



Building knowledge on international cooperation in VET

Annexes to the Final report

Written by Stephanie Oberheidt, Laura Eid, Daniela Ulicna, Hanne Shapiro and Karin Luomi-Messerer

February 2015



technopolis group

EUROPEAN COMMISSION

Directorate-General for Directorate General for Employment, Social Affairs and Inclusion

Directorate EMPL Unit C5, Vocational training and adult education

E-mail: EMPL-C5-Unit@ec.europa.eu

European Commission

B-1049 Brussels



Building knowledge on international cooperation in VET

Annexes to the Final report

**Europe Direct is a service to help you find answers
to your questions about the European Union.**

Freephone number (*):

00 800 6 7 8 9 10 11

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

LEGAL NOTICE

This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

More information on the European Union is available on the Internet (<http://www.europa.eu>).

Luxembourg: Publications Office of the European Union, 2015

ISBN 978-92-79-47787-4

doi 10.2767/481536

© European Union, 2015

Reproduction is authorised provided the source is acknowledged.

Table of Contents

ANNEXES	6
Foreword	6
Country sheets	7
1 Country sheet: Austria.....	8
2 Country sheet: Australia	19
3 Country sheet: Belgium (BEfr).....	36
4 Country sheet: Belgium (BEnl)	40
5 Country sheet: Bulgaria	43
6 Country sheet: Switzerland	46
7 Country sheet: Czech Republic	58
8 Country sheet: Cyprus.....	63
9 Country sheet: Germany.....	66
10 Country sheet: Denmark	86
11 Country sheet: Estonia	94
12 Country sheet: Greece	99
13 Country sheet: Spain	103
14 Country sheet: Finland	108
15 Country sheet: France.....	114
16 Country sheet: Croatia	128
17 Country sheet: Hungary	130
18 Country sheet: Ireland	133
19 Country sheet: Iceland.....	137
20 Country sheet: Italy.....	139
21 Country sheet: Latvia.....	146
22 Country sheet: Lithuania	150
23 Country sheet: Luxembourg.....	153
24 Country sheet: Malta	156
25 Country sheet: The Netherlands	160
26 Country sheet: Norway	168
27 Country sheet: Poland.....	174
28 Country sheet: Portugal	178
29 Country sheet: Romania.....	183
30 Country sheet: Sweden	187
31 Country sheet: Slovenia	193
32 Country sheet: Slovakia	195
33 Country sheet: United Kingdom.....	201
International organisations/forum sheets	211
1 ASEM (Asia-Europe Meeting)	212
2 ILO – International Labour Organization	220
3 OECD - Organisation for Economic Co-operation and Development.....	234
4 UNESCO - United Nations Educational, Scientific and Cultural Organization	244
5 World Bank	254
Case studies	266
1 Austria: MODUL tourism school.....	267
2 France: Technical teachers without borders programme.....	277
3 Germany: German-Thai Dual Excellence Education programme (GTdee).....	289
4 Germany: GOVET.....	300
5 Denmark: Public support to US-DK partnership on VET	309
6 Switzerland: AFS exchange year for apprentices	315
7 United Kingdom: International Skills Partnerships	323
Overview table: third countries which receive most attention in the frame of the international cooperation in VET, as per the mapping exercise conducted	335
Overview table: key target sectors and country of cooperation	338

ANNEXES

Foreword

This document sets out the Annexes to the final report on 'Building knowledge on international cooperation in VET' produced for the European Commission by ICF Consulting Services Ltd jointly with DTI (Danish Technological Institute), 3s and Technopolis.

It brings together:

- **Country sheets:** covering 32 countries (all EU 28 Member States, three EFTA countries (Iceland, Norway and Switzerland) and Australia)
- **International organisation sheets:** covering 5 international organisations/for a (ILO, UNESCO, World Bank, OECD and ASEM)
- **Case studies:** exploring 7 practice examples spread over 6 EU/EFTA Member States.
- **Third countries which receive most attention in the frame of the international cooperation in VET, as per the mapping exercise conducted:** overview table
- **Key target sectors and country of cooperation:** overview table for most active EU/EFTA countries and Australia in international cooperation in VET

These outputs reports were produced by the study team based on desk research and interviews. They were used to feed into the analysis which is supplied in the main study report. Their content was verified by interviewees on a voluntary basis.

Country sheets

1 Country sheet: Austria

Summary box:

Key trends and data

- Strategy or framework for action in place: No
- Key targeted countries: Eastern and South European Countries, neighbouring countries
- Key types of cooperation: Development of VET system
- Types of VET commonly associated: school based VET and apprenticeship
- Key targeted sectors: Automotive Technology, Business, Civil Technology, etc.
- Scale of public/private initiatives: not available
- Data on budget: not available
- Data on mobility programmes: not available
- Data on beneficiaries (e.g. number of VET students): not available

VET in the country (i.e. as covered in the fiche)

- **Upper secondary level:** Lehrlingsausbildung (Berufsschule und betriebliche Ausbildung / duales System) (part-time vocational school and company-based training – apprenticeship training / dual system), Berufsbildende Höhere Schule (BHS) (upper level secondary technical and vocational colleges), Berufsbildende Mittlere Schule (BMS) (secondary technical and vocational schools medium level)

1.1 Strategy / framework for action, incl. drivers

Austria has no overall strategy for international VET cooperation. The Austrian Federal Ministry of Education and Women's Affairs (BMBF)¹ has a long tradition of bilateral and multilateral cooperation in the field of education. These activities mainly focus on cooperation within the EU and on neighbouring countries. In the coming years, the ministry plans to consolidate international affairs and set thematic as well as geographic emphases. The activities regarding VET will include strengthening bilateral exchange between experts as well as multilateral cooperation. Furthermore, it is planned to involve Austrian schools abroad more strongly in the global activities in the field of 'German as a foreign language' (GaFL). Here, the focus is on Eastern and South European Countries, Latin America and Russia².

The internationalisation of VET in Austria is visible in projects mainly coordinated by the Ministry of Education and Women's Affairs (BMBF) as well as in projects of private initiatives. Cooperation among Austria and other countries aims at providing insights and training on the Austrian VET system and at strengthening international contacts. Furthermore, the international VET cooperation in Austria is driven by the idea, that cooperation projects with countries beyond 'European borders' are becoming increasingly important for Austria's future competitiveness. Beyond that, bilateral and international contacts aim at technology transfer and international development cooperation³.

The Mission Statement of the General Directorate for Vocational Education and Training (GD VET) (developed within the Austrian VET Quality Initiative – QIBB) defines internationalisation targets in their mission statement⁴. These do not distinguish between

¹ Before 1.3.2014 the Ministry was named Ministry of Education, the Arts and Culture (BMUKK)

² Kulturkontakt magazine. 2013 (summer). International Exchange Brings Added Value for All. Interview with Director General Hanspeter Huber of the Directorate for International and Religious Affairs at the Austrian Federal Ministry for Education, the Arts and Culture.

³ http://www.abc.berufsbildendeschulen.at/upload/1856_E_11%20-%20Going%20International_Web%20%282011%29.pdf

⁴

http://www.berufsbildendeschulen.at/fileadmin/content/qibb/Dokumente/Leitbilder/Mission_Statement_Sektion_II_EN.pdf

European and global level. Main aim is to promote European and worldwide cooperation in view of specialist and pedagogical exchanges inside and outside national and European programmes:

- to promote mobility and exchange of personnel and students/ trainees.
- to promote language teaching and learning in all IVET areas.
- to safeguard further training for teachers and top management in administrative and educational institutions.
- to coordinate activities in the field of VET national and European level to promote Austria as an attractive location for education, training and business.

Examples for international VET cooperation are the international teacher exchange programmes and support school cooperation organised by the Ministry of Education and Women's Affairs (BMBWF). Private Institutions such as the Institute of Economic Development (WIFI) WIFI International or the MODUL School provide international Trainings for Teachers and skilled workers. Beyond this, the Austrian VET sector participates in networks, projects and studies of the OECD and UNESCO⁵.

Beside international cooperation projects, Austria places emphasis on strengthening internationalisation within VET in Austria. These measures of 'internationalisation at home' should open up international career opportunities for graduates. Such activities include, for example, the offering of foreign languages and the integration of foreign languages into VET programmes (e.g. bilingual VET programmes), innovative teaching methods, or opportunities to acquire international certificates (e.g. languages, IT)⁶.

1.2 Geographical scope of VET cooperation

Austria works as a partner in international VET projects within European framework programmes. Apart from these cooperation ventures, Austria mainly focuses on cooperation with EU accession countries, new EU Member States and neighbouring countries including the development of regional cross-border education projects and training models. For example, Austria has several programmes and projects with countries of East and Southeast Europe, such as projects coordinated by ACT (Austrian Centre of Training Firms), Austrian foreign schools, teaching assistance programmes and the development and implementation of schools and training programmes. Furthermore there is an intensive exchange of information between delegations of experts and support in the development of curricula in Mediterranean countries⁷. Austria participates in networks, projects, studies and congresses of international organisations and cooperation projects with countries on other continents based on bilingual memorandums, international development cooperation⁸ and single private or public initiatives (e.g. with the USA, Canada, Cuba, Guatemala, Mexico, China, Malaysia, Thailand, Bhutan, Russia, Turkey).

For example, Austria has the following types of cooperation

- With other European countries within the European framework programmes
- With neighbouring Countries (e.g. Slovakia, Czech Republic, Hungary)
- Eastern and South-eastern Europe (and Mediterranean) – ETF partner countries
- in the frame of Austrian Development Agency (e.g. Latin America, Asia)
- with international Organisations (e.g. within OECD countries)
- Worldwide cooperation projects (e.g. UNESCO)

⁵ http://www.abc.berufsbildendeschulen.at/upload/1856_E_11%20-%20Going%20International_Web%20%282011%29.pdf

⁶ http://www.abc.berufsbildendeschulen.at/upload/1856_E_11%20-%20Going%20International_Web%20%282011%29.pdf

⁷ http://www.abc.berufsbildendeschulen.at/upload/1856_E_11%20-%20Going%20International_Web%20%282011%29.pdf

⁸ http://www.entwicklung.at/uploads/media/Fokus_Berufsbildung_Juni_2013.pdf

- School partnerships providing development support (e.g. school partnership between the upper secondary level technical college Braunau and the Instituto Politecnico La Salle [IPLS] in León, Nicaragua⁹).

1.3 Sectoral scope of VET cooperation

The Austrian international activities in VET do not focus on a specific sector. Different sectors are covered:

Table 1. Sectoral scope of VET cooperation

Sector	Country of cooperation
Automotive Technology	Thailand ¹⁰
Business	China ¹¹
Civil Technology	Thailand ¹²
Teacher education ¹³	Russia, Turkey, Guatemala, China, USA ¹⁴
Electronics	Thailand ¹⁵
Health Management ¹⁶	Libya, Tunisia, Russia
Information Technology	China ¹⁷
Machine Building Industry ¹⁸	China, Indonesia, Libya, Nigeria, Philippines, Saudi Arabia, Vietnam, Sri Lanka
Metal Work ¹⁹	Thailand ²⁰ , China ²¹
Plastic Production	Mexico ²²
Tourism	China ²³ , Iran ²⁴ , Bhutan ²⁵ , Thailand ²⁶
Tool Production	Mexico ²⁷ , USA ²⁸

Sources: Ministry for Education, the Arts and Culture (BMUKK): <https://www.weltweitunterrichten.at/> Institut für Bildungsforschung der Wirtschaft (ibw). 2010. Österreichischer Bildungsexport. Status-Quo-Erhebung. ibw Forschungsbericht Nr. 151 http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

⁹ <http://www.htl-braunau.at/aktivitaeten/schulpartnerschaft-ipls-leon.html>

¹⁰ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

¹¹ <http://www.hameringplatz.vbs.ac.at/2011/08/27/delegation-der-beijing-business-school/#more-1738>

¹² <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

¹³ http://www.bmukk.gv.at/schulen/schulen/ausland/oesterr_auslandsschulen.xml

¹⁴ <http://www.act.at/>

¹⁵ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

¹⁶ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

¹⁷ http://www.wifi.eu/DE/eu/Internationaler%20Know-how-T6354/Internationale%20Management%206355/Internationale_Seminare_und_Managementlehrg%3%a4nge.aspx

¹⁸ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

¹⁹ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

²⁰ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

²¹ http://www.wifi.eu/DE/eu/Internationaler%20Know-how-T6354/Internationale%20Management%206355/Internationale_Seminare_und_Managementlehrg%3%a4nge.aspx

²² http://www.entwicklung.at/zahlen-daten-und-fakten/projektliste/?tx_sysfirecdlist_pi1%5BshowUid%5D=520&cHash=eac0bd8248bcc3c0f6b82e09df7d67c1

²³ <http://www.modul.at/weiterbildung-beratung-entwicklung/beratung-entwicklung/>

²⁴ <http://www.modul.at/weiterbildung-beratung-entwicklung/beratung-entwicklung/>

²⁵ https://www.wko.at/Content.Node/Akademie-Urstein/Internationale_Projekte1.html

²⁶ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

²⁷ http://www.entwicklung.at/zahlen-daten-und-fakten/projektliste/?tx_sysfirecdlist_pi1%5BshowUid%5D=520&cHash=eac0bd8248bcc3c0f6b82e09df7d67c1

²⁸ e.g. EMCO http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

1.4 Types of cooperation activities, actors, and specific initiatives

The table below presents cooperation activities, actors and specific initiatives. The table has been broadly split between initiatives launched by public actors and examples of initiatives initiated by the private sector and Austria's actions within international organisations.

The text below provides an overview of the content of the more detailed table below

1.4.1 Public initiatives

- The Federal Ministry of Education and Women's Affairs (BMBWF) is the key public player in the internationalisation of VET in Austria. It develops international VET programmes, participates in international organisations and supports VET advisory services abroad.
- The Intercultural Centre (IZ) supports international school partnerships, also in cooperation with international organisations and the BMBWF.
- KulturKontakt coordinates educational projects in partner countries and supports the development of international VET projects and programmes on behalf of the BMBWF.
- The Austrian Economic Chamber of Commerce and Industries (WKÖ) promotes international, economy related issues at Austrian schools ('internationalisation at home').

Examples of Austria's action within international organisations

- Austria participates in networks, projects, studies and congresses of OECD and UNESCO.
- UNESCO-UNEVOC project school in Thailand.

1.4.2 Private initiatives

The following private initiatives are conducted by companies that are active in international VET. However, there is no coordinated action among the private training providers or companies. The activities listed below have to be considered as examples. There might be more such activities but since the information is not centrally collected it is quite difficult to identify relevant activities.

Private schools

- ARGE Tourismus Salzburg cooperates in the development of tourism management training in Bhutan
- MODUL Tourism school provides training in the area of hospitality and tourism.
- The Vienna Business School is an example for a school project of a secondary commercial college and its international cooperation.

Private training institutions

- Body& Health Academy GmbH provides training in health and social management
- WIFI International provides consulting and international training e.g. in the Area of Information Technology and beyond.

Companies

- Alpla Werke Alwin Lehner GmbH & Co KG has dual education model cooperation.
- EMCO Group provides worldwide trainings in the branch of machine tools.
- MCE Industrietechnik Linz GmbH & Co provides trainings in machine building Industry.

1.4.3 Examples of country's action within International organisations

Table 2. Detailed overview table

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
PUBLIC INITIATIVES				
Global cooperation with training firms	ACT - Service Point for Austrian Training Firms on behalf of the Ministry for Education and Women's Affairs (BMBF)	Providing information on Training Firm Networks to enable cooperation	The Service Point provides ²⁹ support to establish training firms in other countries know-how transfer	Cooperation with Training Firm Networks in Malaysia, USA, Canada, China, Russia. Focus is on European Networks.
'Internationalisation at home' and mobility project	Austrian Economic Chamber of Commerce and Industries (WKÖ)	Promoting international, economy related issues at Austrian schools	The WKÖ provides ³⁰ Teacher Training Learning Materials Student contests International internships Events Research	Geonomics: Contest on geography and economy to strengthen Interest in international economy Event on international communication Study on foreign economy and human resources
Support for international school partnerships and youth cooperation	IZ- Intercultural Centre ³¹	Providing support to schools for finding international partner schools, supported by the BMBF and other public and private organisations.	Support and Advice for teachers and schools in creating international school partnership ³² arranging and mentoring school partnerships for schools, pedagogues, multipliers, companies.	The Intercultural Centre is active in: Creation and management of multilateral school networks. Arranging and mentoring school partnerships as well as distributing funding on behalf of the BMBF Development of teaching materials in the field of intercultural and global learning, democratic and peace studies Design and implementation of further education events for pedagogues and multipliers
Coordination of educational	Kulturkontakt Austria on behalf	Kulturkontakt's role in international	The Educational Coordinators focus on	10 bilateral co-operations exist

²⁹ <http://www.act.at/>

³⁰ https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Schule-trifft-Wirtschaft/wko_bp_go_international_0110.pdf

³¹ IZ is a private institute but these activities are publicly financed - <http://www.schulpartnerschaften.at/start.asp?ID=231046&b=4063>

³² E.g. Academy of Central European Schools (ACES) - <http://www.aces.or.at/>

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
<p>projects in partner countries</p> <p>Development of international VET projects and programmes</p>	<p>of the BMBF</p>	<p>cooperation is to :</p> <p>set up project offices in key institutions in Central, East and South-East Europe. Offices are managed by Educational Coordinators</p> <p>coordinate and implement projects supported by Austrian and international donors in the area of schools</p> <p>mediate between diverse cultures and different types of institutions, offer advice and service</p>	<p>the development and management of schools, training of trainers, German as a foreign language, training firms.</p>	<p>between the BMBF and the partner countries. Those are institutionalised by the offices and coordinators.</p> <p>Examples for projects are³³:</p> <p>Bucharest: Project to entrepreneurship-education by implementing training firms. It includes trainings for more than 600 trainers, business involvement and monitoring.</p> <p>St. Petersburg: Study visit of a Russian Delegation to Austria to develop further projects on competence-based learning and teaching.</p>
<p>Coordination of Austrian schools in foreign countries.</p> <p>Among others, focus on VET in Austrian schools in foreign countries.</p>	<p>Ministry of Education and Women ´s Affairs (BMBF)</p>	<p>The Austrian Federal Ministry of Education, the Arts and Cultures role is to:</p> <p>establish Austrian schools in foreign countries</p> <p>coordinate exchange activities between Austrian teachers and students and foreign teachers and students</p>	<p>The Austrian schools in foreign countries</p> <p>build bridges between Austrian and other school systems</p> <p>coordinate exchange between foreign and Austrian schools</p> <p>support intercultural understanding</p>	<p>Eight Austrian schools have been established in foreign countries based on bilateral contracts. VET focused examples³⁴ include:</p> <p>Turkey/Istanbul: School with focus on vocational training by cooperation with Austrian higher-level secondary commercial college.</p> <p>Guatemala: Bilingual school with focus on natural science. School research centre for turtles.</p>
<p>Intensive Contact with China</p>	<p>Ministry of Education and Women ´s Affairs (BMBF)</p>	<p>Memorandum of Agreement regarding cooperation in VET between Austria and China, province of Canton³⁵.</p>	<p>Education cooperation in VET.</p> <p>Cooperation accompanied by company contacts.</p> <p>Development of curricula, teaching methods, further training of teachers, school organisation and administration</p>	<p>Teachers at Chinese VET schools attend between two and up to nine month- further training programmes in Austria e.g. at colleges of engineering, VET schools, universities of applied science.</p>

³³ Detailed Project Information: <http://www.k-education.at/keducation.aspx?target=110265&>

³⁴ http://www.bmukk.gv.at/schulen/schulen/ausland/oesterr_auslandsschulen.xml

³⁵ Sabine Tritscher-Archan (ed.). 2010. VET policy in Austria. A bridge to the future: European VET policy 2002-10. National policy report – Austria. p 101.

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
Information exchange with Cuba ³⁶	Ministry of Education and Women´s Affairs (BMBF)	Memorandum of understanding regarding information exchange in VET		
Coordination of language assistance programmes	Ministry of Education and Women´s Affairs (BMBF)	Language Assistance programme for Outgoings (German as a foreign language) and Incomings. Support for pedagogic exchange for teachers	Cooperation with partner schools Financial support Grants by OeAD	There are partnerships with Institutions in Russia ³⁷ . The BMUKK aims to strengthen ³⁸ 'German as a foreign language' -cooperation to Russia and Latin America. USA: Austrian Teachers do internships at US schools and companies to improve language skills in their field of expertise ('work shadowing') ³⁹
VET-provision in Thailand, Sattahip	UNEVOC-UNESCO project in Thailand⁴⁰	The Thai-Austrian Technical College is a joint UNVEOC-UNESCO project. The Austrian Government provides expert training and equipment. Thailand, supplied land and buildings.	The college aims to: Train workers according to the needs in the region Meet national and international standards in VET Develop VET programmes within the region	The college provides Academic Programme Certificate Programme: Metal Work Production, Electricity / Electronics, Automotive Technology, Hotel and Tourism, Civil Technology Diploma Programme: Information Technology, Metal work Production, Civil Technology, Power Electricity, Electronics, Production Technology, Automotive Technology, Industrial Instrumentation and Process Control, Mechanical Drawing, Hotel and Tourism

³⁶ Information from contact person at the BMBF.

³⁷ <https://www.weltweitunterrichten.at>

³⁸ Kulturkontakt magazine. 2013 (summer). International Exchange Brings Added Value for All. Interview with Director General Hanspeter Huber of the Directorate for International and Religious Affairs at the Austrian Federal Ministry for Education, the Arts and Culture.

