Innovative Apprenticeships

Promoting Successful School-to-Work Transitions
Felix Rauner, Erica Smith,
Ursel Hauschildt, Helmut Zelloth (Eds.)

Innovative Apprenticeships

Promoting Successful
School-to-Work Transitions
Innovative Apprenticeships
Promoting Successful School-to-Work Transitions

17–18 September 2009
Turin, Italy

Conference Proceedings

edited by

Felix Rauner, Erica Smith,
Ursel Hauschildt, Helmut Zelloth
Co-Organisers of the INAP Conference 2009:
TVET Research Group (I:BB), University of Bremen
European Training Foundation (ETF), Turin
European Research Network in Vocational Education and Training (VETNET)

Programme committee:
Prof. Felix Rauner, TVET Research Group, University of Bremen
Mag. Helmut Zelloth, European Training Foundation, Turin
Prof. Erica Smith, University of Ballarat, Australia
Dr. Ludger Deitmer, Institute Technology and Education, University of Bremen
Dr. Manfred Wallenborn, European Training Foundation, Turin

Bibliographic information published by the Deutsche Nationalbibliothek
The Deutsche Nationalbibliothek lists this publication in the Deutsche
Nationalbibliografie; detailed bibliographic data are available in the Internet at

ISBN 978-3-643-10367-3

A catalogue record for this book is available from the British Library

© LIT VERLAG Dr. W. Hopf Berlin 2009
Fresnostr. 2 D-48159 Münster
Tel. +49 (0) 251-620 32 22 Fax +49 (0) 251-922 60 99
e-Mail: lit@lit-verlag.de http://www.lit-verlag.de

Distribution:
In Germany: LIT Verlag Fresnostr. 2, D-48159 Münster
Tel. +49 (0) 251-620 32 22, Fax +49 (0) 251-922 60 99, e-Mail: vertrieb@lit-verlag.de
In Austria: Medienlogistik Pichler-ÖBZ GmbH & Co KG
IZ-NÖ, Süd, Straße 1, Objekt 34, A-2355 Wiener Neudorf
Tel. +43 (0) 22 36-63 53 52 90, Fax +43 (0) 22 36-63 53 52 43, e-Mail: mlo@medien-logistik.at
In Switzerland: B + M Buch- und Medienvertriebs AG
Hochstr. 357, CH-8200 Schaffhausen
Tel. +41 (0) 52-643 54 30, Fax +41 (0) 52-643 54 35, e-Mail: order@buch-medien.ch
In the UK by: Global Book Marketing, 99B Wallis Rd, London, E9 5LN
Phone: +44 (0) 20 8533 5800 – Fax: +44 (0) 1600 775 663
http://www.centralbooks.co.uk/html

In North America by:

Transaction Publishers
New Brunswick (U.S.A.) and London (U.K.)
Transaction Publishers
35 Bernue Circle
Piscataway, NJ 08854

Phone: +1 (732) 445 - 2280
Fax: + 1 (732) 445 - 3138
for orders (U.S. only):
toll free (888) 999 - 6778
e-mail: orders@transactionpub.com
# Table of Contents

## INTRODUCTIONS

Felix Rauner and Erica Smith.......................................................... 7
Dagmar Ouzoun.................................................................................. 8
Helmut Zelloth................................................................................. 10

## KEYNOTES

Innovative Apprenticeships: Promoting Successful School-to-Work Transitions. The Example of Switzerland .......................................................... 15
Ursula Scharnhorst

Apprenticeship, Pathways and Career Guidance: A Cautionary Tale................ 17
Richard Sweet

Vocational Identity and Flexible Work: A Contradicting or Constructive Relation?...... 35
Walter R. Heinz

## WORKSHOP I

**MANAGING THE TRANSITION FROM GENERAL SCHOOLING TO VOCATIONAL CAREERS**

Transition from Lower- to Upper-Secondary School in the Canton of Ticino (Switzerland): The Choices made by Young People.............. 51
Elena Boldrini and Luca Bausch

Dropout Rates in Vocational Education and Training: A Failure of the School-to-Work Transition?................................................................. 57
Marine Jordan, Nadia Lamamra, Jonas Masdonati

