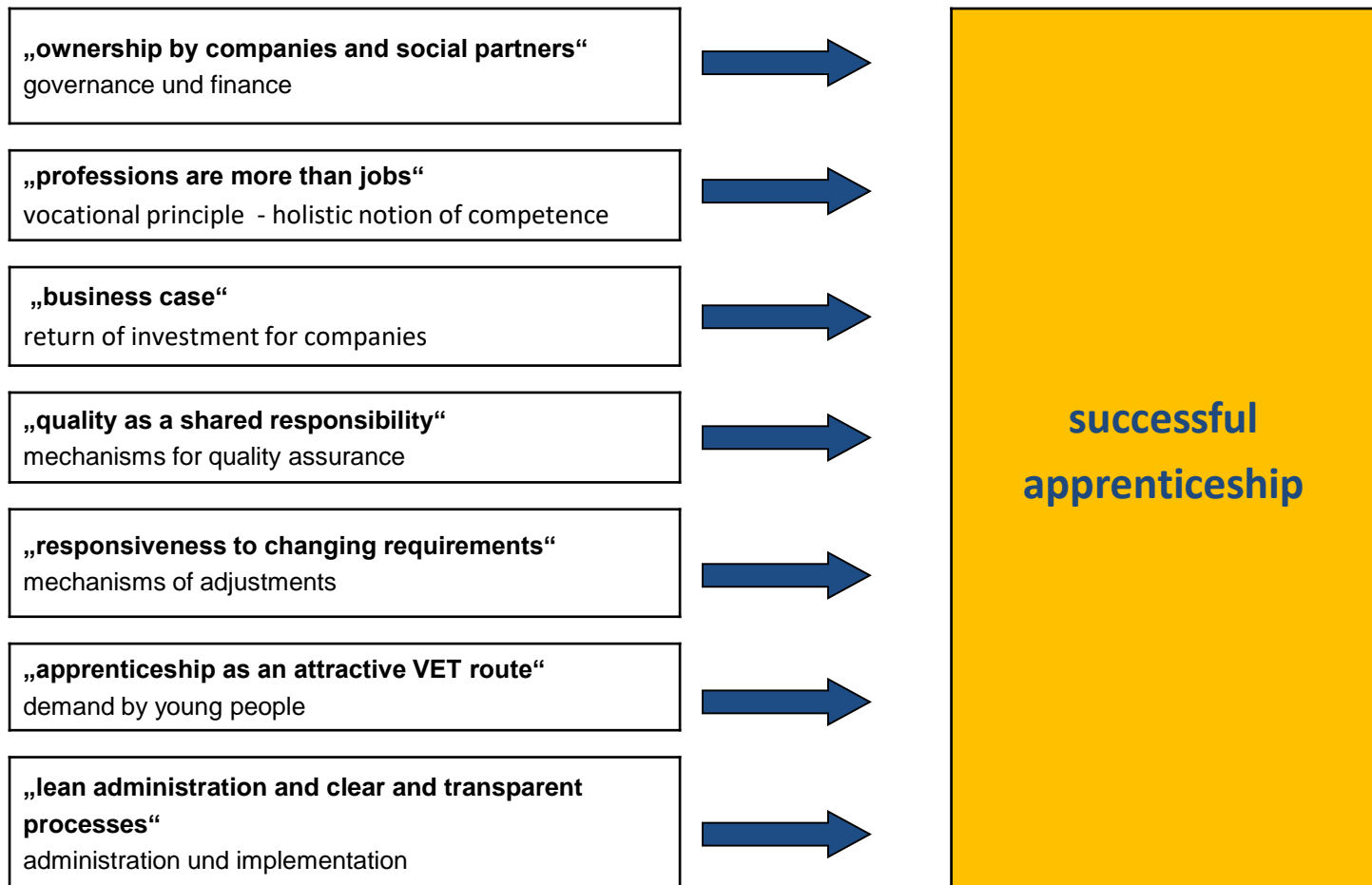
**=> ... between ministries and social partners
(employer representatives)**

company perspective: main driver for designing & steering IVET

You cannot copy and paste systems, not even system elements

=> **develop** new **country-specific** (institutional) **solutions**

for general challenges => **Guiding Principles I / Success Factors**



Guiding principles II:

Build upon and adapt the existing ...

Fostering WBL (broaden und deepen WBL) in school based IVET

↔ ? apprenticeship training (Austrian, German, Swiss way of doing it)
as a new / additional system option ?

... & bringing in employers as important IVET-stakeholders

- **Employers as active Governance-Stakeholders**

=> capacity building: competent institutional stakeholders
(governance & support for training companies)

- **Companies as training providers**

=> design WBL to allow for companies flexibility needs:

at sectorial and occupational level (timing of company training & IVET-schools, duration of training, occupational profiles, wage level, examination criteria)

& for the individual company level (learning outcome-oriented approach to competence development; pedagogic freedom, involvement of apprentices in the working process, options for training co-operations between companies...)

=> supporting training companies on their way to do high quality WBL

Austria, Germany, Switzerland:

- Core dimension: **self-interest** of companies to train
- No or only marginal share of public financial subsidies

What kind of public support?

Adverse effects of high public financial subsidisation to companies:

distortion of demand-led link between training provision and qualification demand

BUT: important and meaningful public support for...

... system governance & quality & responsiveness to change (“institutional capacity”)

... lean administration & „local“ support (apprenticeship offices of the chamber)

... promotion (e.g. apprenticeship scouts, World/Euro Skills) & career guidance

... financing of (comp.) vocational schools

⇒ **Public support: in kind instead of in cash!**

i.e. providing supporting tools and instruments (to foster training quality) &

local support for training companies (“training offices”)

Quality in apprenticeship

ibw projects to promote quality in apprenticeship



- Complete development of new apprenticeships
- Update of existing apprenticeships
- Marketing of occupations
- Career guidance

- Recruitment tools
- Aids for the selection process

- Training aids
- Training guidelines
- Web platforms: Quality in apprenticeship
- www.ausbilder.at
- State prize Fit for Future – best training companies

- Further development
- Examiner quality
- Creation and quality assurance of examples of exams
- Preparation material

**Bliem Wolfgang, Petanovitsch Alexander, Schmid Kurt (2014):
Success factors for the Dual VET System. Possibilities for Know-how-transfer.
ibw research report No. 177.**

http://www.ibw.at/components/com_redshop/assets/document/product/1404280103_fb177_en.pdf

List of apprenticeship occupations:

http://www.ibw.at/components/com_redshop/assets/document/product/1386769885_lehrberufsbezeichnungen_de_en_2013.pdf

Additional info about Austria's education system & apprenticeship training:

<http://www.ibw.at/en/vocational-education-and-training-in-austria>

**Bliem Wolfgang, Petanovitsch Alexander, Schmid Kurt (2016):
Dual Vocational Education and Training in Austria, Germany, Liechtenstein and
Switzerland. Comparative Expert Study for DC dVET, Zurich.**

<http://www.ibw.at/de/ibw-studien/1-studien/eb029e/P701-dual-vocational-education-and-training-in-austria-germany-liechtenstein-and-switzerland-2016>

ThanX a lot! Hvala vam na pažnji!