³⁹ http://www.bmukk.gv.at/schulen/euint/lla/going_int.xml

⁴⁰ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
PRIVATE INITIATIVES				
Development of capacities and curricula for hotel and tourism management training	ARGE Tourismus Salzburg (Tourismusschulen Salzburg, Fachhochschule Salzburg, Akademie Urstein WKÖ)	Know-How Transfer by ARGE Tourismus Salzburg on behalf of the Austrian Development Agency	<p>ARGE Tourismus Salzburg provides</p> <p>Infrastructure and Training facilities by building a tourism school and a training hotel</p> <p>Organisation and Administration</p> <p>Vocational Training</p> <p>Higher Qualification Modules and further training</p> <p>Teacher Training</p> <p>Development of Quality Management System</p> <p>Library</p> <p>Marketing</p>	The ARGE Tourism Salzburg will work in the Project Partnership with Bhutan ⁴¹ for eight years. After that the project will be transferred to local partners.
<p>Projects on education and training for hospitality and tourism</p> <p>Consulting in the planning and setting up of educational institutes</p>	MODUL Tourism School of the Vienna Economic Chamber of Commerce and Industries (WKÖ)	<p>MODUL Service Platform provides⁴²</p> <p>Advice in setting up educational institutes</p> <p>Development of curricula for existing or new educational institutes</p> <p>Provide quality enhancement for existing educational institutes and tourist operations</p> <p>Draws up plans of regional development</p>	Education and Training for hospitality and tourism.	<p>Projects of Modul Tourism School are:</p> <p>Design and accreditation of the MODUL Programme for hospitality at the Beijing Business School.</p> <p>Training of Chinese teachers of hotel and tourism management at the Tourism College MODUL.</p> <p>Providing seminars for Iranian hotel professionals working in middle-management positions.</p> <p>International Course in Hotel Management (ICHM). 4 semester full-time program in English including internships. Program is in accordance with the laws of the Austrian Ministry of Education.</p>
Cooperation with Business School in	Vienna Business School on behalf	Contact between Vienna Business	Students from partner school ⁴³ (Beijing	

⁴¹ https://www.wko.at/Content.Node/Akademie-Urstein/Internationale_Projekte1.html

⁴² <http://www.modul.at/weiterbildung-beratung-entwicklung/beratung-entwicklung/>

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
Beijing	of the Wiener Kaufmannschaft (Vienna Mercantile Community)	School and Beijing Business School. Cooperation between teachers and students.	Business School) visit the Vienna Business School (2011)	
Coordination of international programs and trainings in the area of health and social management.	Body & Health Academy GmbH ⁴⁴	Body Health Academy provides Seminars, Workshops, further learning, diploma and academic trainings at the African continent and in Russia,	Programmes are provided in several countries, as Libya, Tunisia and Russia. Students have the chance to study some weeks in Austria. Development of training programmes for companies	
International know-how transfer by projects on vocational training and consulting.	Institute of Economic Development (WIFI) - WIFI International	The Institute of Economic Development 's role is to ⁴⁵ create training programmes in cooperation with local partner institutes implement international education projects, especially in the Arab-Asian region	WIFI International links Austrian companies with entrepreneurs and managers of local SMEs via practical-oriented training. Development of customised projects with a focus on vocational information and consulting, human resource development. Training in both white and blue collar sectors as well as exporting the successful Austrian 'dual education' system.	Shanghai: Apprenticeship for Metal workers in Cooperation with Advantage Austria. First dual education class started 2013 at the Shanghai Information Technology College (SITC). The practical training is in cooperation with Austrian companies (Engel, Alpha)
Private initiative to establish dual education in Mexico	Alfa Werke Alwin Lehner GmbH & Co KG supported by the Austrian Development Agency ⁴⁶	Alpha implements dual VET system in cooperation with Mexican education Insitute CONALEP	Production of plastic bottles	Cooperation with Mexican school to provide VET for tool makers and plastics technicians.
Provides programmes in the branch of machine tools	EMCO Gruppe	EMCO Group has training centres and provides worldwide trainings ⁴⁷ .	Trainings to spread the Know-How on CNC programming and utilisation of produced machines	Trainings for: programmers machine operators service personal retailer sales staff
Provides worldwide individual training programmes	MCE Industrietechnik Linz GmbH & Co	MCE Industrietechnik Linz provides trainings for	Worldwide dual trainings in traditional apprenticeship	Training systems implemented in China, Indonesia, Libya,

⁴³ <http://www.hamerlingplatz.vbs.ac.at/2011/08/27/delegation-der-beijing-business-school/#more-1738>

⁴⁴ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

⁴⁵ http://www.wifi.eu/DE/eu/Internationaler%20Know-how-T6354/Internationale%20Management%206355/Internationale_Seminare_und_Managementlehrg%c3%a4nge.aspx

⁴⁶ http://www.entwicklung.at/zahlen-daten-und-fakten/projektliste/?tx_sysfirecdlist_pi1%5BshowUid%5D=520&cHash=eac0bd8248bcc3c0f6b82e09df7d67c1

⁴⁷ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

Name of initiative	Brief description of actor(s) involved and their roles	Brief description of the initiative(s)	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
		incoming participants and provides international trainings and know-how ⁴⁸ .	professions and in new professions Project development Providing VET programmes Providing Trainings Creation of Training Centres Teaching Material Train the Trainer	Nigeria, Philippines, Saudi Arabia, Vietnam, Sri Lanka.

1.4.4 Issues and obstacles

- Austria has no overall strategy for international cooperation in VET.
- There are several examples of private initiatives, but they are not connected to each other, have no common strategy and there are no common standards.
- There is no coordination or institutionalised exchange among institutions dealing with internationalisation of VET cooperation.
- Thus, it is difficult to obtain relevant data and statistics (e.g. on mobility in the frame of internationalisation of VET).
- The internationalisation of VET is focused on the European continent.

1.4.5 Sources of information

The following sources of information are split in overview sources and project sources.

Overview Sources

- Institut für Bildungsforschung der Wirtschaft (ibw). 2010. Österreichischer Bildungsexport. Status-Quo-Erhebung. ibw Forschungsbericht Nr. 151 http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf
- Kulturkontakt magazine. 2013 (summer). International Exchange Brings Added Value for All. Interview with Director General Hanspeter Huber of the Directorate for International and Religious Affairs at the Austrian Federal Ministry for Education, the Arts and Culture.
- Ministry of Education, the Arts and Culture (BMUKK): Going International! The motto of the Austrian VET sector. http://www.abc.berufsbildendeschulen.at/upload/1856_E_11%20-%20Going%20International_Web%20%282011%29.pdf
- Quality Initiative VET (QIBB) of the Ministry of Education, the Arts and Culture: http://www.berufsbildendeschulen.at/fileadmin/content/qibb/Dokumente/Leitbilder/Mission_Statement_Sektion_II_EN.pdf
- Tritscher-Archan S. (ed.). 2010. VET policy in Austria. A bridge to the future: European VET policy 2002-10. National Policy Report – Austria.

Project Sources

- ARGE Tourismus Salzburg: https://www.wko.at/Content.Node/Akademie-Urstein/Internationale_Projekte1.html

⁴⁸ http://www.ibw.at/components/com_redshop/assets/document/product/fb151.pdf

- Austrian Development Agency: http://www.entwicklung.at/zahlen-daten-und-fakten/projektliste/?tx_sysfirecdlist_pi1%5BshowUid%5D=520&cHash=eac0bd8248bcc3c0f6b82e09df7d67c1
- Austrian foreign schools: http://www.bmukk.gv.at/schulen/schulen/ausland/oesterr_auslandsschulen.xml
- Economic Chamber of Commerce and Industries (WKÖ): Go International project: https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Schule-trifft-Wirtschaft/wko_bp_go_international_0110.pdf
- Institute of Economic Development (WIFI International): http://www.wifi.eu/DE/eu/Internationaler%20Know-how-T6354/Internationale%20Management%206355/Internationale_Seminare_und_Managementlehrgang.aspx
- Kulturkontakt Austria: <http://www.k-education.at/keducation.aspx?target=110265&>
- MODUL School: <http://www.modul.at/weiterbildung-beratung-entwicklung/beratung-entwicklung/>
- Teacher exchange and language assistance program: Ministry for Education, the Arts and Culture (BMUKK): <https://www.weltweitunterrichten.at/>
- UNEVOC-UNESCO school project Thailand: <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=540&pg=2>
- Vienna Business School: <http://www.hamerlingplatz.vbs.ac.at/2011/08/27/delegation-der-beijing-business-school/#more-1738>

2 Country sheet: Australia

Summary box

Key trends and data

- **Strategy or framework for action in place:** Yes, Strategic framework for international engagement by the Australian vocational education and training (VET) sector adopted for the period 2007-2011. No new strategy adopted yet.
- **Key targeted countries:** wide geographical scope primarily targeting ASEAN countries but also US, Canada, Russia, Ukraine, the Gulf States, etc.
- **Key types of cooperation:** all main types of cooperation (at policy level, with/within VET providers and targeting individuals)
- **Types of VET commonly associated:** IVET (including teacher training) and CVET (not explored here)
- **Key targeted sectors:** various sectors e.g. including 'Management and Commerce', 'Food, Hospitality & Personal Services', 'Engineering and Related Technologies', etc.
- **Data on budget:** partly
- **Data on mobility programmes:** partly
- **Data on beneficiaries (e.g. number of VET students):** partly

VET in the country⁴⁹ (i.e. as covered in the fiche)

- **Lower secondary education:** Lower secondary schools: the duration is of three or four years (years 7/8 to 10) – depending on the state – and prepares for further study in upper secondary academic or VET.
- **Upper secondary school:** upper secondary schools: the duration is of two years (years 11 and 12) and offer either VET (ISCED 2C, 3C and 4B) or upper secondary senior certificates (ISCED 3A).
- **Post-secondary school /non-tertiary:** there is post-secondary VET education (e.g. Technical and Further Education (TAFE)). They provide advanced VET diplomas (ISCED 5B) and play a major role in VET cooperation.
- **Continuing VET:** not covered in this fiche.

2.1 Strategy / framework for action, incl. drivers

2.1.1 Background

Australia has a long tradition in international cooperation in education, including vocational education and training (VET). The provision of international education services is even Australia's number 1 export in the services industry⁵⁰. These services include education and training for international students, capacity building projects in other countries, and partnerships with industry⁵¹. In the education and training sector, available data reveals for instance that the country has been highly successful in

⁴⁹

http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA_and_the_PACIFIC/Australia/Australia.htm and

<http://www.abs.gov.au/ausstats/abs@.nsf/0/9169EB654E60EFD5CA256CD7007FA1EC?opendocument>

⁵⁰ Australia's international education and training sector is an important part of the country's economic vitality and long-term prosperity. The sector is Australia's fourth largest export industry, earning \$15.7 billion during 2011. This is largely driven by the higher education sector. Source: International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013.

⁵¹ http://www.tda.edu.au/cb_pages/international_projects.php

delivering programmes offshore (e.g. in 2011 there were more than 80,000 students enrolled offshore in higher education programmes and more than 65,000 enrolled in vocational education and training (VET) programmes⁵². Australia is furthermore a major host country for international VET students⁵³.

In the early 2000's, the key characteristics of Australian VET's international engagement⁵⁴ were already defined as follows:

- Offshore and onshore VET qualifications
- Customisation of training internationalisation and promotion of VET as an education model
- Participation of important VET providers in decision making and Government policy
- Participation of VET providers in informing policy development and research as well as in policy review

In short, the Australian VET sector has been increasingly built on a culture of internationalisation over past years (e.g. promoting education without borders supported by tailored product and infrastructure supports delivery; individual and institutional exchange programmes; a culture of 'customer service', etc.

Already in the early 2000's, the following paradigms were acknowledged⁵⁵:

- Need to broaden market reach
- Expanding alliances and relationships
- Not relying solely on agents
- Monitoring for new competitors, etc.

In line with the above, the topic has received significant attention from the policy level over past years. In 2007, a **strategic framework for international engagement by the Australian vocational education and training (VET) sector** was adopted for the period 2007-2011⁵⁶. Its main purpose was to support international engagement by the Australian VET sector by articulating some of the opportunities and some of the challenges faced. It was designed to encourage the development and implementation of a shared vision, and greater collaboration and partnerships, amongst the key stakeholders of the sector.

The strategic framework built on the following objectives:

- to sustain a rate of growth for onshore VET enrolments through diversification and quality and to support increased offshore quality delivery by Australian providers⁵⁷;
- to stimulate student and worker mobility through expanding recognition of Australian qualifications internationally;
- to promote recognition of Australia's VET system as a good practice model and assist other countries to develop their VET systems through the adoption of relevant elements of the Australian system, and;
- to ensure that activities undertaken to promote international VET engagement by different key stakeholders⁵⁸ support and complement each other.

⁵² Australia – Educating Globally, Advice from the International Education Advisory Council, February 2013, available at <https://aei.gov.au/International-network/Australia/InternationalStrategy/theCouncilsReport/Documents/Australia%20%E2%80%93%20Educating%20Globally%20FINAL%20REPORT.pdf>

⁵³ OECD country Systemic Innovation in the Australian VET System: Country Case Study Report <http://www.oecd.org/australia/42243354.pdf>

⁵⁴ <http://aiec.idp.com/uploads/pdf/Thu%201210%20Ros%20Cheales.pdf>

⁵⁵ Ibid

⁵⁶ <http://www.tda.edu.au/resources/1401081.pdf>

⁵⁷ i.e. independently, in partnership with Australian industry, in partnership with local business, and in partnership with local providers.

More recently, recommendations were made in a report⁵⁹ from the International Education Advisory Council published in 2013 to shape a new governmental five year strategy for international education. The report includes 35 recommendations addressing seven key issues facing Australia's international education sector: coordination; quality; a positive student experience; partnerships; ensuring the integrity of Australia's student visa program; data analysis and research in international education; and competition, promotion and marketing. These are outlined in the box below.

Australia – key recommendations towards a new strategy

- **Coordination:** ensure improved coordination of government policy and programmes for international education and better consultative mechanisms for stakeholders, in order to optimise government support for the international education sector.
- **Quality:** position Australia as a provider of the highest quality education, while reducing over-regulation, duplication and overlap
- **A positive student experience:** maintain and build on Australia's reputation as an open and friendly learning environment where international students are valued members of the community and are supported to achieve their goals.
- **Partnerships:** encourage Australian institutions and governments to develop strong and diverse international and multinational partnerships that encourage exchange, capacity building and collaboration
- **Ensuring integrity – Australia's student visa program:** ensure that Australia's student visa settings continue to be competitive and attractive in all education sectors while preserving the integrity of Australia's international student visa program and helping to meet national skills needs
- **Data analysis and research in international education:** inform Australia's international education policy through accurate and timely data analysis and research as well as supporting increased collaboration between researchers.
- **Competition, promotion and marketing:** market Australia as a supplier of high quality education and continue to build its core markets while pursuing diversification through engagement with emerging markets and increased offshore delivery.

Based on the information collected through both desk research and interview, the country has not issued any new strategic framework in the area yet but this report is being seen as one the main tools meant to help inform the development of a new national strategy for international education.

2.1.2 Drivers

According to the above-mentioned 2007-2011 strategic framework, three main drivers for increasing enrolments in courses provided by the Australian VET sector (both on- and offshore) are denoted⁶⁰:

- **Pathways:** many international students follow study pathways through the Australian education system rather than limiting their study to a particular sector or level of the education system. The VET sector is an important component of the

⁵⁸ i.e. including state and territory jurisdictions and VET related peak bodies.

⁵⁹ International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013.

⁶⁰ Australian Government, Department of Education, Science and Training, Strategic Framework for international engagement by the Australian VET sector – 2007-2011, available [here](#)

pathways options for international students, both as a pathway to other studies and as a destination in its own right.⁶¹

- **Skills shortages:** many countries are recognising that they have significant skills needs, and that training through the VET system, rather than via the higher education system, is necessary to address these skills shortages. This has led to an increase in the value given to VET qualifications, and therefore in the interest in undertaking an Australian VET qualification.
- **Skilled migration:** some countries are addressing labour and skills shortages, in part, through skilled migration. Consequently international students are attracted to study in these countries, including Australia, as a pathway to permanent residency⁶². However, changes to the General Skilled Migration (GSM) Programme which were implemented as from end 2007 (with tighter requirements on links between study, work experience and nominated occupation) and complemented with the introduction of two new temporary visas were expected to reduce the impact and influence of the Migration Occupations in Demand List (MODL).

In addition to identifying key drivers for internationalising the VET sector, the strategic framework also interestingly outlines a series of opportunities for the Australian VET sector to expand and enhance its international engagement. These opportunities were identified further to a consultation with the sector and evidence-based research from the DEST International Network. The strategic framework highlights that 'many opportunities reflect an expansion of activity already taking place' whilst 'some represent new fields of activity for the sector'.

These opportunities relate for instance (non-exhaustive list) to:

- **Onshore international student recruitment:** opportunities are said to exist to expand VET provision in Australia, attracting international students from traditional source markets (e.g. China) as well as emerging markets in South Asia, Europe, Middle East and Latin America. The strategic framework emphasises that 'in addition, to increased economic return, expanded onshore delivery can also lead to articulation to higher levels of training or and additional course offerings for Australian students'.
- **Offshore course delivery:** the Australian VET sector has experienced successful offshore practices and can build on this to expand its offshore delivery. Besides the fact that delivering VET abroad is a less expensive option for beneficiaries in the targeted countries such an option also provides opportunities for Australian students to study abroad with these providers and to assist those Australian industries facing global skills shortages (e.g. in the mining industry) ultimately.
- **Systems development/branding:** the strategic framework emphasises that the Australian VET system has been widely reformed over the last ten years (focussing on quality, flexibility, diversity and linkages to industry users). Another perceived opportunity regards the capacity of the system to 'assist other countries in reforming and redeveloping their VET systems'. In this area, the important potential for commercial opportunities in the form of consultancies, intellectual property transfer etc. is denoted.

⁶¹ In the period 2002 to 2005, 28.5% international students in the Australian education system were multiple sector students. More than half (52.2%) of multiple sector students had a study pathway through VET.

⁶² Under its General Skilled Migration (GSM) Programme, the Australian Government has targeted migrants with 'skills in demand', for permanent residency. 'Skills in demand' are identified in DIAC's Migration Occupations in Demand List (MODL). Anecdotal evidence suggests that the MODL has influenced the study choices of international students as well as courses offered by Australian education and training providers.

- **Student mobility:** Two-way student mobility is claimed to 'generate opportunities to build people to people linkages and networks, and showcases Australia's excellence in education, science and training'. On the whole, the strategic framework suggests that there is 'scope to explore the internationalisation of VET curricula to produce the skills workers need for an international economy and an internationalised labour force'.
- **International aid projects:** though this area is excluded from the study on 'Building knowledge on international cooperation in VEDT' for which this fiche has been produced, the Australia strategic framework for international engagement in VET reckons the increasingly blurred border between VET and cooperation aid, e.g. stating that 'increasingly, international aid organisations and multilateral banks (such as the World Bank and Asian Development Bank) are directing development assistance to providing basic education within developing countries' and that development assistance is also increasingly untied providing greater opportunities for Australian providers'. In this area, fostering collaboration through partnerships with public and private providers is e.g. recommended for further supporting future developments in the area.

2.2 Geographical scope of VET cooperation

According to data used by the report from the International Education Advisory Council⁶³, 80% of international students coming to Australian are from Asia. The top five countries contributing to this are China, India, South Korea, Vietnam and Malaysia.

The latter states that the Asian region has become more affluent and that the size and quality of the region's domestic education sectors have risen. In this area, it is forecasted that Asia's expanding middle class will seek greater access to educational opportunities as a driver for more highly skilled and better paid jobs. This correlates with other data and presentations at Australian level on the topic such a presentation of 2011 on 'industry engagement models – Matching Expectations of Industry and Registered Training Providers (RTOs)⁶⁴' that outlined that in the above countries Australian skills, training and competencies are in demand and that this demand is multi-dimensional from both government and industry.

Overall, studying abroad is considered important in this area to obtain these jobs as different sets of recent data suggests (e.g. the number of students from China studying overseas almost trebling from 117,300 in 2003 to 339,700 in 2011)⁶⁵. In 2012, 146,000 foreign students were enrolled in VET studies (vs. 230,000 in higher education and 18,000 for schools). Demand in the area is expected to continuing growing (the International Education Advisory Council expects between 165,000 and 190,000 foreign students' enrolments in VET by 2020⁶⁶).

In terms of offshore VET, the main countries of delivery of offshore VET in 2009 (based on proportion of students) were New Zealand and China. They accounted for 16.9% and 15.2% respectively of the offshore VET delivery, for what concerns private VET providers. In terms of public VET providers, China accounted for more of 75% of the offshore VET delivery. Figure 1 set out below presents an overview of the top seven countries of delivery of offshore VET by type of providers for 2009. The delivery of offshore VET activities is well spread worldwide Figure 2 further shows.

⁶³ International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013.

⁶⁴ Hall, Rebecca; McMillan, Greg (2011), Industry engagement models – Matching Expectations of Industry and Registered Training Providers' (RTOs), presentation at No Frills Conference, July 2011, Adelaide, South Australia, available [here](#)

⁶⁵ International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013.

⁶⁶ International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013.

Offshore VET activities can involve partnership arrangements or stand-alone arrangement for both public and private providers. In a partnership arrangement, the responsibility for the course delivery is shared with a local entity – the Australian provider remaining responsible for the academic content of the course. In a stand-alone arrangement, the Australian provider is solely responsible for all the aspects of the course. The majority of public providers deliver their course via partnership arrangements (92%) while private providers deliver them principally via stand-alone arrangements (75%). Public providers also tend to offer classroom type of courses (94%) while private providers tend to offer an equal share of classroom and online/remote courses (32% and 31% respectively).⁶⁷

Overall, the Australian Government has taken measures to ensure that Australia 'continues to be recognised as a partner of choice for education and that education providers adapt their existing practices to improve links with and access into the region'. The Australia in the Asian Century White Paper⁶⁸ notably includes a number of Government commitments to international education.

Amongst different Government priorities to meet the challenges of the Asian Century, the AsiaBound Grants Program⁶⁹ has been deigned to provide more than 10,000 additional grants over three years to encourage Australian students to take up approved, short term study and exchange opportunities in Asia.