A Dynamic Concept of Culture as a New Approach to Investigate the Gap between Schooling, Vocational Training System and the Youth .............. 63
Stefan Wolf

Managing the Transition from School-to-Work – Empirical Findings from a Mentoring Programme in Germany ...................................................... 69
Martin Lang

The Transition from Secondary School to Vocational Education and Training............. 73
Damian Spiteri and Katya DeGiovanni

Experiential Learning Assessment and Competence Development for a Second Career: the Case of Alternating Training Programmes for Professional Promotion..... 77
Philippe Astier and Lucie Petit

Career Education and Orientation Year: Effective Transition Tools from General Schooling to Vocational Education. The Case of Kosovo ........................................ 83
Lumnie Mehmetaj

Boundary Crossing: Transitioning Students to Work through Authentic Employment-based Training in an Australian Senior Secondary VET Program ........................................ 87
Terry O’Hanlon-Rose and Alan Roberts
Prevocational Literacy: Towards a Maturity for Vocational Learning in Germany – Causes and Diagnosis – ..............................................................93
Volker Bank and Kristina Porsche

The Role of Internships at German Vocational Schools: The Example of the ‘Berufsgrundbildungsjahr’ ..............................................................99
Christian Schmidt

Demand for Career Guidance in Low- and Middle-Income Countries: An Indicator for the Growing Need of More Effective Transition Support Services ....103
Helmut Zelloth

Work-based Learning in the Chinese VET System ..............................................................109
Xu Han

Transition without Barriers: Improving and Matching Basic Competencies and Vocational Qualification Needs ..............................................................113
Peter Härtel and Michaela Marterer

Transition from Vocational Education and Training (VET) to Work – Problems and Perspectives for Developing and Transition Countries .................117
Manfred Wallenborn

Trainers’ Changing Role and Continuing Learning in Different VET Systems: A Comparative Perspective ..............................................................121
Simone Kirpal

Well Prepared for the Labour Market? Employment Perspectives and Job Careers of Young People after a two-Year Basic Training Course with Swiss Basic Federal VET Certificate ..............................................................127
Marlise Kammermann

A Model for Engaging and Evaluating Innovative Cross-Sectoral Education Reform – Case Studies from Queensland, Australia ........................................131
Wayne Delaforce and Judi Robinson

WORKSHOP II
BUILDUNG VOCATIONAL IDENTITY: A CENTRAL TASK OF APPRENTICESHIP / COMPETENCE EVALUATION AND DEVELOPMENT

Low Achievers’ Risky Pathways: PISA Literacy Scores as Predictors of Upper Secondary Enrolment and Graduation ..............................................................137
Barbara E. Stalder, Thomas Meyer and Sandra Hupka-Brunner

Occupational Identity and Motivation of Apprentices in a System of Integrated Dual VET ..............................................................141
Lars Heinemann, Felix Rauner

Occupational Identity in Australian Traineeships: An initial Exploration ..............................................................145
Erica Smith

Occupational Identity and Motivation of Apprentices in a System of Integrated Dual VET ..............................................................151
Ursel Hauschildt and Lars Heinemann

Ensuring Inter-Rater Reliability in a Large Scale Competence Measurement Project in China ..............................................................157
Andrea Maurer, Felix Rauner, Lars Heinemann
Project Teaching of School-Enterprise Cooperation Based on Real Production Contract - Case Study of GTI .................................................. 161
Zhiqun Zhao, Zishi Luo and Donglian Gu

Can Apprenticeship be Innovative? Reconceptualising the Learning Journey in the Knowledge Economy ............................................................... 165
Alison Fuller and Lorna Unwin

Conceptual Change – A new Research Task in TVET .................................................... 169
Waldemar Bauer

Work-based Learning in Apprenticeship - Reflections on Irish Cases .................. 173
Barry Nyhan

Co-operation of School and Enterprise: The Case of BITC Beijing...................... 177
Ludger Deitmer, Lars Heinemann and Mingying Xu