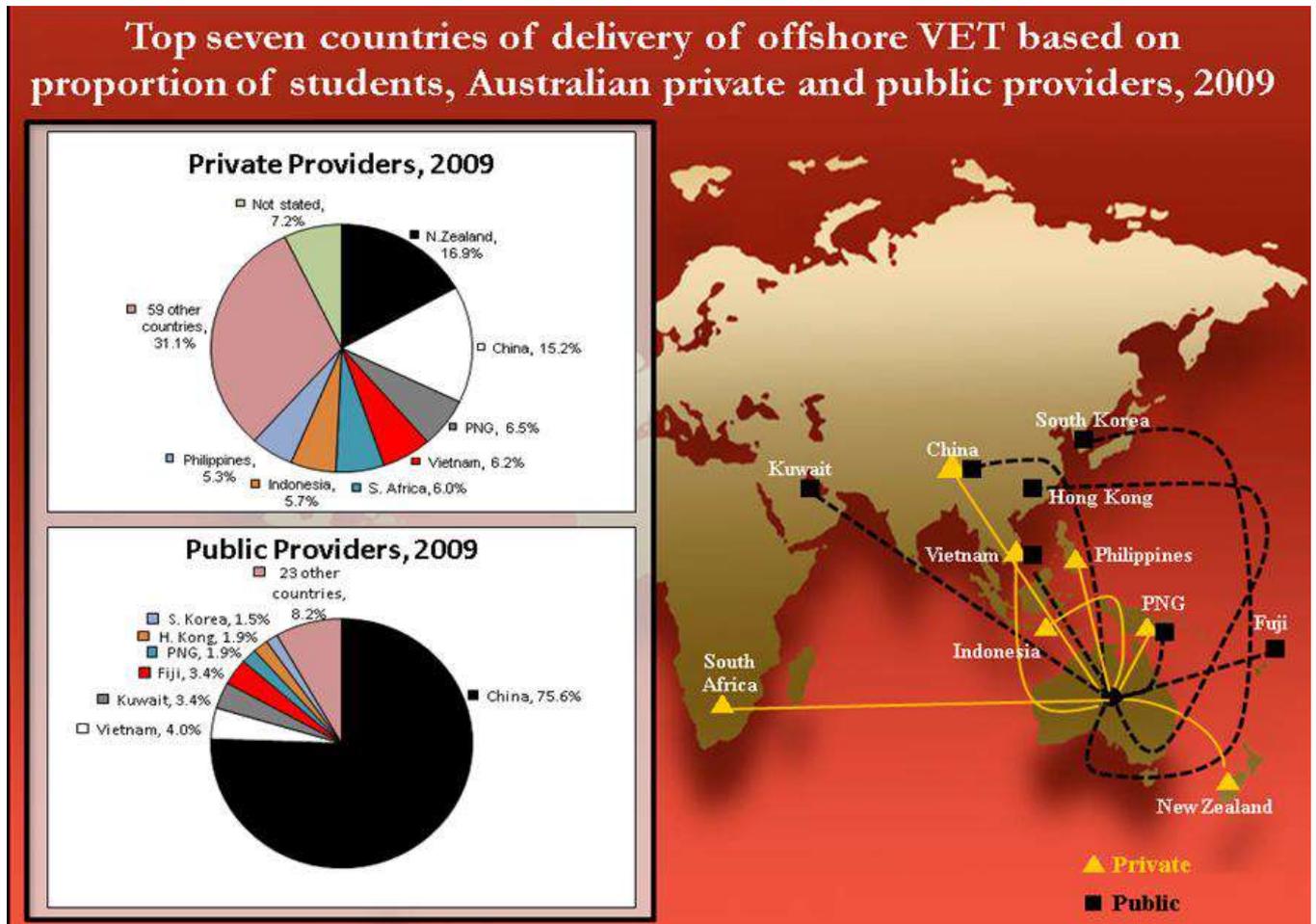
Other key Government include: strengthening research and teaching links between Australian institutions and those in the Asian region, expanding VET services throughout the Asian region, providing access to Asian languages in schools, implementing strategies to build cohesive relationships with priority countries, working with business to open market opportunities, etc.

⁶⁷ TVET Australia, National Quality Council, Data Collection on VET offshore by public and private providers 2009, Final Report 2010.

⁶⁸ http://www.asiaeducation.edu.au/verve/_resources/australia-in-the-asian-century-white-paper.pdf

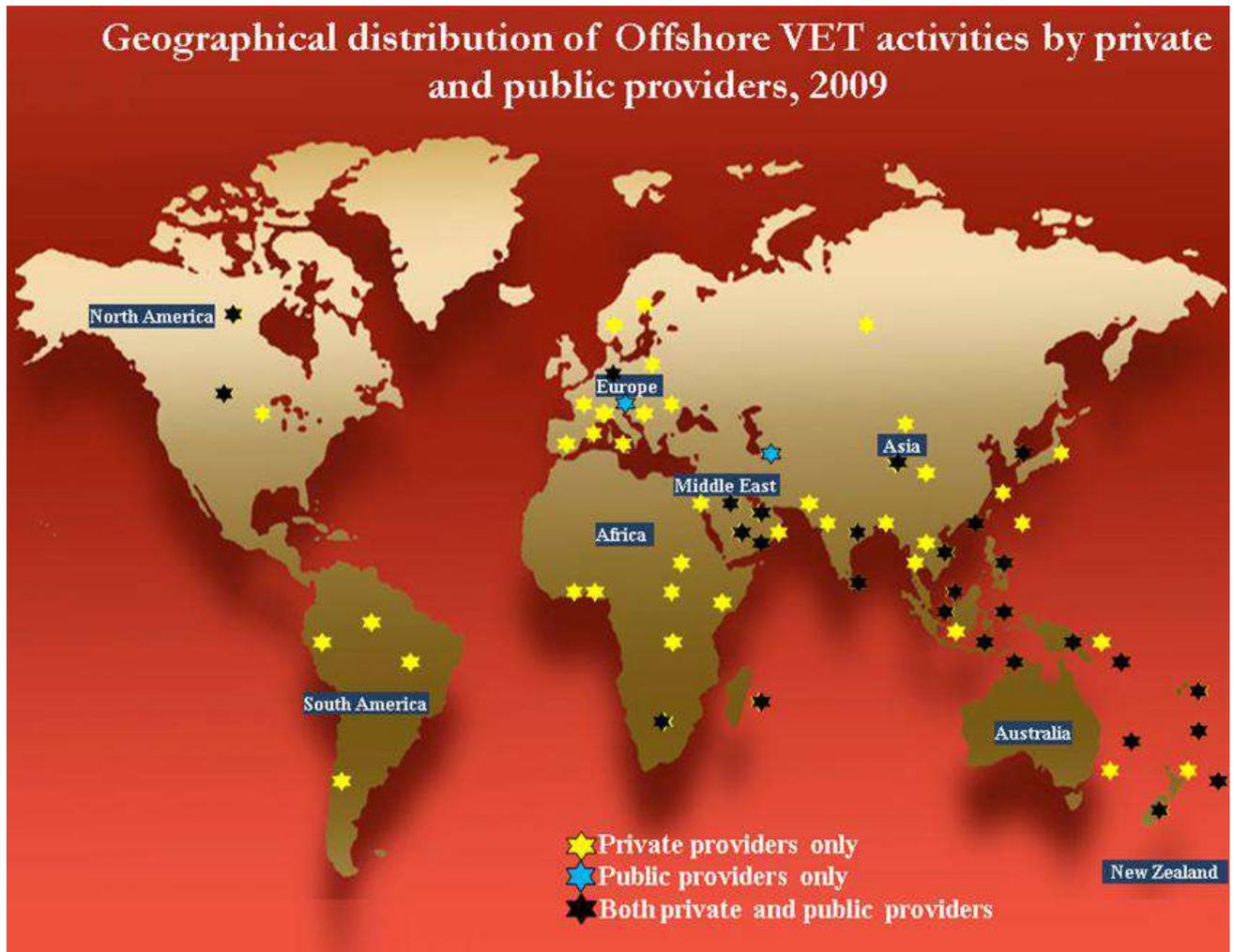
⁶⁹ <https://aei.gov.au/International-network/Australia/studentmobility/Pages/AsiaBound-Grants-Program0416-7029.aspx>

Figure 1. Top seven countries of delivery of offshore VET based on proportion of students, Australian private and public providers in 2009



Source: TVET Australia, National Quality Council, Sizing-up Offshore VET

Figure 2. Geographical distribution of offshore activities by private and public providers in 2009



Source: TVET Australia, National Quality Council, Sizing-up Offshore VET

2.3 Sectoral scope of VET cooperation

As an illustrative trend, the most popular sectors of Australian offshore VET were in 2009: 'Management and Commerce' (49.7%), 'Society and Culture' (20.5%) and 'Engineering and Related Technologies' (10.8%). Other sectors, such as Information Technology, Food/hospitality, etc. account for less than 5% of VET cooperation. Table 3 presented below provides an overview of the number of students enrolled in offshore VET by broad field of education for all type offshore providers (public and private) in 2009.

Table 3. Number of enrolments in offshore VET by sector in 2009 for all types of providers

Broad field of education	Enrolments	Share of total (%)
Management and Commerce	36,395	49.7
Society and Culture	14,998	20.5
Engineering and Related Technologies	7,928	10.8
Information Technology	3,435	4.7
Food, Hospitality & Personal Services	2,831	3.9
Mixed Field Programmes	2,299	3.1
Education	1,571	2.1
Architecture and Building	1,419	1.9
Health	739	1.0
Creative Arts	688	0.9
Natural and Physical Sciences	504	0.7
Agriculture, Environmental and Related Studies	464	0.6
Total	73,271	100.0

Source: TVET Australia, National Quality Council, Data Collection on VET offshore by public and private providers 2009, Final Report 2010.

In addition, in Australia, international VET students enrol in majority in similar sectors with the top 3 sectors being: 'Management and Commerce' (55%), 'Food, Hospitality & Personal Services' (14%), and 'Society and Culture' (8%), as illustrated in Table 3. Other sectors such as 'Engineering and Related Technologies' and 'Information Technology' account for less than 6% of enrolments of international students.

Table 4. Top 10 broad field of education: international VET enrolments (2012)

Broad field of education	Enrolments	Share of total (%)
Management and Commerce	79,994	55
Food, Hospitality & Personal Services	21,020	14
Society and Culture	10,956	8
Engineering and Related Technologies	9,087	6
Information Technology	8,947	6
Health	4,950	3
Mixed Field Programmes	2,623	2
Architecture and Building	2,560	2
Creative Arts	2,366	2
Agriculture, Environmental & Related Studies	1,449	1
Other fields	1,588	1
Total (all fields of education)	145,540	100%

Source: International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013

2.4 Types of cooperation activities, actors, and specific initiatives

2.4.1 Types of cooperation activities

Based on the information supplied earlier, the long tradition of the country in international cooperation in VET, the adoption of a tailored strategic framework in the area at policy level supplemented by various policy measures/programmes and supported by coordinated bodies/stakeholders make that the type of cooperation activities encountered are varied and target the main forms of cooperation activities identified in the framework of the study on 'Building knowledge in international cooperation in VET', namely cooperation at policy level, cooperation with/among VET providers and cooperation targeted at individuals.

This is notably made explicit in the 2007-2011 strategic framework as well as in the 2013 report from the International Education Advisory Council.

At VET providers level for instance the type of activities commonly encountered⁷⁰ include for instance:

- Developing international programmes – so as to e.g. gain an international perspective of the demand for VET in targeted countries.
- Engaging or providing opportunities for existing staff to become globally experienced trainers.
- Developing or engaging with worldwide alumni networks.
- Creating and contributing to multicultural learning environment.
- Providing opportunities for staff or students to engage in international exchange and internship opportunities.
- Developing international employer partnerships.
- Contributing to global delivery sites and access, etc.

Further examples of types of cooperation activities supported at other levels can be found below (see 2.4.3).

2.4.2 Actors

One of the main features of the Australian VET system is that it is offered by various types of providers including public, private and community training providers. It can link to university study options, and provides up to six levels of nationally recognised qualifications in most industries, including high-growth, new economy industries⁷¹.

The International Education Advisory Council emphasises that this system has undergone significant adjustments and refinements (including regularly revised governance and funding⁷² models) 'to better suit Australia's economic and social development over recent years.

The significant set of reforms in the sector as well the increasing alignment between VET and higher education is also reflected in a 2009 OECD country report on Australia which stated that 'the current policy context for VET is one of change to a more national system of tertiary education in which VET is more closely aligned to the higher education sector and regulation is more centralised at a national level. The direction to national reform in the VET sector was outlined in the outcomes of the April meeting'⁷³.

⁷⁰ Hall, Rebecca; McMillan, Greg (2011), Industry engagement models – Matching Expectations of Industry and Registered Training Providers' (RTOs), presentation at No Frills Conference, July 2011, Adelaide, South Australia, available [here](#)

⁷¹ As denoted in the International Education Advisory Council.

⁷² E.g. funding is being directed to learners in a contestable training market; and performance is being judged on outcomes rather than enrolments or training hours.

⁷³ TVET Australia, Offshore Quality Assurance Monitoring Against the AQTF, Final report to the National Quality Council, December 2009, available [here](#)

Another key feature regards collaboration and even coordinated actions among the main stakeholders/bodies involved in the area.

The above-mentioned report denotes the importance of collaboration for building and sustaining a successful Australian VET industry and emphasises that opportunities exist to 'encourage greater collaboration amongst key stakeholders, such as with private and public providers, state and territory governments, and the Australian Government'.

Key stakeholders who commonly work in partnership through e.g. consultation and collaboration with Australian VET range from state and territory governments, public and private providers, peak bodies, Industry Skills Councils and broader industry.

These notably include:

- National Senior Officials Committee (NSOC)⁷⁴
- Australian and state and territory government senior VET officials
- National Industry Skills Committee Industry Skills Councils and other industry representatives
- Australian TAFE International Network (ATIN)⁷⁵
- TAFEs, state and territory Education departments, DEST⁷⁶
- Government Industry Stakeholders Consultations (GISC)
- Australian Government agencies, peak bodies such as ACIVC⁷⁷, ACPET⁷⁸, Universities Australia, English
- Australia, TDA International Education Network (IEN)
- Australian Government agencies, peak bodies such as ACIVC, ACPET⁷⁹, Universities Australia, English Australia, TDA, ATIN Industry Skills Councils Industry representatives Inter-Departmental Committee (IDC) on International Education
- Australian Government agencies

In addition, VET peak bodies and providers are forming networks to create greater focus and collaboration on international VET. For example, TDA has established an International Executive Reference Group that includes senior business development and student recruitment executives from across the TAFE system. ACPET has established an International Education Committee to oversee all aspects of its international education policies and marketing, within the Australian international education industry.

Table 5 offers an overview of the different Australian stakeholders commonly involved in international cooperation in VET.

⁷⁴ http://www.scotese.natlese.gov.au/about_scotese

⁷⁵ http://www.tda.edu.au/cb_pages/aus_tafe_international_network.php

⁷⁶ <http://www.aussieeducator.org.au/education/governments/statesandterritories.html>

⁷⁷ <http://www.minglebox.com/article/study-in-australia/vocational-education-and-training-in-australia>

⁷⁸ <http://www.acpet.edu.au/>

⁷⁹ <http://www.acpet.edu.au/>

Table 5. Types of Australian stakeholders involved in VET cooperation

Federal Level	State level	Other key stakeholders supporting international education sector
Australia Awards – www.australiaawards.gov.au	ACT Department of Education and Training – www.det.act.gov.au	Australian Council for Private Education and Training – www.acpet.edu.au
Australian Education International – www.aei.gov.au	Department for Education and Child Development in South Australia – http://www.decd.sa.gov.au	Australian Technology Network – www.atn.edu.au
Australian Qualifications Framework – www.aqf.edu.au	Education and Training International in Tasmania – http://international.education.tas.edu.au	English Australia – www.englishaustralia.com.au
Australian Skills Quality Authority – www.asqa.gov.au	Department of Education and Communities in New South Wales – www.detinternational.nsw.edu.au	Group of Eight – www.go8.edu.au
Australian Trade Commission – http://www.austrade.gov.au/	Department of Education in Western Australia – www.det.wa.edu.au	Australia's Knowledge Gateway – www.akg.edu.au
Chief Scientist for Australia – www.chiefscientist.gov.au	Department of Education and Children's Services in the Northern Territory – www.education.nt.gov.au	Independent Schools Council of Australia – www.isca.edu.au
Commonwealth Register of Institutions and Courses for Overseas Students – www.cricos.deewr.gov.au	Study Queensland – www.studyqueensland.qld.edu.au	International Education Association of Australia – www.ieaa.org.au
Department of Education, Employment and Workplace Relations – www.deewr.gov.au	Perth Education City – www.pertheducationcity.com.au	ISANA: International Education Association – www.isana.org.au
Department of Foreign Affairs and Trade – www.dfat.gov.au	Study Adelaide – www.studyadelaide.com	TAFE Directors Australia – www.tda.edu.au
Department of Immigration and Citizenship – www.immi.gov.au	Study Brisbane – www.studybrisbane.com.au	
Department of Industry, Innovation, Science, Research and Tertiary Education – www.innovation.gov.au	Study Melbourne, Victoria – www.studymelbourne.vic.gov.au	
Future Unlimited – www.studyinaustralia.gov.au	SkillsTech Australia – http://tafeskillstech.edu.au/	
International Education Advisory Council – www.aei.gov.au/ieac		
National Skills Standards Council – www.nssc.natese.gov.au		

Source: Australian Trade Commission (<http://www.austrade.gov.au/Education/Services/Government-and-peak-bodies#.VIA9ucntjYk>)

2.4.3 Examples of initiatives

All types of actors are considerably involved in VET cooperation which can target either policy level activities, VET providers or individuals. A large amount of initiatives exist in the area. A few illustrative examples are briefly outlined below. Some non-exhaustive relevant examples of initiatives were gathered below by type of activity. Further interesting examples can be notably found in the 2013 'Australia- Educating globally – Advisory from the International Education Advisory Council' report mentioned above.

2.4.3.1 Cooperation activities at policy level

In the framework of cooperation activities at policy level, the Australian Council for Private Education and Training (ACPET) has been actively involved in developing policy-level cooperation in the field of VET. In April 2014, it for instance sent an International Delegation to China and to Indonesia.

In China (Chongqing), the project aimed at supporting China in reforming its local VET arrangements to meet industry training needs. Site visits and meetings with key government stakeholders were organised. It involved VET colleges as well as various universities and Research Institutes of Chongqing. At term, the project should create a VET model that can be replicated elsewhere in the People's Republic of China (PRC).⁸⁰

In Indonesia, in the same vein, the programme included: detailed briefings on the education landscape and opportunities in Indonesia and on government priorities; a high-level international forum on opportunities for VET collaboration between Indonesia and Australia staged in collaboration with the Indonesian Association of Private Higher Education (APTISI), featuring a roundtable and business matching with Indonesian providers; sector-focused site visits and meetings with key industry stakeholders, and industry customers seeking training solutions. The delegation to Indonesia followed the Indonesia Australia Skills Training Roundtable of 2013, which aim was to brief industry and key education leaders on findings from a skills survey, regarding industry and polytechnic links in Indonesia and skill gap areas across industry.⁸¹

Other examples of initiatives include for instance leadership and mentoring workshops for TVET leaders organised by the TAFE Directors Australia (TDA) in 2014 in Latin America (i.e. Colombia, Brazil, Mexico, Peru and Chile).⁸²

The Australian Council for Private Education and Training (ACPET)⁸³

The ACPET is the national industry association for independent providers of post-compulsory education and training, for Australian and international students notably from VET and Higher Education.

ACPET's mission is to enhance quality, choice, innovation and diversity in Australian education and training for individual, national and global development. It ensures that training providers deliver high quality and widely accessible courses and services.

ACPET works pro-actively and cooperatively with government, education and training providers, industry and community organisations and provides policy recommendations to the government and other bodies.

⁸⁰ <http://www.acpet.edu.au/article/8178/constructing-relationships-and-exchanging-learnings-chongqing-china-delegation-visit-to-sydney-/>

⁸¹ <http://www.acpet.edu.au/article/6632/acpet-delegation-to-indonesia-january-2014/>

⁸² http://www.tda.edu.au/cb_pages/International_Projects_and_Activities.php

⁸³ <https://www.linkedin.com/company/australian-council-for-private-education-and-training-acpet->

The TAFE Directors Australia (TDA)⁸⁴

The TAFE Directors Australia (TDA) is a network of members from TAFE (VET) institutes. It aims to position TAFE as a worldwide VET provider partners. Within this scope, the TDA develops various activities which include education and training for international students, capacity building projects in other countries, and partnerships with industry.

2.4.3.2 Cooperation with and between VET organisations (education institutions and companies)

In terms of cooperation with/between VET providers, the TAFE Directors Australia (TDA) was commissioned in 2014 to undertake an Analysis of the Five Commonwealth TVET Systems (in Bangladesh, The Gambia, Jamaica, Kenya and Papua New Guinea) with the aim to refine the current TVET system framework and develop an online tool for countries worldwide to evaluate their own TVET system.⁸⁵ In addition, the TDA-led consortium of ten TAFE institutes has been recently selected for assist in the development of world class colleges in the field of constructions in the Republic of Kazakhstan.

The Australian Trade Commission (Austrade) has also been active in the area. In 2012, it undertook for instance a market research that identifies opportunities for Australian VET providers to deliver transnational education and training to the ASEAN region. The initiative focused on aligning Australian skills training capabilities with particular industry needs in key countries, including Malaysia, Thailand, Vietnam, Indonesia, Philippines and Singapore.⁸⁶

Austrade has also conducted research exploring the challenges and risks involved in engaging locally in India's VET market. The *Unlocking India's Potential: Commercially successful vocational education and training* research paper by Austrade and Sannam S4 includes discussion on ways to structure a business model to overcome challenges and risks, and features three successful models of VET delivery as case studies.⁸⁷

The Australian Trade Commission (Austrade)⁸⁸

The Australian Trade Commission (Austrade) aims at developing Australia's economic prosperity supporting businesses, education institutions, tourism operators, governments and citizens in their activities in international markets. It gathers key market information and insights, promotes Australian capabilities, develops policy and an extensive global network of contacts, leveraging the badge of government offshore and providing quality advice and services.

In the area of education Austrade actively promotes the Australian education sector in international markets and assist Australian education providers with market information. In particular, it provides support services to Australian VET providers and promotes their capabilities in delivering qualifications and training in offshore transnational programs and partnerships.

⁸⁴ http://www.tda.edu.au/cb_pages/about_us.php

⁸⁵ http://www.tda.edu.au/cb_pages/international_projects.php

⁸⁶ <http://www.austrade.gov.au/Education/Services/Transnational-education#.VICcGMntjYk>

⁸⁷ <http://www.austrade.gov.au/Education/News/Reports/Unlocking-India-s-Potential--Commercially-successful-vocational-education-and-training#.VICb0sntjYk>

⁸⁸ <http://www.austrade.gov.au/About-Austrade>

2.4.3.3 Cooperation aimed at individuals

Within the scope of cooperation aimed at individuals, the TAFE Directors Australia (TDA) has also developed in 2014 the AsiaBound workshops held in Australia for senior managers and teachers from TAFE institutes, polytechnics and institutes of technology to share their own knowledge and experiences with mobility programs.⁸⁹

Austrade has also developed booklets, following the release of Austrade's research report Demand for Overseas High School Education in China⁹⁰, on the Australian high school system with the aim to promote Australian High School Education in China, including information on visa procedures and student/parent testimonials.⁹¹

2.5 Issues and obstacles

Australia has succeeded in creating an international branding for its VET sector – exporting its VET to international markets as well as hosting international VET students in its education system. It has managed to build the commercial capacity of its VET system and to promote the Australian branding in education content and delivery. Nevertheless, Australia faces potential obstacles with the internationalisation of its VET sector.⁹² These notably include⁹³:

- **Increased competition** with other countries that already have a large international VET market, such as Germany, the United Kingdom and United States as well as emerging suppliers (Japan, Malaysia, and Singapore).
- **Strategic engagement** – VET providers might face difficult legal environments with different establishment and operating costs when engaging in offshore activities. VET providers therefore need to take serious business considerations when defining their internationalisation strategic goals.
- **Regulatory environments** – which can lack of clarity or transparency in local environments that in turn can impede to sustain the VET delivery abroad.
- **Maintaining quality assurance** – for maintaining Australia's reputation for quality education and training services and make sure that Australian qualifications are recognised and valued, Australia needs to ensure that consistent quality assurance mechanisms are in place in order to safeguard the quality and attractiveness of its VET services and associated qualifications.
- **Australian visa system and policies** – each change in the visa system and policies can affect the influx of international students and skilled migration which can potentially negatively affect the VET market and particular sectors.
- **Investment/reinvestment** – in order to attract international students, investment is needed in support services for those students, e.g. English language courses, students' networks activities, etc.
- **Intellectual property transfer** – although it is in Australia's interest to ensure that the model of the Australian VET system becomes and is sustained as a worldwide reference there are major questions of intellectual property transfer that arise. Providing free Australian-designed intellectual property (for example, training packages) to overseas institutions could negatively affect Australian's competitive position in the longer term.

⁸⁹ http://www.tda.edu.au/cb_pages/International_Projects_and_Activities.php

⁹⁰ <http://www.austrade.gov.au/Education/News/Reports/Demand-for-overseas-high-school-education-in-China#.VICbY8ntjYk>

⁹¹ <http://www.austrade.gov.au/Education/News/Opportunities/Call-for-student-success-stories-to-profile-Australian-school-education-in-China#.VICeWcntjYk>

⁹² OECD country Systemic Innovation in the Australian VET System: Country Case Study Report, available at <http://www.oecd.org/australia/42243354.pdf>

⁹³ OECD country Systemic Innovation in the Australian VET System: Country Case Study Report, available at <http://www.oecd.org/australia/42243354.pdf>

- **Status** – Although the Australian VET system has gained considerable recognition over time, VET is still associated with a lower status (in terms of qualification and remuneration) than higher education qualifications. Consequently, it can affect negatively the attractiveness for VET.

2.6 Conclusions – key lessons learnt

The recent period (2006-2013) in Australia has been focused on raising the provision of quality education and training. Particular attention has been given to advertising the VET experiences and opportunities in the media, acknowledging that more had to be done for attracting students. The ACPET observes that Australian international education was enabled to grow thanks to a strong altruistic foundation and the focus given to the region and that the quality of Australia's education and variety of delivery modes created its brand.

However, the ACPET notes various important drawbacks that need to be addressed and expressed various recommendations to the International Education Advisory Council for improving the Australia's International Education Strategy, which include, among others⁹⁴:

- The need for developing a consistent and unified vision for the whole VET sector that would encourage all stakeholders to contribute to internationalisation;
- To clearly recognise in the Strategy the Australia's best practice in quality frameworks and its contribution to international education;
- To ensure that consultation of the government with industry systematically takes place in order to ensure a timely and coordinated policy implementation;
- To create an Innovation Fund to support the development of new approaches/models for ensuring Australian worldwide position;
- To support incoming international students with a National First-Year Accommodation Guarantee based on local partnerships with providers, local and state governments and property industry
- To find strategies that support the transition from education to employment and meaningful employment during studies are implemented by providers, industry partners, and local governments.
- To extend grants and subsidies for student exchange and mobility to all education providers in Australia.
- To establish a high-level agency with cross-ministerial access that would be responsible for Australia's international education, training and research.

2.7 Source of information

2.7.1 Documents/reports

International Education Advisory Council, 'Australia- Educating globally – Advisory from the International Education Advisory Council', February 2013, available at http://www.englishaustralia.com.au/article.php?group_id=2879

Australian Government, Department of Education, Science and Training, Strategic Framework for international engagement by the Australian VET sector – 2007-2011, available [here](#)

TVET Australia, Offshore Quality Assurance Monitoring Against the AQTF, Final report to the National Quality Council, December 2009, available at <http://trove.nla.gov.au/version/166807530>

⁹⁴ ACPET (2012), IEAC, Discussion Paper for the Development of an International Education Strategy for Australia, 3-13.

TVET Australia, National Quality Council, Data Collection on VET offshore by public and private providers 2009, Final Report 2010, available at <http://hdl.voced.edu.au/10707/194529>

TVET Australia, National Quality Council, Sizing-up Offshore VET, available at <http://avetra.org.au/wp-content/uploads/2011/05/103ppt.pdf>

OECD country Systemic Innovation in the Australian VET System: Country Case Study Report <http://www.oecd.org/australia/42243354.pdf>

Hall, Rebecca; McMillan, Greg (2011), Industry engagement models – Matching Expectations of Industry and Registered Training Providers' (RTOs), presentation at No Frills Conference, July 2011, Adelaide, South Australia, available at <http://hdl.voced.edu.au/10707/171018>

ACPET (2012), IEAC, Discussion Paper for the Development of an International Education Strategy for Australia, 3-13, available at http://4a7df8307f4200e30fc7-5fe525cefecba56744297355853ea71e.r38.cf6.rackcdn.com/Navitas_submission_to_the_International_Education.pdf

2.7.2 Websites

www.tda.edu.au

www.austrade.gov.au

www.acpet.edu.au

www.ibe.unesco.org

www.abs.gov.au

3 Country sheet: Belgium (BEfr)

Summary box:

Key trends and data

- Strategy or framework for action in place: No (it exists only in a aid development perspective)
- Key targeted countries: not applicable as there is no strategy in place.
- Key types of cooperation: Exchange of apprentices (Upper secondary and tertiary VET) provided by the regional apprenticeship centre.
- Types of VET commonly associated: Upper secondary and tertiary VET
- Key targeted sectors: Hotel industry, tourism, catering (Upper secondary and tertiary VET)
- Scale of public/private initiatives: very low or inexistent
- Data on budget: not available
- Data on mobility programmes: not available
- Data on beneficiaries (e.g. number of VET students): not available

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** Technical and Vocational Schools and the Apprenticeship centres (CEFA) under the Federation Wallonia Brussels as well as the Apprenticeship centres of SMEs of Brussels and Wallonia, respectively the EFP and IFAPME.
- **Continuing VET:** Enseignement de promotion sociale⁹⁵

3.1 Strategy / framework for action, incl. drivers

Wallonia-Brussels International⁹⁶ (WBI)⁹⁷ has developed an overall strategy for internationalisation⁹⁸, which aims at affirming the Wallonia-Brussels Region as an investment area and as an economically active and wealthy region at international level. Education is one of the transversal objectives of the strategy. The international strategy of the WBI was driven by the 'Plan Marshall 2.Vert' policy⁹⁹ aimed at boosting the Wallonia's economy.

Actions in the field of VET are to be found in a specific paragraph of the strategy on development and cooperation with developing countries. The WBI has signed several bilateral agreements for this purpose. Actions and projects aim at transferring competences owned by the Wallonia-Brussels Region to local actors and are focused on education and in particularly vocational training, food processing, water management, health, media and cultural development. Actions cover, among others, the values of

⁹⁵ <http://www.enseignement.be/index.php?page=26391&navi=17>

⁹⁶ Wallonia-Brussels International (WBI) is the Public Authority for International Relations of Wallonia-Brussels. It is the instrument of the international policy of Wallonia, the Federation Wallonia-Brussels and the French Community Commission of the Brussels-Capital Region.

Since 1996, the French speaking federated entities have signed cooperation agreements to reorganise their international relations. They thus wanted to ensure optimum visibility and presence of Wallonia-Brussels in the international field with the WBI.

⁹⁷ <http://www.wbi.be/>

⁹⁸ Note de politique internationale, available at : http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale2.pdf

⁹⁹ <http://www.wallonie.be/fr/actualites/plan-marshall-2vert-162-actions-pour-tous-les-wallons>

diversity, quality education for all, sustainable development and the fight against climate change.¹⁰⁰

Actions in the field of VET are thus intrinsically related to development cooperation and driven by development aid drivers. In this field, WBI delegations in developing countries are meant to play a significant role in ensuring projects for the improvement of VET for the learning of new skills.¹⁰¹ In addition, the association APEFE¹⁰² is the central operator for the implementation of the international solidarity policy of the WBI in the field of Education and VET. It aims at strengthening partnerships and networks, guarantying the quality of scientific and technical assistance.

A few actions in the field of education and training with Western countries are promoted by the strategy. However, these have a specific focus on promoting the mobility of young people via the mean of grants for the purpose of learning a language or of strengthening entrepreneurial skills rather than on VET cooperation. Also, these actions are principally targeted at higher education students and at those who have terminated their training and are looking for employment opportunities, thus not at VET students.¹⁰³

The strategy does not provide information on CVET cooperation and no specific information regarding CVET cooperation was found.

This information was confirmed by the interviewee who noted that there is no political strategy in place for the Wallonia-Brussels Region in terms of VET cooperation outside the scope of aid development. Some VET providers can nevertheless develop their own bilateral cooperation, however, there is no regional public support provided. When VET cooperation is developed by local actors, such as the IFAPME¹⁰⁴, it is mainly driven by the European strategies or programmes in the field (e.g. ECVET, Leonardo Da Vinci, etc.). There is thus a lack of incentives and means for VET providers to develop cooperation.

3.2 Geographical scope of VET cooperation

As previously mentioned VET cooperation is mainly to be found with developing countries. However, no detailed list was found on all types of bilateral cooperation that exist. Information on the APEFE' website mentions, for example, that recent VET cooperation took place with Eastern Asia (Cambodia, Laos and Vietnam), Palestine, Rwanda, Benin, Burundi.¹⁰⁵

Also, as noted above, cooperation with Western countries in the education field focuses on the promotion of mobility of young people via the mean of grants thus not on VET cooperation. These actions target worldwide countries.

3.3 Sectoral scope of VET cooperation

The WBI strategy gives particular attention to the sectors of aeronautics and space, life sciences, logistics, food and mechanical engineering, as well as environmental technologies, overall.

More specifically, examples of VET cooperation are to be found within the sectors of physiotherapy (Benin), nursing (Palestine), automotive (Vietnam) and quality of VET (Rwanda and Senegal), among others.¹⁰⁶

¹⁰⁰ Note de politique internationale, p. 15, available at http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale2.pdf

¹⁰¹ Note de politique internationale, p. 22, available at http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale2.pdf

¹⁰² Association pour la Promotion de l'Education et de la Formation à l'Etranger : <https://www.apefe.org/index.php>

¹⁰³ Note de politique internationale, p. 33, available at http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale2.pdf

¹⁰⁴ Walloon Apprenticeship centre of SMEs - Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises (IFAPME)

¹⁰⁵ <https://www.apefe.org/programmation.html>

¹⁰⁶ <https://www.apefe.org/programmation.html>

3.4 Types of cooperation activities, actors, and specific initiatives

3.4.1 Public initiatives

As described in the previous sections, VET cooperation is intrinsically related to development cooperation and driven by development aid drivers. These actions are thus not described here¹⁰⁷.

Also, as previously noted, public initiatives involving cooperation with Western countries in the field of education focus on the promotion of mobility of young people, targeting those who already acquired a qualification and mainly those having a higher education degree. Grants¹⁰⁸ are providing to young people wishing to obtain an international experience for the purpose of learning a language, strengthening entrepreneurial skills or for doing an internship abroad. As these do not involve VET cooperation, they are not described in this section.

3.4.2 Private initiatives

The IFAPME¹⁰⁹ is the Walloon Apprenticeship centre of SMEs. It is defined as an institution of public interest. It is composed of various local IFAPME apprenticeship centres. The IFAPMA has put in place different mobility opportunities for its apprentices.

However, as noted by an interviewee, VET cooperation outside the scope of aid development is not a priority of the regional government (i.e. no political or financial support is provided). These examples of VET cooperation are mainly driven by the European programmes in the field (e.g. ECVET, Leonardo Da Vinci, etc.) or rely on personal relations between partner institutions. In addition, as noted by an interviewee, there was a recent restructuring of local actors (i.e. the IFAPME and the FOREM¹¹⁰) which aimed at re-focusing their action at the regional level – i.e. actions of such actors must be solely directed to solving employment and unemployment issues of the Wallonia region.

Initiatives of the IFAPME are described in the table presented below.

It is also worth mentioning that the Brussels Apprenticeship Centre for SMEs, the EFP¹¹¹, does not provide mobility opportunities for its apprentices (based on the information available on their website).

3.4.3 Examples of country's action within International organisations

WBI has cooperation in place in various fields with namely the UNESCO, OECD, ONU and European Council.¹¹² However, information about which type of cooperation specifically is in place was not found.

¹⁰⁷ More information can be found on the APEFE website <https://www.apefe.org/programmation.html>

¹⁰⁸ The detailed list of all type of grants in the field of Education can be found on the WBI website : <http://www.wbi.be/fr/bourses>

¹⁰⁹ Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises (IFAPME)

¹¹⁰ The FOREM is the Public Employment Service of Wallonia.

¹¹¹ Espace Formation PME: <http://www.efp-bxl.be/>

¹¹² Note de politique internationale, p. 28, available at http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale2.pdf

Table 6. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
NA				
PRIVATE INITIATIVES				
Language mobility programmes	All IFAPME Centres.	Apprentices enrolled in their last year of apprenticeship spend a minimum of two weeks in a language school or partner enterprise abroad. Apprentices receive a grant up to 2,000€.	All sectors of the IFAPME Centres.	Partner countries are: Belgium, the Netherlands, Germany, Austria, England, Ireland and Malta.
Mobility programme 'HORECVET' (under the Leonardo da Vinci Programme)	All IFAPME Centres.	Apprenticeships enrolled in the section "Chef d'entreprise" of the IFAPME. 4 to 13 weeks internship. ECVET credits are transferred at the end of the internship. Apprentices receive a grant up to 2,000€.	Catering sector (butcher catering, hotel director and catering for events)	Agreements with Northern Ireland (FOYLE International - Derry) and France (ALFMED - Perpignan).
Language and enterprise Mobility programme	All IFAPME Centres.	Apprenticeships enrolled in the section "Chef d'entreprise" can spend either 3 weeks in a partner language school or 1 week in a partner language school and 3 weeks doing an internship in a local enterprise. Apprentices receive a grant up to 2,000€.	Catering, hospitality and tourism	Agreements with Cosmolingua Antwerpen, Malvern House Dublin, and NSTS Malta.

As the activity in VET cooperation is very low in the Region of Wallonia-Brussels and is intrinsically related to development cooperation and mainly driven by development aid drivers, no graph was developed.

3.5 Issues and obstacles

The main obstacles and issues mentioned by interviewee is the lack of a political strategy and priority to develop VET cooperation outside the scope of aid development. No incentives or financial support are provided to VET providers that might wish to develop VET cooperation. In addition, the priority of the Region has primarily been at solving regional employment and unemployment issues via the action of local VET providers (i.e. IFAPME centres) and not at developing cooperation in the field of VET.

3.6 Sources of information

The WBI website: <http://www.wbi.be/fr/frontpage>

The APEFE website: <https://www.apefe.org/programmation.html>

The IFAPME website: <http://www.ifapme.be/>

The EFP website: <http://www.efp-bxl.be/>

The Regional Education ministry website:
<http://www.enseignement.be/index.php?page=0&navi=6>

The 'Note de politique internationale' of the WBI, available at http://www.wbi.be/sites/default/files/attachments/page/note_de_politique_internationale_2.pdf

4 Country sheet: Belgium (BEnl)

Summary box:

Key trends and data

- Strategy or framework for action in place: not for cooperation beyond Europe
- Key targeted countries: no
- Key types of cooperation: no mobility programmes outside the European Union
- Types of VET commonly associated:
- Key targeted sectors: no
- Scale of public/private initiatives: none
- Data on budget: not available
- Data on mobility programmes: not available
- Data on beneficiaries (e.g. number of VET students): not available

VET in the country¹¹³ (i.e. as covered in the fiche)

- **Lower secondary education:** The Flemish curriculum framework offers scope for some differentiation among schools with regard to the integration of vocational elements, but there are no clear tracks at ISCED 2 level.
- **Upper secondary education:** At upper secondary level there are, next to the “purely” general track. Three other tracks with vocational elements. However, only one of them, the beroepssecundair onderwijs (ISCED 3C), is “purely” vocational with the clear aim of learning a profession. The other tracks have vocational elements but give access to higher education. These ISCED 3A tracks are the technical and the arts track of upper secondary education.
- **Post-secondary school / non-tertiary:** Education and training for nurses as well as some fashion occupations are at ISCED 4 level
- **Tertiary education:** first level higher professional education programmes (Kort HBO, ISCED 5B).
- **Continuing VET:** Continuing vocational training includes initiatives by enterprises (employers’ training scheme), authorities (training for civil servants), and social advancement education for individuals such as workers in employment, jobseekers or people on the minimum income

4.1 Strategy / framework for action, incl. drivers

There are two strategic documents which are in principle relevant for the internationalisation of vocational education. Both documents were not drafted specifically for vocational education, but refer to the internationalisation of education in general. In practice, however, these documents seem to be irrelevant for vocational education as the interviews suggest that there is no strategy for internationalisation in the field of vocational education. The content of the two documents is nevertheless summarised below.

In 2007, the Flemish Education Council, the official advisory body on the education and training policy of the Flemish Community, published its recommendation to strengthen

the internationalisation of Flemish education.¹¹⁴ The recommendation sees economic changes (e.g. the globalisation of production), political changes (an increase of political decisions taken at the international level) and socio-cultural changes (an increase in citizens' contact with foreign ideas and behavioural patterns) as the main drivers of the need to internationalise education in order to give individuals the opportunity to develop the skills they need to function in a globalised world. In order to position Flemish education in a globalised world, the Flemish Education Council recommended internationalising the curriculum with regard to intercultural, social, language, ICT and citizenship skills, but also with regard to developing a level of skills which is internationally competitive.

In the area of international mobility at lower secondary level, the Council recommends to institutionalise study exchanges in schools to make them a collective rather than an individual experience. In upper secondary education, the Council advises to promote opportunities for study exchanges at the individual level. With regard to vocational education, the Flemish Education Council points to the importance of creating high quality work placements abroad which can easily be integrated into the study programme.

The Flemish Education Council also recommended to strengthen the internationalisation of initial teacher education and to integrate internationalisation as an element of further professional development.

In addition, the Council recommended the establishment of an independent internationalisation agency which acts as a contact point for foreign students and which promotes the Flemish education system in the world. The Flanders Knowledge Area¹¹⁵ was established in 2008 to promote the internationalisation of higher education.

A second strategic document with regard to the internationalisation of education is the Government's White Paper on Education 2009-2014. While the Flemish Education Council recommended intensifying cooperation in education with countries outside of Europe, the White Paper clearly expresses a preference to focus on Europe.

Besides the intensification of foreign language courses, the White Paper does not contain any specific plans with regard to the internationalisation of vocational education. Rather, it attaches particular importance on the internationalisation of higher education.

4.2 Geographical scope of VET cooperation

While cooperation with non-European countries is not explicitly excluded, the Government's approach on the internationalisation in education is clearly Europe centred. What is more, mobility in vocational education seems to be limited to Dutch students coming to Flanders, according to the interviews.

4.3 Sectoral scope of VET cooperation

Strategies concerning the internationalisation of vocational education are not differentiated by sector. However, the Flemish Education Council recommends this.

4.3.1 Public initiatives

No public initiatives have been identified which administer, support or promote international cooperation in vocational education beyond Europe. School partnerships and pupil/student exchanges focus on the Comenius and the Leonardo da Vinci programmes. EPOS, the agency for European programmes for education and cooperation administers and promotes these European mobility programmes.

¹¹⁴ <http://www.vlor.be/sites/www.vlor.be/files/advies/ar-adv008-0708.pdf>

¹¹⁵ www.flandersknowledgearea.be

4.3.2 Private initiatives

No private initiatives have been identified.

4.3.3 Examples of country's action within International organisations

Flanders participates in OECD's PISA and PIAAC studies and, according to the Government's White Paper 2009-2014, tries to influence European policies with regard to the internationalisation of education.

4.4 Issues and obstacles

With regard to internationalisation in general, including within Europe, the Flemish Education Council criticises that often subsidies are not sufficient to cover costs, such as living costs during study stays, but also administrative costs for schools. In addition, the availability of better data would increase authorities' capability to evaluate internationalisation policies.

4.5 Sources of information

- ECBO, 2010. Landenstudie secundair beroepsonderwijs: België –Vlaanderen
<http://www.ecbo.nl/ECBO/downloads/Secundair%20beroepsonderwijs%20Vlaanderen%20Belgie.pdf>
- Flemish Government, White Paper Education 2009-2014 (Dutch)
<http://www.ond.vlaanderen.be/beleid/nota/2009-2014.pdf>
- Flemish Education Council, 2007. Recommendation to strengthen the internationalisation of Flemish education
<http://www.vlor.be/sites/www.vlor.be/files/advies/ar-adv008-0708.pdf>
- EPOS, the agency for European Programmes for Education and Cooperation.
<http://www.epos-vlaanderen.be/>

5 Country sheet: Bulgaria

Summary box:

Key trends and data

- Strategy or framework for action in place: No
- Key targeted countries: not relevant
- Key types of cooperation: not relevant
- Types of VET commonly associated: not relevant
- Key targeted sectors: not relevant
- Scale of public/private initiatives: not relevant
- Data on budget: no
- Data on mobility programmes: no
- Data on beneficiaries (e.g. number of VET students): no

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** vocational schools, vocational high schools, art schools, sport schools / *професионални училища, професионални гимназии, училища по изкуствата, спортни училища*
- **Post-secondary school /non-tertiary:** vocational colleges / *професионални колежи*
- **Continuing VET:** vocational training centres / *центрове за професионално обучение*

5.1 Strategy / framework for action, incl. drivers

According to the results of the mapping exercise (carried out during the inception phase), Bulgaria was ranked among the countries with low level of internationalisation of VET. This was confirmed also by a consultation with an expert from the Bulgarian Ministry of Education and Science (MON).