To Earn or to Learn? Identity Implication of Microtransitions from Failure to Success in Working Class Adolescents implied in Innovative Vocational Training ... 183
Laura Bonica and Viviana Sappa

The Contribution of Older Workers’ Issue to Innovate Apprenticeship from the Perspective of the Cultural Historical Activity Theory ................................................... 191
Maria-Cristina Migliore

Transforming a Child Labour Scheme into a Modern Apprenticeship one: The Role of NGOs and Government. The apprenticeship component of the CCL Project. 197
Luca Azzoni

“Putting Knowledge to Work” in Work-based Programmes: Conceptual Issues, Pedagogic Strategies and Enduring Challenges........................... 201
Karen Evans and David Guile

Approaches towards a Qualitative-Ranked Measuring of Competencies in LSA...... 207
Rainer Bremer, Andreas Saniter

WORKSHOP III

LEVELS OF GOVERNANCE AND THE ROLE OF STAKEHOLDERS IN APPRENTICESHIP

Apprenticeship and Modern Vocational Education – The Rise of the German ‘Dual System’ ............................................................................ 213
Philipp Gonon

The EQF and Apprenticeship: the Case of Bricklaying ................................................. 217
Michaela Brockmann, Linda Clarke, Christopher Winch

The Role and Impact of the Main Stakeholders in the Reform of the Initial Vocational Training (VET) in Switzerland Taking into Account Regional and Organizational Specificities .............................................................. 223
Caroline Meier Quevedo

Pathway Planning: Examining the Benefits and Outcomes of a Traineeship and Apprenticeship Pathway Program ..................................... 229
Martin Stalker and Thao Le

Differences in the Organisation of Apprenticeship in Europe: Findings of a Comparative Evaluation Study .................................................. 233
Felix Rauner
‘Employability and Employment’ – Innovative Policies and Measures in the German TVET Cooperation .................................................................239
Michaela C. A. Henn and Klaus Meininger

Mubarak-Kohl Initiative for Dual System (MKI-DS) – The Case of Egypt. Successful in Reforming the TVET System and Shaping the Society ......................245
Edda Grunwald and Bernhard Becker

Transition to Employment of Apprentices after Graduation -The Obstacles in Syria .251
Anton Al-Jouni and Yomna Dallal-Bashi

Intermediary Bodies in Apprenticeship: An Answer to Challenges in HRD in the Building and Construction Sector in Egypt ............................................257
Aboubakr Abdeen Badawi

VET for Youth in Canada and the United States ...............................................................261
Bonnie Watt-Malcolm, Antje Barabasch and Alison Taylor

Quality Assurance in the Regional Integrated Vocational Training Centers in Hungary ..........................................................................................265
Magdolna Benke

Accelerated Artisan Training at the Manufacturing Coalface: Responding to the Skills Challenge in South Africa..........................................................269
Salim Akoojee and Helen Brown

Apprenticeship as a Successful Tradition and an Innovation in Croatian Education System ........................................................................275
Olga Lui

Role of Social Partners and the Status of Apprenticeship in Turkey........................................281
Arjen Vos and Özlem Ünlühisarcıklı

The Algerian Experience of Developing an Apprenticeship System ................................285
Mr Kayouche Sid Ali

'Last Mile to the Job – Training on Demand in the IT Offshoring Sector' ...............291
Mohamed Slassi Sennou

A Renaissance for Apprenticeship Learning? - and it’s Implications for Transition Countries .................................................................297
Sören Nielsen
Well Prepared for the Labour Market?
Employment Perspectives and Job Careers of Young People after a two-Year Basic Training Course with Swiss Basic Federal VET Certificate

Marlise Kammermann

University of Applied Sciences in Special Needs Education,
Schaffhauserstrasse 239, Box 5850, CH-8050 Zurich

Summary: Between 2005 and 2009, we employed a longitudinal research method to investigate the vocational path of learners anchored in the 2002 Vocational Training Act’s two-year basic training course with Basic Federal VET Certificate. Particular attention was given to transition at the second threshold, i.e., the situation of the young professionals at the end of training and one year after qualification. The results of the study prove that the two-year basic training in the retail sales and hospitality sectors increases permeability to further training, most particularly to the three-year training programme with Federal VET Certificate. Available data cannot provide conclusive evaluations with regard to improved employability: around 88% of those young people with Basic Federal VET Certificates questioned were employed or enrolled on further training programmes. They exhibit greater mobility than those elementary trainees in the same occupational field. The remaining 12%, however, were (still) unemployed one year after qualification.