The fact that Bulgaria has not issued any strategy for international cooperation in VET can be explained by several factors.

Historical and socio-economic factors

Unlike France or United Kingdom, Bulgaria lacks a history of colonial and/or imperial relations (and resultant economic and cultural legacies) with other countries that could enhance international cooperation in VET.

Before 1989/90, Bulgarian VET served the needs of a centrally planned market economy. In addition, as a socialist country and part of the 'Eastern Block, Bulgaria was excluded from the processes of European integration and strengthening of trans-national cooperation then under way in the democratic countries of Europe.

Bulgaria experienced enormous restructuring of its economy and society during the 1990s i.e. the whole economy was transferred from public to the private sector in less than 10 years. In 1996-1997 the country experienced severe economic and financial crisis manifested in a massive drop in production and the total or partial liquidation of whole industrial sub-sectors. During 2004 some very large State enterprises were sold off. In addition, the financial and economic crisis in 2008/09 has had a very negative impact on the Bulgarian economy. Given these circumstances the country has never been an economic power like France or Germany. Hence, the scope and volume of investment in foreign countries (which could enhance international cooperation) has been limited.

Bulgarian VET has never been a strong economic sector to export. Since 1992 there have been several examples for cooperation with Austria and Germany based on the transfer of models and good practices.¹¹⁶

European developments in relation to Bulgarian VET

Since the accession to the European Union in 2007, there have been some major efforts in Bulgaria to establish a legislative framework facilitating the adoption and implementation of European transparency instruments such as EQF, ECVET, the learning outcomes approach, etc. While the cooperation with EU countries was recognised (as a target) in several important documents,¹¹⁷ the one with third industrialised countries or emerging economies has not been explicitly mentioned. According to the MON expert, the adoption of the Draft Law for Amendment and Supplement of the VET Act (foreseen for 2014) will provide more opportunities for bilateral cooperation with EU countries and possibly with non-EU countries.¹¹⁸ Summarising, cooperation with non-EU countries, cannot be considered as a political priority for Bulgaria at this moment. In comparison, much more important is considered the orientation and the harmonisation of the VET system with the labour market needs as well the involvement of employers.

Interestingly, the 2011 Country report: '*Bulgaria. VET in Europe*', uses the term 'internalisation' of VET in the sense of 'encouraging students to participate in professional competitions and international Olympiads' (for example, in the field of mathematics, informatics, natural sciences, native language and foreign languages, formation of transferable skills). The source does not provide any further information; however, international Olympiads may be a good occasion for establishing international cooperation.¹¹⁹

Distinction between internalisation of VET and internalisation of higher education (HE)

The Draft development strategy for Higher Education in Bulgaria for the period 2014-2020 explicitly refers to internationalisation (in terms of students' and teachers' mobility)¹²⁰. This is in accordance with the European Higher Education Area (EHEA) Mobility strategy 2020. According to the Draft strategy, Bulgarian policy in the field of higher education will increasingly focus on integrating a so-called 'global dimension' in the design and content of all curricula and processes of teaching and learning. The adoption of the strategy is still pending.

5.2 Geographical scope of VET cooperation

As already mentioned Bulgarian VET has never been a strong economic sector to export. Since 1994 there have been several examples for cooperation with Austria and Germany, based on the transfer of models and good practices.

Between Bulgaria and Austria, there has been a long (1992-2009) and successful cooperation in the field of (vocational) education. It was initiated by the Austrian Federal Ministry of Education and Women's Affairs (former Ministry of Education, Arts and Culture). In relation to VET, one of the main aims was the transfer of the Austrian training-firm concept in Bulgaria – this is a model of a company, in which the processes of a real business are made transparent for the learning process. The first Bulgarian training firm was founded in 1994 at the National Finance and Economics High School in Sofia within the framework of the Bulgarian-Austrian Commercial College Project. As early as 1995, the establishment of the Bulgarian National Central Office "BUCT"

¹¹⁶ More details are provided in section A 1.2.

¹¹⁷ These documents include, the *National strategy for lifelong learning for the period 2008-2013*; the *Draft action plan for the implementation of the national strategy for lifelong learning 2014-2020*

¹¹⁸ This is the opinion of the expert. In fact, 'internalisation' or proxy terms (as defined for the purposes of this study) are not explicitly mentioned in the draft law. Draft Law for amendment and supplement of the VET Act

¹¹⁹ ReferNet 2011:25

¹²⁰ The Draft Strategy is available in Bulgarian at: <http://www.mon.bg/?h=downloadFile&fileId=4332>, 2014-03-17.

provided support for the development of a Bulgarian training firm network, which includes almost 131 training firms at around 25 schools.¹²¹

In the case of Germany, a pilot project: 'EU-Integration of Southeast Europe II. EU Integration of economic and labour markets by Technical and Vocational Education and Training (2010-2014)' developed units of learning outcomes for several professions i.e. electrical technician, gas technician, and baker-pastry-cook. This resulted in the elaboration of proposals for up-date of the Bulgarian Educational Requirements (SERs) for the above mentioned professions. The proposals represent a draft model of new VET Standards, designed in line with the principles and characteristics of EQF and ECVET.¹²²

Another German-Bulgarian project 'Promoting adults' vocational training and employability in Bulgaria' (2008-2009) aimed at the development of a framework and procedures for assessment and validation of competences acquired by non-formal and informal learning. As a result, a model of a system for validation of competences acquired by non-formal and informal learning has been elaborated. The model was tested for three professions in the fields of manufacturing of textile wearing, shoes and leather articles, and social activities. The project was developed in cooperation with GOPA Consulting (Germany) and with participation of representatives from the Bulgarian Ministry of Education, Youth and Science, the Ministry of Labour and Social Policy, the Branch Chamber of Wood-Processing and Furniture Manufacturing, the Branch Chamber for Tailoring Manufacturing, the 'Support' Labour Confederation, and the Independent Trade Unions Confederation in Bulgaria.¹²³

5.3 Sectoral scope of VET cooperation

No specific information found

5.4 Types of cooperation activities, actors, and specific initiatives

They are described in section 5.2.

5.5 Issues and obstacles

No specific information found

5.6 Sources of information

National strategy for lifelong learning for the period 2008-2013, http://www.nellii.bg/docs/LLL_Strategy_2008-2013_en.pdf, in English [accessed 21.03.2014]

Draft action plan for the implementation of the national strategy for lifelong learning 2014-2020, <http://mon.bg/?h=downloadFile&fileId=3378>, in Bulgarian, [accessed 21.03.2014]

Draft Law for amendment and supplement of the VET Act, <http://www.parliament.bg/bg/bills/ID/14702>, in Bulgarian, [accessed 21.03.2014]

ReferNet (2011): Bulgaria VET in Europe – Country Report 2011, http://libserver.cedefop.europa.eu/vetelib/2011/2011_CR_BG.pdf, [accessed 21.03.2014].

Kirov, V. (2010): Anticipating and Managing restructuring Bulgaria. National Seminar – Bulgaria. National Background Paper <http://ec.europa.eu/social/main.jsp?catId=819&langId=en> [accessed 21.03.2014]

¹²¹ More information available in Bulgarian at: <http://mon.bg/?h=downloadFile&fileId=2928>

¹²² The project is coordinated by GIZ, Germany, with the financial support of the German Federal Ministry on Economic Cooperation and Development, <https://gc21.giz.de/ibt/gc21/area=portal/style=myso/paint=myso/en/usr/modules/gc21/ws-FLEX-SEE/info/ibt/Component4/index.sxhtml>

¹²³ Nikolova, N. (2010): European Inventory on Validation of Non-formal and Informal Learning 2010. Country Report: Bulgaria, <http://libserver.cedefop.europa.eu/vetelib/2011/77453.pdf>

6 Country sheet: Switzerland

Summary box:

Key trends and data

- Strategy or framework for action in place: yes (international strategy for education, research and innovation in general in place since 2010; specific strategy for VET about to be published)
- Key targeted countries: neighbouring countries, BRIC countries (e.g. India)
- Key types of cooperation: Developing VET system
- Types of VET commonly associated: IVET, CVET
- Key targeted sectors: e.g. Construction industry, engineering, education, etc.
- Scale of public/private initiatives: not available
- Data on budget: not available
- Data on mobility programmes: not available
- Data on beneficiaries (e.g. number of VET students): Up to one million Indian VET students shall be trained within the Swiss Vocational Education & Training Initiative India by 2022. No data on other initiatives available.

VET in the country¹²⁴

- **Upper secondary school:** *Eidgenössisches Berufsattest* (federal VET certificate: 2 years), *Eidgenössisches Fähigkeitszeugnis* (federal VET diploma: 3-4 years), *Berufsmaturität* (federal vocational baccalaureate)
- **Post-secondary school / non-tertiary:** *Diplom Höhere Fachschule HF* (PET [Professional Education and Training] college degree), *Eidgenössischer Fachausweis* (federal PET diploma), *Eidgenössisches Diplom* (advanced federal PET diploma).

6.1 Strategy / framework for action, incl. drivers

In 2010, the Swiss Federal Council approved Switzerland's international strategy for education, research and innovation¹²⁵. This comprehensive strategy is based on the intention to further develop an internationally competitive education, research and innovation system in Switzerland. This strategy builds the framework for the Swiss strategy for international cooperation in VET which is to be published soon 2014.

International strategy for education, research and innovation (ERI) (2010)¹²⁶

The strategy is driven by the influences internationalisation has on the Swiss education and labour market. Swiss companies and research institutions invest money in global contexts.

The Swiss Confederation has established three priorities for international ERI cooperation:

- Reinforce and expand international networking activities (e.g. taking part in multilateral programmes, international organisations and pursuing bilateral programmes);

¹²⁴ <http://www.sbfi.admin.ch/aktuell/medien/00483/01323/?lang=en>

¹²⁵ Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010).

¹²⁶ Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010), pp. 16.

- Work to export education and import talent to make Switzerland an even more appealing location (e.g. encouraging Swiss mobility; raising awareness of Swiss excellence in education);
- Achieve international recognition (e.g. securing recognition of education pathways, promoting the Swiss dual-track VET model)

Switzerland plays a leading role in establishing competence standards in the area of VET. Swiss companies abroad work with professional organisations to transpose aspects of Swiss dual-track VET programmes in target markets; through their efforts, the dual-track VET model will become firmly established in other countries, which should lead to greater use of this model and recognition of the quality of Swiss education.¹²⁷

The issue of internationalisation of education is becoming an increasingly important topic of discussion. Switzerland has a very long tradition of VET and PET (vocational education and training – professional education and training). Two thirds of all young people coming out of compulsory education choose to enrol in an upper-secondary level VET programme. Also, the Bologna Reform has brought fundamental changes to the Swiss education system.

Apart from Swiss schools abroad¹²⁸, Switzerland lacks a tradition of exporting education despite its high quality and the presence of numerous and well-organised economic and professional organisations. There are in particular concerns that there is a lack of awareness outside of Switzerland for the quality of Swiss vocational and professional education and training. Also, it is often pointed out that PET qualifications do not enjoy the same value in society as academic qualifications.

Switzerland participates in European and international Organisations (OECD, UNESCO, and Council of Europe) and programmes¹²⁹. However Switzerland is not very active in these organisations and provides for example no staff working in international education committees¹³⁰. Switzerland also participates in international studies (OECD) and competitions.

Strategy for international VET cooperation (2014)

This new VET internationalisation strategy developed by the State Secretariat for Education, Research and Innovation¹³¹ (SERI) will be based on the comprehensive 2010 strategy for education, research and innovation and includes more specific information on how the priorities, measures and activities for the field of vocational education and training.

Its central aims are:

- to strengthen and promote the positioning of Swiss VET at international level;
- to promote the recognition of Swiss VET diplomas and certificates;
- to promote transparency and recognition in VET (e.g. National Qualifications Framework);
- to ensure the supply of skilled labour: within Switzerland and for Swiss companies operating abroad;
- innovation through mutual exchange with other countries (i.e. ensure that the system is open towards international developments);

¹²⁷ Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010), p. 17.

¹²⁸ <http://aso.ch/de/angebote/schweizer-schulen-im-ausland>

¹²⁹ EDK. 2002. Internationale Zusammenarbeit der Kantone im Bereich der Bildung und der Kultur. http://www.edudoc.ch/static/web/arbeiten/rel_intern_conc_strat_d.pdf

¹³⁰ Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010).

¹³¹ <http://www.sbf.admin.ch>

- to promote international mobility (e.g. through participation in mobility programmes);
- to improve the coordination of international VET cooperation at national level (e.g. between the Swiss cantons).

Switzerland is known for its well-established apprenticeship scheme ('Berufslehre'). In particular after the Swiss system has been complimented by the OECD, countries from all over the globe have expressed their interest in the Swiss system¹³². Nevertheless, it has often been argued that the Swiss dual system is not sufficiently known and recognised around the world. As a result, many called for a better and more intensified promotion of the Swiss dual system, loosely following the well-established and well-promoted model of Germany.

According to current information available, the new strategy for VET does not intend to create a 'model' for exporting the Swiss dual system, at least not in the sense of a 'product'. Rather, the focus will be on transferring certain elements of the system or its philosophy to other countries, if applicable, i.e. keeping in mind that education systems in most countries have deep historical roots and cannot be transferred one-to-one from one country to another. The aspect of quality assurance is of particular importance here, i.e. ensuring that the reputation of Swiss VET will not be harmed.

Financial framework: 'BFI Botschaft 2013-2016'¹³³

The 'BFI Botschaft 2013-2016' is a legal document by the Swiss Federal Council which defines the budget lines for investment in education, research and innovation for the years 2013 to 2016. There is a separate budget line for vocational education and training, there is however no dedicated budget for international cooperation in VET.

6.2 Geographical scope of VET cooperation

International strategy for education, research and innovation (ERI) (2010)¹³⁴

Switzerland defined three guiding principles for international cooperation in education, research and innovation:

1. Cooperate with leading, globally active research and innovation partners to strengthen Switzerland's position as a location for research and innovation;
2. Encourage national ERI stakeholders to actively work to establish international networks by removing barriers to mobility, through scholarships, exchange programmes, traineeship programmes and foreign networks.
3. Maintain and build from the strengths of the Swiss education system (recognition of qualifications, creating greater permeability between general and vocational and professional pathways, exporting education and enabling comparison between qualifications).

Countries involved in cooperation initiatives in the areas of education, research and innovation can be placed into one of three categories:

- Firmly established cooperation: already established and efficient forms of cooperation; and the benefits for Switzerland justify continuation of this cooperation. Examples: European countries and partner states within the EU
- Targeted cooperation: Switzerland already works with other countries in individual policy sectors. Examples: USA, Japan, South Korea, BRICS countries.
- Occasional cooperation: institutionalised forms of cooperation do not exist or exist on a case-by-case basis. Following general Swiss ERI policy principles, greater

¹³² <http://www.20min.ch/schweiz/news/story/Das-Ausland-soll-bei-der-Schweiz-in-die-Stifti-30459775>

¹³³ <http://www.admin.ch/opc/de/federal-gazette/2012/3099.pdf>.

¹³⁴ Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010), pp. 16.

cooperation with such countries should nevertheless be pursued in the area of education, research and innovation.

Strategy for international VET cooperation (2014)

The priority areas for VET cooperation will largely correspond to those set out in the 2010 strategy for education, research and innovation, i.e. mostly focusing on neighbouring countries and BRIC countries (such as the already existing cooperation with India). There have also been discussions on a possible cooperation with South Africa.

6.3 Sectoral scope of VET cooperation

The following list with countries and sectors covered by Swiss VET cooperation is not exhaustive; it is based on the initiatives presented in Table 14.

Table 7. Sectoral scope of VET cooperation

Sector	Country of cooperation
	Myanmar ¹³⁵
	Myanmar ¹³⁶
Construction industry	Nigeria ¹³⁷
	India, South America, China, USA ¹³⁸
Education	Gabon, Morocco, Turkey, Bolivia, Cameroun, Colombia, Myanmar ¹³⁹
	Myanmar ¹⁴⁰
	India, South America, China, USA ¹⁴¹
	Myanmar ¹⁴²
Production mechanics	India ¹⁴³
Technical engineering	Gabon ¹⁴⁴
Wood engineering	Gabon ¹⁴⁵

Sources: see footnotes

¹³⁵ <http://www.cvt-myanmar.org/new/index.php/de/>

¹³⁶ *ibid.*

¹³⁷ http://www.ahb.bfh.ch/ahb/de/Forschung/Internationale_Zusammenarbeit/cdc.htm

¹³⁸ http://www.buhlergroup.com/global/downloads/Buhler_Annual_Report_2009_EN.pdf

¹³⁹ <http://www.cvt-myanmar.org/new/index.php/de/>

¹⁴⁰ *ibid.*

¹⁴¹ http://www.buhlergroup.com/global/downloads/Buhler_Annual_Report_2009_EN.pdf

¹⁴² <http://www.cvt-myanmar.org/new/index.php/de/>

¹⁴³ <http://www.sbf.admin.ch/themen/01369/01697/index.html?lang=en>

¹⁴⁴ http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Seiten/EMBA_Gabun.aspx

¹⁴⁵ *ibid.*

6.4 Types of cooperation activities, actors, and specific initiatives

Switzerland engages in both multilateral and bilateral cooperation in VET.¹⁴⁶

- Multilateral cooperation: European Union (e.g. Copenhagen Process – NQF, EQF), OECD, country networks.
- Bilateral cooperation: hosting and sending delegations; VET cooperation projects (e.g. with India).

The table below presents cooperation activities, actors and specific initiatives. The table is broadly split in initiatives launched by the public sector and initiatives launched by the private sector. It is not possible to draw a clear line between public and initiatives. Many of them may be publicly funded but also include private companies as partners.

6.4.1 Public initiatives

Examples of public stakeholders:

- *State Secretariat for Education, Research and Innovation* (SERI; German: SBFI): <http://www.sbf.admin.ch/>. It is a key public player in internationalisation of VET. It is a driving actor in the development of the Swiss internationalisation strategy and is active in the implementation of pilot projects.
- *Swiss Federal Institute for Vocational Education and Training* (SFIVET): <http://www.ehb-schweiz.ch/>. It is, amongst others, a partner in the Swiss VET initiative India. It received more than 20 delegations (from European and non-European countries) interested in Swiss VET in 2013. E.g. SFIVET currently discusses possibilities for cooperation with South Korea in the field of dual-track VET and curriculum development.¹⁴⁷
- The '*ch Stiftung*' (<http://www.chstiftung.ch>; 'ch' foundation for federal cooperation) is, amongst others, responsible for implementing European school, vocational and adult education, and youth programmes in Switzerland. It runs the GO internet portal on exchange and mobility, along with the related advisory service www.ch-go.ch.
- The *Berner Fachhochschule BFH* (in cooperation with SFIVET) cooperates with Gabon to provide training for VET trainers.
- The *Center for Development and Cooperation (CDC)* at the Bern University of Applied Sciences has partnerships to support developing countries in research, know-how transfer, project management, teacher training and VET.
- The organisation *éducation21* on behalf of the education directors' conference (EDK) provides services to enable teacher exchange with various countries and provides teaching materials and further education for teachers.
- The *Canton of Zug*¹⁴⁸ (Swiss region), home to a number of international companies, is active in the development of an 'internationalisation at home' strategy. They promote the integration of language training (English) into VET courses. There are plans to offer an entire VET courses in English.

The most prominent example of international cooperation in VET is the 'Swiss Vocational Education and Training Initiative India'. Launched in 2008 as a pilot project (supported by *SERI*), the Swiss VET Initiative India sought to introduce Switzerland's dual-track approach to VET for the first time in India, with the active participation of private

¹⁴⁶ http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Documents/Antonelli_130912%20Pr%C3%A4sentation%20anl%20Fachtagung%20Internationale%20Berufsbildungszusammenarbeit_anl_def.pptx.

¹⁴⁷ http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Seiten/InternatVernetzung_Asien.aspx

¹⁴⁸ <http://www.zg.ch/behoerden/volkswirtschaftsdirektion/amt-fur-berufsbildung>

companies. The success of the pilot project led to the formation of the *SkillSonics* company in 2011 to continue the project on a long-term basis.

The Swiss schools abroad¹⁴⁹ currently do not provide VET. However, there are plans to change the legal basis in order to allow for Swiss schools abroad to provide the school-based part of VET programmes.

Stakeholders which are outside the immediate scope of this assignment but which may still be of interest:

For projects in the field of development cooperation, which is beyond the scope of this assignment, the *Swiss Agency for Development and Cooperation* (SDC; German: *Direktion für Entwicklung und Zusammenarbeit DEZA*¹⁵⁰) is responsible.

The *swissnex* (<http://www.swissnex.org/>) network, run by the State Secretariat for Education, Research and Innovation (SERI), develops partnership ties with universities, interest groups and private sponsors.

6.4.2 Private initiatives

Examples of private stakeholders:

- The *Bühler Group* provides VET with Swiss standards worldwide and created innovative methods, such as distance learning programmes.
- The *Organisation for professional training in Myanmar* established a VET Centre and provides VET in various fields and teacher training, using the Swiss dual VET system.
- *FOBBIZ* (Swiss Forum for Skills Development and International Cooperation, <http://www.fobbiz.ch/de/home/>). It was established in 2012 as an association which aims to promote the exchange on topics related to international VET cooperation, e.g. by organising discussion events.
- The *AFS* organisation (<http://www.afs.ch/>) organises international mobilities for young people in apprenticeship training¹⁵¹.

¹⁴⁹ <http://aso.ch/de/angebote/schweizer-schulen-im-ausland>

¹⁵⁰ <https://www.deza.admin.ch/>. Further actors in the field of development cooperation include *Swisscontact* (<http://www.swisscontact.org/>) and *Helvetas* (<http://www.helvetas.org/>).

¹⁵¹ http://business.afs.ch/fileadmin/user_upload/PDF/AFS_Flyer_YP_fuer_Lernende_web.pdf

6.4.3 Examples of country's action within International organisations

Table 8. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
Introducing the Swiss dual-track system in India ¹⁵²	<p>SWISSMEM, SFIVET, SkillSonics¹⁵³; supported by the State Secretariat for Education, Research and Innovation (SERI)</p> <p>8 Swiss companies: Bobst, Bühler, Burckhardt Compression, Rieter, ABB, ACC/Holcim, Starrag, Nestlé.</p> <p>2 Indian companies: EFD Induction, GMM Pfaudler.</p> <p>The initiative started as a publicly funded pilot project, but has since been turned into a private initiative (i.e. it is no longer financially supported by SERI).</p>	<p>'Swiss Vocational Education and Training Initiative India':</p> <ul style="list-style-type: none"> - implements the Swiss dual track model of vocational education and training in India, by substantially complementing existing Indian VET programmes; - creates a private-public partnership with partners from private industry¹⁵⁴. <p>The initiative has recently been evaluated. The final report of this evaluation is currently being finalised (April 2014).</p>	<p>Objectives: provide students in India high-quality vocational education and training according to Swiss standards provide qualified workers for Swiss and Indian companies support worker mobility strengthen trade relations with India support bilateral relations export Swiss dual education system¹⁵⁵</p> <p>Types of programmes:</p> <ul style="list-style-type: none"> -Comprehensive programme (1-3 years): mechanical, electrical, welding and fabrication, machining, painting. - Accelerated programme (5-120 days): work planning, time management, safety, housekeeping, business reporting. 	<p>SkillSonics is the company that implements the Swiss VET approach in India. It works with enterprises to identify and skill entry-level and existing technicians, adapts the Swiss training materials to the Indian context, oversees the training of trainers and instructors, and manages the certification process.</p>
Providing training for VET trainers in from	Berner Fachhochschule BFH ¹⁵⁶ in cooperation	Development and delivery of an Executive	BFH provides its expertise in	Currently, approximately 10

¹⁵² http://www.ehb-schweiz.ch/de/ehb/ueberuns/beziehungen_kooperationen/internationalebeziehungen/Documents/SVETII_Newsletter%20Winter%202013_2014.pdf

http://www.ehb-schweiz.ch/de/ehb/ueberuns/beziehungen_kooperationen/internationalebeziehungen/Seiten/India.aspx
<http://www.sbfi.admin.ch/themen/01369/01697/index.html?lang=en>

¹⁵³ SWISSMEM is the organisation uniting the Swiss mechanical and electrical engineering industry and associated technology-oriented sectors. SFIVET is the Swiss Federal Institute for Vocational Education and Training. SkillSonics is the company that implements the Swiss VET approach in India.

¹⁵⁴ <http://www.buhlergroup.com/europe/en/about-buehler/worldwide/buehler-india.htm>

¹⁵⁵

http://www.swissinfo.ch/ger/wissen_und_technik/Berufslehre_als_Schweizer_Exportprodukt.html?cid=33359138

¹⁵⁶ Bern University of Applied Sciences: <https://www.bfh.ch/en/home.html>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
Gabon	with the SFIVET institute	MBA programme ¹⁵⁷ 'VET Management in Carpentry'. VET trainers from Gabon study two years in Switzerland. ¹⁵⁸ Support the introduction of the dual VET system in Gabon.	carpentry, while SFIVET provides its expertise in the field of vocational education and training. The initiative is publicly financed by Gabon.	students from Gabon are studying in Switzerland within this programme.
Creating partnerships with emerging developing countries	Center for Development and Cooperation (CDC) at Berner Fachhochschule BFH (Bern University of Applied Sciences)	CDC's role ¹⁵⁹ is to: - create partnerships with research and educational institutions, government agencies, development organisations, foundations and private companies. - ensure knowledge transfer.	CDC provides: - applied research in cooperation with local researchers; - know-how and technology transfer; - vocational training, and academic courses; - education concepts; - teacher training; - enterprise development; - project management in the fields of carpentry, architecture and construction.	
Internationalisation at home: providing dual-track VET in English language ¹⁶⁰	Canton of Zug (Swiss region), together with private companies	The Canton of Zug: - has provided VET programmes with special emphasis on English language for several years, e.g. dual-track VET programmes including a so-called "Business English plus" module; - within a current pilot project intends to introduce VET courses entirely or almost entirely delivered in English language.	The Canton of Zug creates the legal framework and support mechanisms. This initiative responds to the fact that many VET curricula do not provide for any foreign language training.	15 international companies already participate in the cooperation, such as Johnson & Johnson, Cilag GmbH International, Mars Schweiz AG or Hugo Boss (Schweiz) AG.
Exchange programme	ch Stiftung (ch foundation)	'Magellan' ¹⁶¹ is an exchange programme	ch Stiftung supports visits	E.g. a school network in India in

¹⁵⁷ http://www.ahb.bfh.ch/ahb/de/Meta/Medien/EMBA_Diplomfeier_2013.htm

¹⁵⁸ http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Seiten/EMBA_Gabun.aspx

¹⁵⁹ http://www.ahb.bfh.ch/ahb/de/Forschung/Internationale_Zusammenarbeit/cdc.htm
http://www.ahb.bfh.ch/NR/rdonlyres/79B31FF0-73FC-4B43-A063-203D8DA7302B/0/CDC_Einheit_120821_d.pdf

¹⁶⁰ <http://www.nzz.ch/aktuell/schweiz/zug-internationalisiert-die-berufslehre-1.18131699>
<http://www.zg.ch/behoerden/volkswirtschaftsdirektion/amt-fur-berufsbildung>

<http://www.zg.ch/behoerden/volkswirtschaftsdirektion/amt-fur-berufsbildung/berufsbildung-international>
<http://www.roi-online.ch/fokus/artikel/zentralschweiz/die-berufslehre-auf-englisch-teilt-die-meinungen.html>

¹⁶¹ <http://www.ch-go.ch/programme/magellan>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
		for organising exchanges between Swiss schools and schools in other continents (not specifically but also for VET schools) ¹⁶² . Also includes virtual exchanges.	to partner schools by providing organisational support.	which Swiss and Indian schools jointly implement a project on water by communicating through the Internet; virtual class meetings with a school in New York.
Event to promote Swiss VET	State Secretariat for Education, Research and Innovation (SERI), several cantons and professional organisations, and the Zürcher Hochschule für Angewandte Wissenschaften (ZHAW)	International Congress on Vocational and Professional Education and Training (http://www.vpet-congress.ch/):	Starting in 2014, the Swiss Confederation will organise this annual congress; its central aim will be to promote the Swiss dual system at the international level.	The first congress will be held 15-19 September 2014.
PRIVATE INITIATIVES				
Swiss company providing Swiss dual VET worldwide	Bühler	Creating an apprentice training scheme in India, South America, Switzerland, China and USA. ¹⁶³		12 training disciplines ¹⁶⁴ Innovative Distance Learning Programme - Class Unlimited™ ¹⁶⁵
Organisation of student exchanges ¹⁶⁶	AFS exchange organisation, together with training companies.	AFS organises exchanges for learners in dual-track VET.	Learners spend their exchanges in a country that is of strategic value to their training company. Upon their return, they will transfer their experience to the training company.	Examples of companies: Lonza AG, Sulzer Textil AG. Various countries, including BRIC countries, Thailand, Philippines, Malaysia.
Promoting engineering VET in Indonesia	SITECO, Swiss Initiative for Technical Cooperation (private association)	SITECO runs an initiative (consisting of several projects) to promote vocational education and training	Engineering	The SITECO initiative is currently limited to the Indonesia project.

¹⁶² Under 'Magellan Mobility' (<http://www.ch-go.ch/programme/magellan/mobilitaet>), teacher exchanges to countries outside Europe were organised; the programme had to be discarded for financial reasons by the end of 2012.

¹⁶³ http://www.buhlergroup.com/global/downloads/Buhler_Annual_Report_2009_EN.pdf

¹⁶⁴ <http://www.buhlergroup.com/global/en/about-buehler/career/apprentices--trainees.htm>

¹⁶⁵ <http://www.nzz.ch/wissenschaft/bildung/die-schweiz-macht-schule-1.18134989>

¹⁶⁶ http://business.afs.ch/fileadmin/user_upload/PDF/AFS_Flyer_YP_fuer_Lernende_web.pdf
<http://www.stiftung-mercator.ch/aktuell/artikel/auslandsaufenthalte-waehrend-der-lehre.html>

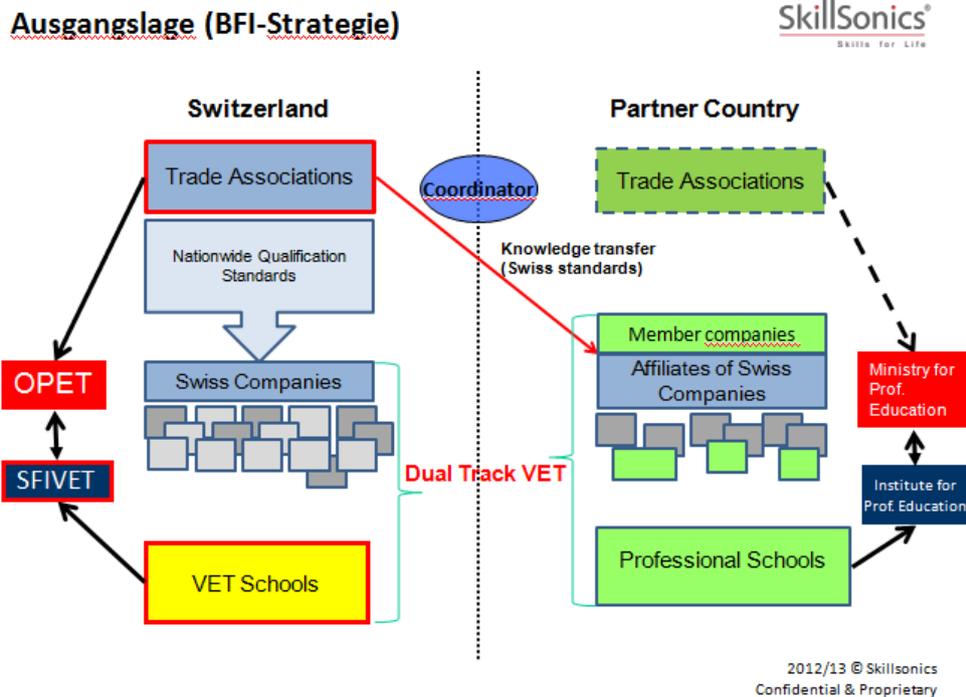
Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
		in the field of engineering in Indonesia. The aim is to improve the quality of engineering VET by introducing and further developing a model based on dual education. The initiative is based on partnerships with Indonesian and Swiss industries.		
INITIATIVES WHICH MIGHT BE OF INTEREST BUT ARE OUTSIDE THE IMMEDIATE SCOPE OF THE ASSIGNMENT				
Providing VET in the Centre for Vocational Training in Myanmar (CVT) 167	CVT Centre for Vocational Training, Myanmar	CVT: - operates a VET school in Myanmar, based on the Swiss system; - adapts the Swiss dual educational system to the Myanmar labour market and culture; - provides teacher training; - provides education for the underprivileged; - contributes to improving VET in Myanmar.	Vocational education and training in the fields of: cabinet maker, commercial assistant, metal worker, electrician, hotel industry & gastronomy.	
Coordinating partnerships and exchange between teacher training institutions	éducation21 on behalf of the Erziehungsdirektorenkonferenz (EDK) (education directors conference)	éducation21168: - coordinates North-South partnerships, between Swiss teacher training institutions and international teacher training institutions ; - supports sustainable global education in Switzerland.	- assisting teacher training institutions in creating partnerships; - providing teaching materials; - providing further education for teachers; - administrating public funds.	Partnerships exist between Swiss teacher training institutions and e.g. Morocco, Turkey, Bolivia, Cameroun, Columbia.

¹⁶⁷ <http://www.cvt-myanmar.org/new/index.php/de/>.

¹⁶⁸ <http://www.education21.ch/de/lehrerbildung/nord-sued-partnerschaften>

Figure 3. Overview graph of the main VET cooperation initiatives, types of activities, and main actors involved in those.

Switzerland's international strategy for education, research and innovation suggests a model of how its dual system for vocational education and training (VET) could be exported to other countries:



Source: Switzerland's International Strategy for education, research and innovation (2010), p. 34.¹⁶⁹

6.5 Issues and obstacles

Swiss vocational education and training generally enjoys a very good reputation. Nevertheless, the need has been identified to strengthen its positioning at international level and to improve the recognition of Swiss VET. In particular foreign companies which build branches in Switzerland often need to be convinced before engaging in apprenticeship training, in particular when they come from countries with little or no tradition in this field.

Exchange and mobility programmes in vocational education and training have had little tradition, in particular when compared to higher education.

The 2010 strategy on education, research and innovation points out that although Switzerland is represented within the bodies of several international organisations (Council of Europe, OECD, UNESCO, etc.), it does not play a very active role and thus does not hold a strong position in this context. This might limit the recognition of the Swiss ERI system at international level.

Challenges in relation to the transfer of the Swiss VET system to other contexts:

The Swiss VET system and the structure of stakeholder involvement (Swiss Confederation – cantons – professional organisations) are both very complex. This system works very well in Switzerland, but it is nevertheless a complex system.

¹⁶⁹

http://www.sbfi.admin.ch/themen/01370/01390/index.html?lang=en&download=NHZLpZeg7t,lnp6I0NTU042I2Z6ln1ad1IZn4Z2ZqZpnO2Yuq2Z6gpJCDeoF9gWym162epYbg2c_JjKbNoKSn6A--. The English translation is accessible here: http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Documents/Probst_20130912_Tagung%20Koop-partner.pptx

For the professional organisations, the main focus is on national developments and issues. International cooperation is not the main priority.

Switzerland does not have a body comparable to the German BIBB, which has a specific role in the field of international VET cooperation. There are however plans to strengthen the role of the Swiss Federal Institute for Vocational Education and Training (SFIVET) in this field.

Quality assurance is one of the main challenges when transferring elements of the VET system to other countries.

Countries' expectations: Countries that are interested in adopting certain elements of the Swiss VET system often have very high expectations and hope for a quick solution. This is however difficult to achieve, in particular when they have highly different systems and structures in place.

6.6 Sources of information

I. General Information

- State Secretariat for Education, Research and Innovation (SERI; German: SBFI): <http://www.sbf.admin.ch/>
- Schweizer Eidgenossenschaft. 2009. Internationale Strategie der Schweiz im Bereich Bildung, Forschung und Innovation. http://planipolis.iiep.unesco.org/upload/Switzerland/Switzerland_Strategie_FRI_ger.pdf English version: Swiss Confederation. Switzerland's International Strategy for education, research and innovation (as approved by the Federal Council on 30 June 2010) http://www.sbf.admin.ch/themen/01370/01390/index.html?lang=en&download=NHZLpZeg7t,lnp6I0NTU042I2Z6ln1ad1IZn4Z2qZpnO2Yuq2Z26gpJCDeoF9gWym162epYbg2c_JjKbNoKSn6A--
- Schweizer Eidgenossenschaft (Swiss Confederation). 2010. Sechs Jahre neues Berufsbildungsgesetz. Eine Bilanz. Bern, September 2010.
- Schweizer Eidgenossenschaft (Swiss Confederation). 2011. Berufsbildung – Ein Schweizer Standort- und Wettbewerbsfaktor. Studie bei multinationalen Unternehmen sowie Expertinnen und Experten in der Schweiz, in Deutschland und Grossbritannien
- Swiss Federal Institute for Vocational Education and Training (SFIVET): <http://www.ehb-schweiz.ch/>
- Swiss Forum for Skills Development and International Cooperation: <http://www.fobbiz.ch/>
- Swissheduction: <http://swissheduction.educa.ch>
- VET in Switzerland: <http://www.berufsbildung.ch/>

II. Project Information

- Skillsonics – Swiss VET initiative India: <http://www.skillsonics.com/>
- Centre for vocational training Myanmar: <http://www.cvt-myanmar.org/>
- Canton of Zug offering dual-track VET in English: <http://www.nzz.ch/aktuell/schweiz/zug-internationalisiert-die-berufslehre-1.18131699>
- North-South Partnerships in teacher training: <http://www.education21.ch/>
- Pilot project India: <http://www.sbf.admin.ch/themen/01369/01697/index.html?lang=de>
- Training VET trainers from Gabon: http://www.ehb-schweiz.ch/de/aktuell/mitteilungen/Seiten/EMBA_Gabun.aspx
- VET at Bühler Group: <http://www.buhlergroup.com>
- SITECO – Swiss Initiative for Technical Cooperation: www.siteco-edu.org/

7 Country sheet: Czech Republic

Summary box:

Key trends and data

- Strategy or framework for action in place: No
- Key targeted countries: NA – Visegrad 4 members: Hungary, Poland, Slovakia (+ Czech Republic) and Germany
- Key types of cooperation: bilateral agreements; student / teacher mobility; recognition of certificates; good practice exchange
- Types of VET commonly associated: upper secondary apprenticeship VET (EQF 3) and graduate VET (EQF 4)
- Key targeted sectors: automotive industry; other sectors in minor scale
- Scale of public/private initiatives: national (general country level agreements of cooperation¹⁷⁰); regional (cross-border cooperation); school level (school cooperation)
- Data on budget: not available (fragmentation of initiatives)
- Data on mobility programmes: as per the European Lifelong Learning Programme data
- Data on beneficiaries (e.g. number of VET students): not available (fragmentation of initiatives)

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** apprenticeship VET schools and graduate VET colleges (EQF 3 + 4)
- **Post-secondary school / non-tertiary:** No
- **Continuing VET:** NSK - Národní soustava kvalifikací (National Register of Qualifications)

7.1 Strategy / framework for action, incl. drivers

As indicated in the inception report, the Czech Republic has been ranked as a country with low level of internationalisation of VET, characterised as having few or “no cooperation activities conducted by public operators in VET outside those within the accession or Europeanization process.”¹⁷¹

The reasons why the Czech Republic is classified among the “low range” countries as regards systematic international cooperation in VET are found in a complex of historical, geopolitical as well as economic factors:

- Unlike France or Germany, the Czech Republic lacks a history of colonial and/or imperial relations with other countries which would be transformed into closer forms of cooperation in present.
- Between 1948 and 1989, geopolitically Czechoslovakia was a part of the “Eastern Block”, i.e. it did not participate in the processes of European integration and strengthening of trans-national cooperation then under way in the democratic countries of Europe.

¹⁷⁰ http://www.msmt.cz/file/33216_1_1/

¹⁷¹ ICF (2014): Building knowledge on international cooperation in VET. Inception report (internal document) for DG EAC, p. 8.

- The Czech Republic is not an economic power in the sense France and Germany are, and therefore the scope and volume of investment in foreign countries that would in effect create a need for international cooperation in VET is lower accordingly.

Generally, the transformation from centrally planned to market economy as well as the accession and EU membership (from 2004) have triggered international cooperation in education and training, including (and in certain aspects predominantly) VET. Although there is no comprehensive strategy or framework implemented, a multiplicity of small-scale, bilateral and fragmented initiatives are found, along with the portfolio of EU tools and mechanisms implemented and used (Lifelong Learning Programme; EQF; ECVET; EQAVET; Europass), and the international agreements on the recognition of qualifications and diplomas.

7.2 Geographical scope of VET cooperation

Historically and geographically, the closest countries for Czech VET to cooperate with are the countries of the Visegrad 4 (along with CZ they are Hungary, Poland and Slovakia). Slovakia, for that matter, shares with the Czech Republic all essential principles and elements of the education and training system, including the proximity of the languages, and thus is especially convenient a partner for cooperation.

Also very important are ties with Germany, the Czech Republic's most significant economic partner as regards the volume of both import and export trade. Cross-border partnerships including VET school cooperation are common in regions on both sides of the Czech-German border, as well as along the border with Austria where VET schools cooperate e.g. in the hotel and catering sector, or under a funding framework provided by the Intercultural Centre in Vienna

Rather particular initiatives, in addition, focus on cooperation with other countries such as France, the United Kingdom, and the United States of America. The re-established economic relations with Russia, on the other hand, have not yet resulted in specific cooperation in the area of education and training.

A specific case is the cooperation with Vietnam. There is a relatively significant Vietnamese minority in the Czech Republic whose second and third generation have been reporting extraordinary results in secondary and tertiary education (especially mathematics). Nevertheless, this trend concerns VET only indirectly, and no specific arrangements between Czech and Vietnamese VET systems have been in place.

7.3 Sectoral scope of VET cooperation

In the Czech Republic, the most noticeable sector with consequences for the internationalisation of VET is the automotive industry. Two large automobile production establishments operate in the country: Skoda (controlled by the Volkswagen Group, Germany) and the TPCA complex (Toyota – Peugeot – Citroen, Japan/France).

Being the drivers of Czech economy as regards the production of motor vehicles marketed in the EU as well as beyond, the two automobile establishments have also triggered cooperation in VET, both at IVET and CVET level, by creating a demand for specialised workforce with the knowledge, skills and competences corresponding with the international character of the sector. Along with the production of complete automobiles, the economic influence of the sector has led to developments in sub-sectors and related industries, such as the production of car parts, electro mechanics, transportation and logistics, and other secondary services.

Apart from the automotive sector, other VET sectors show elements of international cooperation. However, these neither follow any comprehensive national strategy nor are generated by a large-scale economic influence, but rather are ad hoc initiatives based on EU mobility programmes, regional economic specifics, cross-border incentives and/or specific regional manufacturing traditions.

7.4 Types of cooperation activities, actors, and specific initiatives

7.4.1 Public initiatives

There are two principle public actors in charge of VET international cooperation activities:

- Ministry of Education, Youth and Sports (MŠMT) (central government body, supervising the implementation of the EU tools and mechanisms in VET, administering several small-scale international cooperation programmes – see the table below)
- National Institute for Education (NUV) (participating, between 2011 and 2013, in the project RAILVET coordinated by the Turkish General Directorate for VET, and aimed at the innovation of VET qualifications in railway transport and logistics sector)

7.4.2 Private initiatives

As examples of private initiatives, both the above mentioned automotive production establishments have been running programmes with selected VET schools in their region where possibilities for international cooperation are exploited. Skoda, furthermore, has founded its own VET university college where tertiary VET in specialised technical fields is provided. Details can be found in the table below.