Keywords: Basic vocational training, labour market integration, underachievers

Introduction
Swiss educational policy aims to ensure that by 2015 95% of all youths have a post obligatory education qualification at upper secondary level (Swiss Conference of Cantonal Ministers of Education 2006). Various measures have been introduced to achieve this aim.

The basic training course with Basic Federal VET Certificate is a two-year, standardised vocational training programme regulated by the 2002 Swiss Vocational Training Act (Swiss Confederation 2002). It is aimed at academically challenged youths and focuses predominantly on practical activities. The standardisation of the training ensures that young professionals with a Basic Federal VET Certificate match labour market needs. This is linked to the expectation that integration into the labour market and permeability to further training – for example, transfer onto the Federal VET Certificate programme – is taken into account (Kammermann et al. 2009b). The elementary training programme, which preceded the enactment of the new Vocational Training Act of 2004, ensured the vocational training of practically talented, underachieving youths and was geared towards the individual ability of the learner, however, in opposition to the new two-year basic training course, it did not lead to a standardised, federally recognised certificate. In the summer of 2007, the first graduates completed a two-year basic training course with Basic Federal VET Certificate in retail sales (retail business assistant) and hospitality (kitchen, restaurant and hotel employees). Co-financed by the Federal Office for Professional Education and Technology, the aim of this research project was to follow the vocational
development of the young professionals with Basic Federal VET Certificates and compare them to the vocational development of young adults who had completed an elementary training programme in the same vocational field. The study focussed upon the training and employment progress of the youths (Kammermann et al. 2009a).

Methods and research design
The prospects of graduates in the last transit through an elementary training programme and those embarking on the first two-year basic training course with Basic Federal VET Certificate - surveyed at the end of training and one year later - formed the core of this investigation.

Sample elementary trainees
134 of the 183 elementary trainees who were questioned shortly before completion of their training in 2006 were available again a year later for a telephone interview. 77 of the 134 questioned were additionally willing to complete a written follow-up survey. The telephone follow-up survey consisted of 77 women and 57 men; 48 women and 29 men took part in the written follow-up survey.

Sample Basic Federal VET Certificate learners
Of the 319 Basic Federal VET Certificate learners involved in the 2007 survey taken at the end of their training, 211 were questioned about their situation a year later. 87 of the young professionals additionally took part in a written follow-up survey. The telephone follow-up survey consisted of 145 women and 66 men; 69 women and 18 men took part in the written follow-up survey.

Contents of the survey
In addition to the questions on academic and familial background, the questionnaire distributed at the end of training also included items for evaluating the training, psychological psychological well-being and immediate professional prospects of those asked. A large number of the questions were taken from the Swiss national youth survey ‘TRansition from Education to Employment, TREE’ questionnaire (TREE 2008). Based on the project ‘Lehrvertragsauflösungen im Kanton Bern (LEVA)’ (Schmid & Stalder 2008), the survey that followed a year after completion of training was carried out using both telephone and written interviews. The telephone interviews focussed on the employment situation of those questioned and included details on the development of the year since completion of training, apprenticing company or employment establishment, conditions of employment, contentment and future prospects. The written questionnaire concentrated on the learned vocation, conditions of employment or training, subjective psychological well-being and social support – this too, was based on the TREE questionnaire (see above).

The presented results are based on the analysis of differences in frequency distribution and analysis of correlations between two or more variables in the form of chi-square tests.