7.4.3 Examples of country's action within International organisations

Apart from implementing the portfolio of EU tools and mechanisms for VET, the Czech Republic is involved and/or represented in the following actions within international organisations:

- OECD:
 - Education Policy Committee
 - Governing Board, Centre for Educational Research and Innovation
 - Governing Board, Institutional Management for Higher Education
 - PISA, PIAAC, INES, TALIS, ECEC
- Council of Europe
 - PESTALOZZI
 - Prague Forums
- UN / UNESCO
 - Executive Committee Membership
 - Education for All
 - ASP

Table 9. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
Academy of Central European Schools (ACES) http://www.aces.or.at/start.asp?ID=120396&b=845	Governance: Intercultural Centre Vienna (AT) and Včelí dom (SK); Funding: Die Erste Osterreichische Sparkasse Foundation; Member schools from: Albania, Bosnia and Herzegovina, Bulgaria, Montenegro, Czech Republic, Croatia, Hungary, Kosovo, Macedonia/FYROM, Moldavia, Romania, Slovakia, Slovenia, Serbia	Coordinated by the Ministry of Education on the Czech side; Goal: establish partnerships between lower- and upper-secondary schools in the participating countries, student and teacher mobility, good practice exchange, inter-cultural dialogue.	Across sectors	http://www.aces.or.at/ac_start.asp?b=5088&year=2013
High School Teacher Exchange Program with the USA http://www.msmt.cz/mezinarodni-vztahy/program-vymen-ucitelu-s-usa	Funding: J. W. Fulbright Commission for Educational Exchange; Participation: Czech and US high school teachers (including VET)	Teacher exchange – up to one year period.	Lower and upper secondary schools, post-secondary non-tertiary VET schools, across sectors.	http://www.fulbright.cz/program-ucitelskych-vymen
RAILVET Project http://www.nuv.cz/ctinnosti/projekty/railvet?highlightWords=railvet	National Institute for Education CZ; General Directorate for VET Turkey	Innovation of qualifications in railway transport and logistics,	Upper-secondary VET in railway transport and technologies, qualifications corresponding with EQF level 4.	
PRIVATE INITIATIVES				
TPCA support to upper-secondary VET in the region http://www.tpca.cz/tpca-pro-kolinsko/podpora-talentu/	Governance and funding: TPCA (Toyota-Peugeot-Citroen) Involved: Experts from the TPCA Group (France, Japan, international); Střední průmyslová škola technická Kolín (Technical High School in Kolin)	Project called "Support to Technical Fields of VET"; Support to VET learners: work internships, access to specialised technologies, support from the company's experts; Cooperation with various Czech technical universities.	Automotive	Creation of a new, specific comprehensive VET qualification (at EQF 4) provided by the partner school

7.5 Issues and obstacles

As outlined above, the reasons for the Czech VET system to lack a strategic/comprehensive level of internationalisation can be found in history and geopolitics, but primarily in the economics of the country. It appears that where international (or even global) industries operate, the strengthening of international cooperation in VET comes along naturally. Nevertheless, it has been observed that while VET apprentices and graduates on lower levels (3 and 4 EQF) find employment in the Czech Republic, experts with VET/technical qualifications on higher levels (especially 7 and 8 EQF) are lacking critically on the Czech labour market, partly because such workers are able to seek and gain employment in stronger economies of the EU.

7.6 Sources of information

Ministry of Education, Youth and Sports (2014): List of International Agreements in the scope of the Ministry of Education, Youth and Sports. Valid as of 1. 1. 2014. <http://www.msmt.cz/file/33216_1_1/> [accessed 21. 3. 2014]

Ministry of Education, Youth and Sports (2014): High School Teacher Exchange Program with the USA <<http://www.msmt.cz/mezinarodni-vztahy/program-vymen-ucitelu-s-usa>> [accessed 13. 3. 2014]

Ministry of Education, Youth and Sports (2014): Academy of Central European Schools (ACES). <<http://www.msmt.cz/mezinarodni-vztahy/academy-of-central-european-schools-aces>> [accessed 13. 3. 2014]

National Institute for Education (2013): The RAILVET Project. <<http://www.nuv.cz/vzdelavani-a-eu/railvet>> [accessed 18. 3. 2014]

Skoda Auto University (2014): Introduction. Website article <<http://en.savs.cz/>> [accessed 19. 3. 2014]

TPCA (2014): Talent support. Website article. <<http://www.tpca.cz/tpca-pro-kolinsko/podpora-talentu/>> [accessed 19. 3. 2014]

8 Country sheet – Cyprus

Summary box:

Key trends and data

- Strategy or framework for action in place: No
- Key targeted countries: Georgia, Costa Rica, Kazakhstan, Iran, Israel, China, Jordan, Thailand and Iran. Increased interest in Russian language courses.
- Key types of cooperation: Exchange of VET students (upper secondary)
- Types of VET commonly associated: Upper secondary VET and CVET
- Key targeted sectors: Hotel industry (Upper secondary VET)
- Scale of public/private initiatives: no information found
- Data on budget: not available
- Data on mobility programmes: no mobility programmes found¹⁷²
- Data on beneficiaries (e.g. number of VET students): no information found¹⁷³

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** Technical and Vocational Schools under the Ministry of Education and Culture (MOEC)
- **Continuing VET:** Human Resource Development Authority (HRDA)

8.1 Strategy / framework for action, incl. drivers

There is no strategy or specific policy framework regarding international VET cooperation with third countries. However, Cyprus has signed several bilateral educational agreements with third countries, which include cooperation under VET.

8.2 Geographical scope of VET cooperation

MOEC has signed cooperation agreements (Memoranda of Collaboration) with Georgia, Costa Rica, Kazakhstan, Iran, Israel, Jordan, Thailand and more recently China¹⁷⁴. Collaboration with Georgia is reportedly well-established and advanced. Discussions are under development with Algeria. One cannot identify trends or criteria on the geographical scope of these bilateral co-operations¹⁷⁵.

Regarding CVET seminars on foreign languages, Russian language seems to continuously grow in importance, due to the financial and commercial collaboration between the two countries; and the augmenting inflow of Russian tourists in Cyprus¹⁷⁶.

8.3 Sectoral scope of VET cooperation

VET cooperation with third countries under upper secondary education almost exclusively regards exchange of VET students that realised their traineeships in hotels in Cyprus. The strong focus on the hotel sector stems from the key role that tourism overall has in the Cypriot economy and the relevant know-how of the Cypriot hotel/accommodation sector¹⁷⁷.

¹⁷² According to the Ministry of Education and Culture interviewee, data on numbers of third-country students that have realised their traineeship in Cyprus can be found by contacting individual schools.

¹⁷³ Ibid.

¹⁷⁴ As stated in an interview

¹⁷⁵ As stated during an interview

¹⁷⁶ As stated in an interview

¹⁷⁷ As stated during an interview

8.4 Types of cooperation activities, actors, and specific initiatives

8.4.1 Public initiatives

Bilateral agreements are in place with third countries regard cooperation in upper secondary VET under the Ministry of Education and Culture (MOEC)¹⁷⁸. The driver for these collaborations was the development and sustainment of friendly relations between the two parts. As stated earlier, these agreements concern the exchange of VET students that realised their traineeships in hotels in Cyprus, but also language learning. Upper secondary VET curricula also include the optional uptake of foreign languages, some of them of third countries (Russian and Turkish).

8.4.2 Private initiatives

The Human Resource Development Authority (HRDA)¹⁷⁹ is a semi-government organisation whose source of income comes from the Human Resource Development levy paid by all companies¹⁸⁰. The mission of the HRDA is to create the necessary prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the needs of the economy, within the overall national socio-economic policies. The HRDA subsidises a variety of training activities, implemented by public and private institutions and enterprises, which are addressed mainly to employees. Under its training programmes, HRDA funds training of employees in third countries. These employees must be legally working in Cyprus and their nationality (Cypriot, EU or third country) is not a criterion for selection.

Learning third countries' languages seems to grow in Cyprus. Under Standard multi-company continuing training programmes, the HRDA includes foreign language programmes in its priorities. The HRDA prepares on an annual basis documents containing the thematic priorities. These documents are communicated to all training providers. Training institutions submit their programme specifications to HRDA for approval twice a year. The approved specifications are included in a list which is available on the HRDA's website. The training institutions, according to the interest of employees for participation, submit applications for implementation of training programmes. Granting approval and thus subsidy depends on the programmes' compliance to HRDA's policies and procedures guidelines. In recent years, third country language programmes mainly provide Russian for use in the financial and legal sector. For example, in the first quarter of 2014, the specifications of four types of 30-hour Russian language programmes were approved by HRDA. They target¹⁸¹:

- Accounting and financial companies;
- Customer service;
- Hospitality industry; and
- Hotels and restaurants.

As with all HRDA's programmes, participants in the programmes can be Cypriot, EU or third country citizens, legally residing and working in the country.

¹⁷⁸ Post-secondary VET programmes have been recently developed in Cyprus (2014-2015 is the second school year of their operation) and so these programmes have not been yet involved in such collaboration.

¹⁷⁹<http://www.hrdauth.org.cy/easyconsole.cfm/id/101>

¹⁸⁰ Civil servants and the self-employed are excluded.

¹⁸¹<http://www.anad.org.cy/images/media/assetfile/PES110005.pdf>

8.4.3 Examples of country's action within International organisations

There is one UNESCO-UNEVOC Centre¹⁸² in the country, the Pedagogical Institute of Cyprus. No relevant initiatives were found regarding international collaboration in VET with third countries.

Table 10. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Bilateral, educational agreements with third countries that include VET.	Agreements are signed by the Ministries of Foreign Affairs.	VET students from third countries realise their traineeships in Cyprus. Learning the language of these countries is also promoted in the agreements.	Hotel/accommodation sector	Agreements have been signed with Georgia, Costa Rica, Kazakhstan, Iran, Israel, Jordan, Thailand and more recently China.
PRIVATE INITIATIVES				
Foreign language training programmes to employees of Cypriot companies	Training institutions offering programmes to corporate employees. These programmes can be subsidised by the Human Resource Development Authority (HRDA).	Foreign language training programmes to employees of Cypriot companies	Financial services, hotels and restaurants, customer services	Training on Russian language to employees from accounting and financial companies; customer care; hotels and restaurants.

8.5 Issues and obstacles

Cooperation agreements with foreign countries, EU or third ones, almost exclusively regard exchange of students. Agreements in higher education are more frequent and extensive than in VET, given that Cypriot families are reluctant to foster the mobility of their children while they are still at school¹⁸³.

Overall, however, it is reported that training foreign students or supporting private initiatives in third countries is not currently a viable option or a priority for Cyprus, as there are challenges even in training Cypriot VET students domestically. The challenges stem from the lack of industrial infrastructure (i.e. companies) in the country that could host and train VET students. The adverse effects of the economic crisis and the need to retrain VET teachers are also recognised as barriers¹⁸⁴.

8.6 Sources of information

Ministry of Education and Culture website: <http://www.moec.gov.cy/en/index.html>

Human Resource Development Authority website: <http://www.anad.org.cy>

Cyprus Employers and Industrialists Federation website: <http://en.oeb.org.cy/>

The Pedagogical Institute of Cyprus website: http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=321&Itemid=269&lang=en

¹⁸² The Higher Technological Institute used also to be an UNESCO-UNEVOC Centre; it has, however, been merged with the Technological University of Cyprus.

¹⁸³ As stated during an interview.

¹⁸⁴ As stated during an interview.

9 Country sheet – Germany

Summary box

Key trends and data

- **Strategy or framework for action in place:** Yes, since 2013.
- **Key targeted countries:** No target as such but substantial cooperation activities with China, Thailand, Russia, India, Vietnam, amongst others
- **Key types of cooperation:** Development of VET systems, provision of VET abroad
- **Types of VET commonly associated:** CVET mainly
- **Key targeted sectors:** Automotive industry, Engineering and construction, Mechatronics, Environmental technology, IT
- **Scale of public/private initiatives:** mix of both
- **Data on budget:** EUR 85 million of German official development assistance (ODA) were disbursed on VET in 2012. This represents 6.5% of total German bilateral ODA for education (EUR 1.3 billion). BMZ government commitments to VET-related ODA have more than doubled from 2009 to 2013 (respectively EUR 44.6 million in 2009 and EUR 99 million in 2013)¹⁸⁵. No other financial figures have been identified.
- Data on mobility programmes: no aggregated data identified.
- Data on beneficiaries (e.g. number of VET students): no aggregated data identified.

VET in Germany¹⁸⁶

- **Upper secondary school:** Berufsfachschule, Berufsschule und Betrieb, Schulen des Gesundheitswesens¹⁸⁷,
- **Post-secondary school / non-tertiary¹⁸⁸:** Berufsakademie¹⁸⁹, Fachhochschule.

9.1 Strategy / framework for action, incl. drivers

A consensus in Germany and abroad has emerged since the 2008 world financial and economic crisis on the effectiveness of the German dual VET system in transitioning students from training to employment¹⁹⁰. From 2012, European and third country governments identified the German dual VET model - based on in-company and practical in-education training and on adapting the curricula and qualifications to the needs of companies, as one of the factors leading to the country's high youth employment rates and competitiveness levels despite the global crisis¹⁹¹. In parallel several emerging countries, faced by demographic pressure (e.g. India), high levels of youth unemployment (e.g. Maghreb countries), and high demand for specialised workers (e.g.

¹⁸⁵ Financial figures on Germany's VET-related official development assistance (ODA) in 2012, as produced by BMZ (owner and publisher of these figures) on 5.5.2014.

¹⁸⁶ http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

¹⁸⁷ <http://www.mbjs.brandenburg.de/sixcms/detail.php/5l1bm1.c.59674.de>

¹⁸⁸ Non-university past bachelor level degree.

¹⁸⁹ <http://studieren.de/berufsakademien.0.html>

¹⁹⁰ <http://www.bibb.de/en/65293.htm>

¹⁹¹ A respondent reported that due to an increase in the demand for support to introduce dual-VET systems, a conference bringing 6 European countries (IT, PT, ES, SK, LV and EL) together was initiated by the BMBF. It took place in December 2012. A Memorandum of cooperation to coordinate activities and develop similar dual VET systems was signed. This initiative prompted a reflection on the creation of a central Office for International Cooperation in Vocational Education and Training, now the German office for international cooperation in VET (GOVET).

Vietnam) have sought to reform and modernise their VET systems. **German embassies** and the **Federal Institute for Vocational Education and Training (BIBB)**, as the German centre of competence for initial and continuing vocational training, thus received, in the last couple of years, a high number of requests from foreign governments, e. g. from China, India, South Africa, and from some EU countries, to learn more about Germany's dual VET system¹⁹². For example, the US President mentioned the German work-based VET system in his 2013 remarks in the State of the Union address.

As a result, the BIBB included internationalisation as one of its strategic objectives¹⁹³. The **Programme iMOVE** (International Marketing of Vocational Education) - Training - Made in Germany was set up in 2001 by the Federal Ministry of Education and Research (BMBF), and run by the BIBB, to promote German providers of initial and continuing VET in the international market for continuing education. It does so by monitoring and analysing international markets and supporting the development of networks between German service providers and the demand abroad¹⁹⁴.

German companies abroad have also been key drivers in international cooperation in VET. The long-term availability of qualified human resources is considered as critical to the return on their foreign investments. The theoretical orientation of most foreign education systems and shortages in labour force with a practical training¹⁹⁵ prompted them to call on the **Deutscher Industrie und Handelskammertag (DIHK)**¹⁹⁶ and **German Chambers of Commerce Worldwide Network (AHK)** to involve themselves in the transfer of segments of the German dual VET model abroad.

Recognising that German investments abroad can suffer from shortages in qualified human resources and that foreign interest in the German VET model had soared, the **Federal Ministry of Foreign Affairs** asked its **embassies** to identify countries where an interest existed in reforming VET systems along the German dual VET model. In such countries, roundtables on VET were launched with the view to developing concrete partnerships (see Table under section 9.4). This was also conducted in order to add clarity to the large supply, in certain countries, of German VET actors involved in international cooperation, also in the face of the presence of other foreign VET actors, mainly from Anglo-Saxon countries (e.g. Australia, Scotland, Ireland, New Zealand and the UK) in those countries (e.g. in Asia).

In parallel to interest from abroad and within Germany for international cooperation in VET, VET has been a focus area of Germany's cooperation strategy since 2009¹⁹⁷. The **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)**, Germany's development agency, is currently running 100 TVET projects aimed at improving and expanding labour market-oriented VET systems, out of which two thirds are commissioned by the Federal Ministry for Economic Cooperation and Development (BMZ). EUR 85 million of German official development assistance (ODA) were disbursed on VET in 2012. This represents 6.5% of total German bilateral ODA for education (EUR 1.3 billion). BMZ government commitments to VET-related ODA have more than doubled

¹⁹² This is reportedly a marked contrast from the 1990s and early 2000s when international organisations such as the World Bank and the OECD pointed out that Germany did not produce enough higher education graduates and when discussions took place on the value of TVET and on the extent to which the German dual VET model could be transferred abroad.

¹⁹³ Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 6.

¹⁹⁴ Federal Foreign Office, Task Force Vocational Education and Training, *Organisations active in international vocational training - A Guide*, p. 56, 2014.

¹⁹⁵ Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013.

¹⁹⁶ The Association of German Chambers of Commerce and Industry (Deutscher Industrie- und Handelskammertag, DIHK) is the central organisation for 80 Chambers of Commerce and Industry, CCI (Industrie- und Handelskammern, IHKs) in Germany. All German companies registered in Germany, with the exception of skilled crafts businesses, the free professions and farms, are required by law to join a chamber. <http://www.dihk.de/en>

¹⁹⁷ Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013.

from 2009 to 2013 (respectively EUR 44.6 million in 2009 and EUR 99 million in 2013)¹⁹⁸. The GIZ has had a role in VET cooperation that has been broader than traditional, development cooperation. The GIZ has partnered with the Federal Ministry of Education and Research (BMBF), the Federal Institute for Vocational Education and Training (BIBB), and the private sector, on a number of VET projects with emerging and transition countries¹⁹⁹. This partnering has been considered as a strength of the governmental approach to international cooperation in VET, combining (1) a development-sensitive, long-term approach concerned with the necessity to adapt the German VET model to local conditions, with (2) the technical and commercial- and research driven expertise available respectively at the BIBB and within the German Chambers of Industry and Commerce in Germany (DIHK) or worldwide (AHK). The GIZ was also part of the above-mentioned roundtables on VET launched by German embassies in several countries.

The developments described above culminated in the structuring and adoption in July 2013 by the Federal Government of a formal **strategy for international VET cooperation**. The 2013 **strategy for international VET cooperation** is a landmark document; it specifically aims to promote Germany's dual training model worldwide²⁰⁰ and sent a strong signal recognising the diplomatic, strategic, cultural and development aspects of international VET cooperation alongside the obvious economic ones²⁰¹. It also sought to add coherence to the supply abroad of a multitude of consultancy services from a variety of German institutions and departments and private actors, which, in some cases, led to a somewhat incoherent presence abroad. It underlines the contribution of dual VET to "*social participation, competitiveness, social peace, prosperity and high levels of employment*"²⁰² and the necessity to adapt the German model to local specificities, whereby international cooperation is a means to support "*the partner countries in adapting and introducing certain elements of dual training into their respective systems as required. Apart from introducing dual or cooperative principles, it is important to ensure their independent implementation and further development in the partner countries*"²⁰³.

Following the publication of the strategy, a **Round Table for international VET cooperation** was set up at the end of 2013 to act as an inter-ministerial coordinating mechanism, following the reception of requests from abroad (e.g. which actor takes the lead) and in order to support German companies' international strategies. It exists at three different levels:

- One round table is at **high, strategic level**, it brings together State secretaries with management staff from other involved organisations (e.g. GIZ board of directors). It is at this level that strategic orientations and guidance are developed and decisions are taken,
- Another is at **departmental level** bringing leading persons within each Federal ministry together.
- The last one is at the **working level** and is where information is exchanged amongst a large number of actors, including social partners (the ZDH and DIHK, the German Employers' Associations (BDA) and the German Federation of Trade Unions (DGB) and German Trade Union representatives) and representatives of the "Bundeslaender". Meetings occur every two months.

¹⁹⁸ Financial figures on Germany's VET-related official development assistance (ODA) in 2012, as produced by BMZ (owner and publisher of these figures) on 5.5.2014.

¹⁹⁹ Federal Foreign Office, Task Force Vocational Education and Training, *Organisations active in international vocational training - A Guide*, p. 22, 2014.

²⁰⁰ <http://www.bibb.de/en/65148.htm>

²⁰¹ Ibid.

²⁰² Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 11.

²⁰³ Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 11.

The roundtables, although in their infancy, have so far been unanimously seen as a positive tool to create needed transparency on types of initiatives taken by each ministry and actor, and creating financial and know-how complementarity where possible. Participation is steadily increasing: additional federal ministries and social partners have expressed interest in participating now that the signal is clear. Discussions at the Round Table for international VET cooperation have for example covered the development of comparable training standards, campaigns to adopt in partner countries to promote support for the German dual company-integrated initial and continuing training model.

The **German Office for International Cooperation in Vocational Education and Training, GO VET** was created to support the roundtable by providing back-office support. It officially started its work in September 2013. GO VET is now the central contact point for national and international VET stakeholders and acts in the capacity of a "one-stop shop" in this regard.

Prior to the 2013 roundtable, the BMBF and BMZ had already worked on developing coordination structures on international cooperation in VET such as the "edvance-Initiative" which sought to *"ensure a coordinated and standardised approach in the partner countries by improving harmonisation between stakeholders and thus contribute towards the success of the joint activities undertaken within the scope of VET cooperation"* ²⁰⁴. This was a first step towards the establishment of larger coordination process involving additional actors. Edvance has since been merged into GO VET.

With regards the internationalisation of VET 'at home' and the **mutual recognition of VET qualifications**, a revised Vocational Training Act, which came into force on 1 April 2005, made training periods abroad a valid part of recognized training under the German dual system and makes additional links between national and international initial and continuing training²⁰⁵. The "Assessment and Recognition of Foreign Professional Qualifications Act ("Recognition Act"), which entered into force on 1 April 2012, introduced a standardized national procedure and criteria for the assessment of foreign professional qualifications –for professions regulated by Federal law, thus supporting migrants' economic integration as well as the filling of qualifications which are urgently needed on the German labour market. Up until now it has been possible to grant full or partial equivalence with the respective German reference occupation in a majority of cases²⁰⁶.

As opposed to higher education institutions, VET actors have been less exposed to competition from abroad, in the absence of a process similar to the Bologna process, in view also of their leadership position (alongside other European countries, e.g. AT, CH, DK) and due to the fact that higher education in Germany has simpler structures than its dual VET system. In addition the focus of international cooperation in VET as a tool to address companies' human capital issues and competitiveness, rather than as an

²⁰⁴ <http://www.edvance.info/en/index.php>; The 'edvance' initiative is managed by a **steering group**. This comprises representatives from the Federal Ministry of Education and Research and the Federal Ministry for Economic Cooperation and Development.