Results
Prospects at the end of training
The results of the transition at the second threshold show a disillusioning situation: The future for more than half of the questioned elementary trainees and Basic Federal VET Certificate learners is still extremely insecure shortly before completion.
of their apprenticeship; only 47% of the elementary trainees and 45% of the Basic Federal VET Certificate learners were guaranteed a continuing solution. There was no significant difference between the two with regards to a secure prospect but there was a difference in the type of prospect. Figure 1 demonstrates that the elementary trainees tend to find a place of employment where the Basic Federal VET Certificate learners tend more towards a continuing apprenticeship.

<table>
<thead>
<tr>
<th>Multiple Answers Possible</th>
<th>Elementary Trainees</th>
<th>Basic Certificate Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questioned(N)</td>
<td>Percent (N=182=100%)</td>
</tr>
<tr>
<td>Work Assured</td>
<td>76*</td>
<td>42%</td>
</tr>
<tr>
<td>Certificate Programme Assured</td>
<td>22*</td>
<td>12%</td>
</tr>
</tbody>
</table>

Comparison of frequency distribution: p<.05
* to .05 significant departures from the marginal distribution (corr. residual stand. ≥ 2 resp. ≤ -2).

Figure 1: Vocational prospects at the end of apprenticeship

Employment situation one year after apprenticeship

Former elementary trainees and Basic Federal VET Certificate learners in the retail sales and hospitality sectors did not differ significantly in their vocational solutions (vocational solution = employment or further training) one year after successful completion of their apprenticeship: around 81% of the elementary trainees questioned and 88% of the Basic Federal VET Certificate learners stated that they were in a secure vocational situation. When questioned, 19% of the elementary trainees and 12% of the Basic Federal VET Certificate learners were without employment or apprenticeship positions. The employment situation for the two groups was, however, different: the employed elementary trainees remained more frequently than Basic Federal VET Certificate learners at their apprenticing company, the latter more frequently found employment with another company (Figure 2).

<table>
<thead>
<tr>
<th></th>
<th>Elementary Trainees</th>
<th>Basic Certificate Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questioned (N=134)</td>
<td>Percent</td>
</tr>
<tr>
<td>Employed in Learned Vocation in Apprenticing Company</td>
<td>33***</td>
<td>24.6</td>
</tr>
<tr>
<td>Employed in Learned Vocation in Another Company</td>
<td>34</td>
<td>25.4</td>
</tr>
<tr>
<td>Placement in Learned Vocation</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Paid Employment in Learned Vocation Not in Apprenticing Company</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Paid Employment Not in Learned Vocation in Another Company</td>
<td>17</td>
<td>12.7</td>
</tr>
<tr>
<td>No Paid Employment, Other</td>
<td>26</td>
<td>19.4</td>
</tr>
</tbody>
</table>

Comparison of frequency distribution: Chi-Square p=.009
*** to .01 significant departures from the marginal distribution (corr. residual stand. ≥ 2.6 resp. ≤ -2.6).

Figure 2: Employment situation one year after completion of apprenticeship
**Permeability to further training**

The aim of increasing permeability to further training programmes through the introduction of the two-year basic vocational training has been achieved: Significantly more young people (26%) in both sectors were on an apprenticeship programme leading to a Federal VET Certificate one year after completing their Basic Federal VET Certificate programme. This is compared to 10% of elementary trainees. It is evident in Figure 3 that the apprenticeships predominantly took place with the initial apprenticing company.

<table>
<thead>
<tr>
<th>Further Training: Federal VET Certificate in Learned Vocation in Apprenticing Company</th>
<th>Questioned (N=134)</th>
<th>Percent</th>
<th>Questioned (N=211)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Trainees</td>
<td></td>
<td></td>
<td>Basic Certificate Learners</td>
<td></td>
</tr>
<tr>
<td>Further Training: Federal VET Certificate in Learned Vocation in Another Company</td>
<td>7</td>
<td>5.2</td>
<td>21</td>
<td>10.0</td>
</tr>
<tr>
<td>Other Further Training</td>
<td>9</td>
<td>6.7</td>
<td>4</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Comparison of frequency distribution: Chi-Square p=.001
*** to .01 significant departures from the marginal distribution (corr. residual stand. ≥ 2.6 resp. ≤ -2.6).

**Figure 3:** Vocational situation one year after completion of apprenticeship

**References**