²⁰⁵ <http://www.bmbf.de/en/1644.php> and section 2, paragraph 3 on "Learning locations of VET": *"Parts of initial training may be completed abroad if this serves the purpose of training. The total duration of such training abroad shall not exceed one fourth of the duration of training specified in the initial training regulations"* If this is the case, section 76, paragraph 3 *"Initial training undergone abroad [...] shall be supervised and supported by the competent body in an appropriate manner. If the duration of a period of initial training abroad exceeds four weeks, a plan agreed with the competent body shall be required"* and section 45, paragraph 2 on "consideration of previous qualifications acquired abroad" *"Foreign education and training qualifications and periods of employment abroad shall [...] be taken into account. [for admission to the final examination after completion of their initial examination]"* and Ibid, section 50, paragraph 2 on "Equivalence of examination certificates": *"The Federal Ministry of Economics and Labour or such other ministry as may be competent, acting in agreement with the Federal Ministry of Education and Research and after consulting the Board of the Federal Institute for Vocational Education and Training, may by ordinance deem examination certificates acquired abroad to be equivalent to the corresponding final examination certificates issued on the basis of this Act if the vocational skills, knowledge and qualifications evidenced by the examinations are of an equivalent standard"*, source: Vocational Training Act (Berufsbildungsgesetz) of 23 March 2005 (Fed. Law Gazette [BGBl.], Part I p. 931), available at http://www.bmbf.de/pubRD/BBiG_englisch_050805.pdf

²⁰⁶ <http://www.bibb.de/en/> accessed 4 April 2014 and BiBB Publication "Topic - recognition of foreign professional qualifications" BWP Special Edition 2013.

education issue *per se*, is more visible than is the case in international cooperation in higher education. This reflects the reality reported by German companies which consider that whilst highly skilled workers (e.g. engineers) can be easily found worldwide, shortages in middle-level technicians are more prevalent and problematic and thus justify a stronger focus on international cooperation.

9.2 Geographical scope of VET cooperation

The choice of country of involvement depends on:

- the country's stage of development, the economic activities conducted, its industrial profile (automotive, mechatronics, construction, renewable energies), as this determines companies' Human Resources (HR) needs
- the legal framework in country which will make engagement more or less easy, e.g. local structures' competences, division of labour between the private sector and education facilities.

In addition, in view of the increasing demand for international-German VET cooperation and limited financial resources in times of economic crisis, international VET cooperation has taken place with countries *"in which fundamental institutional conditions for the implementation or modernisation of a national VET system are in place. These conditions include the willingness of national and German enterprises to make a contribution to improving the VET system and an interest on the part of major stakeholders in conducting the relevant dialogue and exchange of professional advice"*²⁰⁷.

These criteria pull cooperation towards countries:

- within the G20 and the OECD
- of strategic importance to the German government
- showing innovation potential (e.g. Vietnam)

This broadens the scope of cooperation to other emerging countries such as BRIC countries (Brazil, Russia, India, China and South Africa)²⁰⁸. This also reflects the origin of requests for information on the functioning of the German dual VET model and for support in transferring some of its elements.

The regional distribution of VET-related official development assistance (ODA) disbursements in 2012 was as follows²⁰⁹:

- Asia: EUR 49.0 million (58%)
- Africa: EUR 22.6 million (27%)
- Europe: EUR 6.4 million (8%)
- Latin America: EUR 2.5 million (3%)
- Supra-regional: EUR 4.3 million (5%).

²⁰⁷ Bundesinstitut für Berufsbildung (BIBB, Federal Institute for Vocational Education and Training), *Improving and promoting VET*, BIBB and its Global Network of Partners, 2013, p. 13, http://www.bibb.de/dokumente/pdf/improving_and_promoting_vet_broschuere_worlsskills_2013_07_02.pdf

²⁰⁸ BIBB, 2013, p. 13.

²⁰⁹ Financial figures on Germany's VET-related official development assistance (ODA) in 2012, as produced by BMZ (owner and publisher of these figures) on 5.5.2014.

9.3 Sectoral scope of VET cooperation

The list below is not exhaustive. Information is sourced from the BIBB.

Table 11. Sectoral scope of VET cooperation

Sector	Country of cooperation
Automotive industry	USA ²¹⁰ , Thailand, India
Information technology	Brazil
Genome research	Brazil
Nanotechnology	Brazil
Biotechnology	Brazil
Health	Brazil
Space flight	Brazil
Industrial control and automation	China
Mechatronics	Thailand, Russia, India, Vietnam
Mechanics	Thailand, Russia
(Power) Electronics	Thailand, India
Electrics	Thailand, India
Construction finishing trades	Russia
Metal	China, India
Environmental technology, incl. water supply and waste management, energy efficiency, Welding, Automotive	China, India
Engineering and construction	India

Sources: <http://www.bibb.de/en/65459.htm>, <http://www.bmbf.de/en/5316.php>

9.4 Types of cooperation activities, actors, and specific initiatives

The table below presents private and public sector-driven international cooperation initiatives, as well as examples of Germany's action within International organisations. The mapping is not exhaustive. The text below provides an overview of the content of the more detailed table below. Finally the graph, at the end of the table, provides an overview of the actors of international VET cooperation in Germany.

- **Public sector-driven international cooperation:**
- The **Federal Ministry of Education and Research (BMBF)** is responsible for the development of international VET policy, this in line with its mandate to assist the private sector in developing VET regulations and training. It was recently established that the Federal Ministry of Education and Research (BMBF) would be responsible for coordinating international VET cooperation with OECD, BRICS and emerging countries, whilst the Federal Ministry for Economic Cooperation and Development (BMZ) would be responsible for VET cooperation with developing countries²¹¹. It was also foreseen for the BMBF to step in when ODA-funded

²¹⁰ Focus of cooperation on internationally competitive qualification standards between the German BIBB and the US Department of Education.

²¹¹ Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 6. Other federal ministries are also conducting international cooperation in VET activities within their own policy areas of intervention, e.g. health and labour policy.

technical assistance on VET ended and when cooperation took on a more commercial orientation.

- The **Federal Institute for Vocational Education and Training (BIBB)**, under the auspice of the BMBF, has the task, pursuant to the Vocational Training Act (Section 90 (3), No 1) and the German government's education policies, of taking part in international cooperation in the field of VET. As a research facility for evidence-based policy making (e.g. reviewing ordinance profiles), combining research, development, regulatory and advisory activities, the BIBB is a key partner in international cooperation. It distinguishes its work along three broad categories: research, practice and policy. It is in charge of the:
 - Development and management of international networks of VET institutes (**exchange of information and joint projects**)
 - Provision of VET **advisory services** abroad, including technical assistance/capacity-building. In the latter category, BIBB has supported e.g. the development of national qualifications frameworks
 - Establishment and expansion of **VET research**, e.g. on instruments for the early recognition of skills development, the organisational development of VET institutes, the establishment and modernisation of VET information and knowledge management systems, the development of teaching and learning materials and (digital) media
 - "Recognition in Germany", the official information portal of the Federal Government for the **recognition of foreign professional and vocational qualifications**, to support migrants living in Germany in possession of such qualifications²¹². It counsels individual applicants, competent bodies and companies who want to secure recognition of foreign qualifications.
 - The **Programme iMOVE** (International Marketing of Vocational Education) - Training - Made in Germany. iMOVE aims to advertise German expertise in VET abroad, to establish contacts and collaboration opportunities between German training providers and public and private interested parties.
- Requests from abroad for BIBB's advisory services have grown substantially in recent years. Unlike the AHK and to the GIZ (see below), the BIBB is a central body and has few local offices abroad.
- The BIBB also hosts the **German Office for International Cooperation in Vocational Education and Training (GOVET)** created to support the formal **Round Table for international VET cooperation**. GOVET officially started its work in September 2013. The individual tasks of GOVET are as follows²¹³:
 - "An administrative arm for Round Table discussions on international vocational education and training cooperation
 - The main point of contact for national and international VET cooperation stakeholders
 - Implementation of an internal and external knowledge management system
 - Establishment, technical design and evaluation research of the bilateral vocational education and training cooperation agreements entered into by the Federal Ministry of Education and Research (BMBF)
 - Definition, design and evaluation of network and cooperation projects
 - Coordination of implementation of international VET policy across all actors".

²¹² <http://www.bibb.de/en/>

²¹³ <http://www.bibb.de/en/65480.htm>

- GOVET is also supporting bilateral working groups where advisory support is being provided to some European countries (Spain, Portugal and Greece) on the German dual VET models and how it can contribute to youth employment.
- GOVET has received a substantial amount of requests from abroad and from within also since its set-up. Its clearing role is progressively being shaped, as it is acquiring a more detailed overview of the landscape of German actors involved in VET abroad.
- The **German Federal Ministry for Economic Cooperation and Development (BMZ)** develops German development policy. It recognises that this mandate is closely linked to foreign policy, trade policy and security policy. The **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** acts on behalf of the BMZ and other ministries in supervising bilateral VET cooperation projects within the framework of German development policy²¹⁴. **Its mandate in cooperation in VET** is to “*support developing, emerging and transition countries in the area of vocational education and training by offering demand-driven, tailor-made services to improve and expand labour market-oriented VET systems and to build functioning labour markets, having regard to economic and socio-political considerations*”²¹⁵. It has worked closely with the BMBF and the DIHK/AHK on a number of initiatives, including both outlined below. **The AHK and the ZDH have thus acted as sub-contractors in GIZ-managed projects.** The combination of the developmental approach with the technical expertise available at the BIBB and German Chambers of Commerce is reported as a strength of Germany’s international cooperation in VET.
 - When GIZ engaged in a TVET reform project in Vietnam, it sought advice and consultancy from BIBB to support the Vietnamese National Institute for Vocational Training (NIVT) in developing their TVET annual report.
 - In 2012, the GIZ and the **DIHK** signed a declaration of intent to promote links in countries where both organisations are present, this will support access from business to GIZ projects and vice versa. This allows each agency to contribute to international VET initiatives according to their respective strengths: the AHK has the technical knowledge and access to businesses for the implementation of the dual VET models abroad, for which it can be contracted, whereas up-scaling a pilot project and providing advice at policy level can be conducted by the GIZ. This is based on the fundamental principle which underlies the German dual VET model that the mobilization of the private sector is key to its success. For example, under the German-Thai Dual Excellence Education programme (more details below), the AHK was involved in the technical aspects of the programme (e.g. training of in-company trainers, quality assurance etc.) and the GIZ worked to ensure that what was being piloted in a profession or region could be up-scaled and serve as an example for how TVET in Thailand could e.g. develop further.
- The BMZ also partners with **German civil society organizations or Foundations** such as DVV International e.V., Don Bosco Mondo, the Hanns Seidel Foundation, as well as other non-governmental and Church organizations in the delivery of its development cooperation work related to TVET²¹⁶.
- Following the publication of the 2013 Strategy, the **German Federal Foreign Office** has created a Task Force on Vocational Education and Training. In recent years, German **embassies** abroad acted as facilitators, providing a platform for

²¹⁴ Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 16.

²¹⁵ Federal Foreign Office, Task Force Vocational Education and Training, *Organisations active in international vocational training - A Guide*, p. 22, 2014.

²¹⁶ Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 6.

private and public VET actors from Germany to meet the foreign demand and showcase their services. In 2012, the German foreign ministry prompted its embassies to initiate VET roundtables gathering the AHK, their member companies and local VET actors. They worked well in South East Asia (Thailand), in China, US, Mexico, Brazil and Chile. In the US, where VET is a state competence, the German embassy organised tours where German companies and VET specialists presented respectively their skills needs and how the German dual system could respond to those, in view of spurring investments in the field.

- **Private sector-driven international cooperation**
- As external interest in the German dual VET system increased and as its member companies as well as the Foreign Office have pushed for further involvement in international cooperation in VET (via the roundtables – see above), **the worldwide network of German Chambers of Commerce (AHKs)** have become a major player in the dissemination of German VET standards abroad. The AHKs are funded by the Federal Ministry for Economic Affairs and Energy. They are locally embedded platforms to promote foreign trade and support relations between the German and local industry. There is currently a network of 145 German chambers of commerce abroad. Seeing VET cooperation as a commercial opportunity, the Association of German Chambers of Commerce and Industry published its own strategy for the promotion of the German dual VET model in 2012.
- As made possible by the local legal and economic context, the **chambers of commerce abroad** emulate the role of German chambers of commerce in Germany which are responsible, under the Vocational Training Act and Crafts Code, for the development of in-company training processes²¹⁷: checking, where applicable, that German training regulations/laws are complied with (there are 400 training regulations per occupation), checking that companies reach a certain level of suitability to train VET students, monitoring the training process, via contacts with in-company instructors, checking the fit of the equipment, the level of guidance provided to trainees, the instructor's qualifications, etc. Examinations at the end of participation to a dual VET scheme can also be organised by the chambers (which therefore also act as exam boards). **The breadth of AHK's mandate in the partner country and its ability to conduct all or some of the above activities therefore varies from one country to another, depending on the AHKs member companies' demands, the AHKs resources, the countries legal capacity and that of other local structures.** In some countries, its role will be confined to providing advice and services to companies and VET providers on how to assume examination and certification responsibility, in other countries, it will conduct certification and quality assurance (e.g. verifying the aptitude of companies and instructors to provide training) and develop curricula. It uses the IHKs' national competence frameworks in the process. It is also worth highlighting that the AHK's work worldwide benefits first and foremost its member companies, and therefore a relatively small share of TVET students overall, and not the local industry (unless they are involved in joint ventures or along the production chain).
- Depending on local conditions and on the extent to which elements of the German dual VET model can be transferred, the process will be more or less long term and in-depth. According to one respondent, the transfer of the German dual VET model via the AHK worked well in approximately 15 countries. Conditions for successful transfer are presented under section 9.5. In other countries however, smaller elements of the model were transferred, following a more medium-term approach. The **German-Thai Dual Excellence Education programme** which involved the German International Cooperation (GIZ), three corporations (BMW, Bosch, B.

²¹⁷ Done by the chambers whereas companies provide input/develop the training content and the curricula in schools is developed by the regional state.

Grimm), the German-Thai Chamber of Commerce (GTCC), and the local German embassy, has been considered as a best practice worldwide. It is worth noting that its launch is a direct result of the VET roundtable (mentioned under section 9.1) in Thailand.

- Alongside the Foreign Office, the German Federal Ministry of Education and Research (BMBF) has also increasingly supported the AHK's role in international cooperation in VET. For example, under the '**VETnet**' project which started in October 2013, the Association of German Chambers of Commerce and Industry (DIHK) and the Chambers of Commerce Abroad (AHKs) active in cooperative, work-based VET seek to engage local chambers, training providers and companies, to bring them together within the 'VETnet' network with a view to implementing key elements of the German dual VET system (e.g. phases of workplace training, cooperative, independent examination commissions (i.e. with representatives from the government and both sides of industry), the development of standard job profiles and curricula as well as legislation governing vocational training), via pilot projects, in order to emulate its effects on employment. Funded by the BMBF, the project is currently running in Brazil, China, Greece, India, and Thailand (and in EU countries also: Italy, Latvia, Portugal, Russia, Slovakia, and Spain)²¹⁸.
- The **Chambers of Skilled Crafts (HWKs)** and the **German Confederation of Skilled Crafts (ZDH)** are also important strategic partners which receive an important number of requests, from the BIBB and from abroad also, related to the professions it covers. The skilled crafts sector is composed of SMEs which do not necessarily have large international expansion strategies (unlike AHK's members). Therefore its capacity to implement projects abroad is particularly limited to activities operated by the skilled crafts organizations. It draws interest mainly in relation to the 600+ company-based training centres in Germany which it operates and which it showcases foreign delegations. The skilled crafts organizations also provides consulting, advisory, and training services to foreign partners, e.g. on teacher training, on building training centres etc. The HWKs can also act as a sub-contractor in projects managed by GIZ or other partner institutions. Considered the ZDH and the Chambers of Skilled Crafts are not allowed to be involved in projects with financial risks, public funding removes this hurdle to its involvement in international cooperation projects.
- In addition to the above-mentioned private actors, the **Didacta Association** represents the interests of over 250 companies and organisations both in Germany and abroad. It works to "*ensure that educational institutions have adequate facilities and equipment and that high-quality teaching and learning material is used*"²¹⁹.

Here below are some **examples of international cooperation initiatives led separately by a single company**:

- Provision of training consulting services, example of MIBRAG Consulting International, a subsidiary of MIBRAG, one of Germany's top lignite producers
- Creation of a training centre in China, example of Festo, a German industrial control and automation company.

Examples of Germany's action within International organisations

- There are **two UNESCO-UNEVOC Centres in Germany**: the BIBB in Bonn and the UNEVOC Centre "TVET for Sustainable Development" in Magdeburg which is founded on a consortium for cooperating on issues of sustainable development made of three institutions: Otto-von-Guericke University Magdeburg, Deutsche

²¹⁸<http://indien.ahk.de/events/past-events-old/2014-round-table-meet-on-vocational-training-and-education-in-pune-copy-1/> and Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014, p. 10.

²¹⁹ Federal Foreign Ministry, *Organisations active in international vocational training – A guide*, p. 24.

Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Fraunhofer Institute for Factory Operation and Automation. The Centres initiate or host networking initiatives, the exchange of experiences and transfer, conduct Research and Development and Capacity Building also.

- The BMBF has initiated the **Asia-Europe Meeting (ASEM) Meeting of Ministers of Education (ASEMME)**. The ASEM Education Secretariat, a rotating unit hosted by the German Academic Exchange Service (DAAD), coordinated the ASEM educational activities until 2013. Germany has been active in promoting VET issues within ASEM, e.g. it organised a Vocational Education Training Symposium in 2012.

Table 12. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PRIVATE SECTOR DRIVEN				
<p>Certification and quality assurance of VET provision abroad</p> <p>Provision of advice to companies and trainees</p>	<p>Worldwide Network of German Chambers of Commerce (AHK)</p>	<p>They emulate the role of German chambers of commerce in Germany (IHKs) as per the activities there are competent to conduct in each partner country. The worldwide network of German Chamber of Commerce (AHK) is competent in the certification and quality assurance of German VET provided abroad. They check that companies reach a certain level of suitability to train VET students and monitor the training process, via contacts with in-company instructors, check the fit of the equipment, the level of guidance provided to trainees, the instructor's qualifications. They use the Chambers of Commerce and Industry (Industrie- und Handelskammern, IHKs) national standards in the process.</p>	<p>All German companies registered in Germany, with the exception of skilled craft businesses, the free professions and farms are legally required to be a member of the Association of German Chambers of Commerce and Industry (Deutscher Industrie- und Handelskammertag, DIHK). Companies operating are also members of the AHK.</p>	<p>Under the VETnet project, German Chambers worldwide (AHK) active in cooperative, work-based VET seek to engage local chambers, training providers and companies, to bring them together within the 'VETnet' network with a view to implementing key elements of the German dual VET system, via pilot projects, in order to emulate its effects on employment. Funded by the German Federal Ministry of Education and Research (BMBF) and supported by the Association of German Chambers of Industry and Commerce (DIHK), the project is currently running in Brazil, China, Greece, India, Italy, Latvia, Portugal, Russia, Slovakia, Spain and Thailand.</p>
<p>Provision of advice to companies and trainees</p> <p>Showcasing of the 600+ company-based training centres in Germany</p> <p>Sub-contractor in international projects</p>	<p>The Chambers of Crafts (HWKs) and the German Confederation of Skilled Crafts (ZDH)</p>	<p>As per its membership, the skilled crafts sector is composed of SMEs which do not necessarily have large international expansion strategies (unlike AHK's members). Therefore, its capacity to implement projects abroad is particularly limited to activities operated by the skilled crafts organizations. It therefore draws interest mainly in relation to the 600+ company-based training centres in Germany which it operates and which it showcases foreign delegations.</p> <p>The skilled crafts organizations also provides consulting, and advisory, and training services to foreign partners, e.g. on teacher training, on building training centres etc. The ZDHHWKs, alongside the AHK, can also act as a sub-contractor in GIZ or BIBB-managed international projects managed by GIZ or other partner institutions. Indeed the ZDH and the Chambers of Skilled Crafts are not allowed to be involved in projects with financial risks (which GIZ or BIBB can therefore cover).</p>	<p>Building and interior finishes trades</p> <p>Electrical and metalworking trades</p> <p>Woodcrafts and plastic trades</p> <p>Clothing, textiles and leather crafts and trades</p> <p>Food crafts and trades</p> <p>Health and body care trades as well as the chemical and cleaning sector</p> <p>Graphic design</p>	

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
Provision of VET services abroad	Private VET providers, e.g. Lucas-Nülle GmbH	The company Lucas-Nülle GmbH has provided for 40 years services such as the development, design and marketing of training systems and education equipment for further and advanced technical, engineering and VET.	Lucas-Nülle GmbH: Electrical Wiring, Electropneumatics and Hydraulics, Electrical Power Engineering, Instrumentation, Renewable Energies, Refrigeration Technology, Drive Technology, Microcontrollers, Electrical Engineering, Automation, Communications Technology, Automotive Technology, Process Control, Laboratory Systems.	Lucas-Nülle GmbH has projects (expertise provision) in Yemen, Malaysia, Uzbekistan and the USA.
Private initiatives: provision of training consulting services	MIBRAG Consulting International, a subsidiary of MIBRAG ²²⁰ , one of Germany's top lignite producers	MIBRAG has internationalised its expertise in mining and training through its subsidiary MIBRAG Consulting International.	Lignite industry	Two international projects carried out in Vietnam and Chile in the field of TVET.
Private initiatives: creation of a training centre in China	Festo ²²¹ , a private German industrial control and automation company which sells pneumatic and electric transducers primarily to the automation industry, is currently ²²²	Festo implements the German Dual System of TVET in its Chinese production plant in Jinan: actual set-up of the training facilities, co-operation with schools and colleges and the possibilities of recruiting suitable trainees.	Industrial control and automation	China

²²⁰ http://www.worldskills.org/index.php?option=com_content&task=view&id=1422&Itemid=701

²²¹ http://www.worldskills.org/index.php?option=com_content&task=view&id=1422&Itemid=701

²²² July 2013 - launched in 2010.

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC SECTOR INITIATIVES				
<p>Policy: Development of international VET policy</p> <p>Practice: Provision of VET advisory services abroad, including Technical assistance/Capacity-building</p> <p>Research on VET</p>	<p>The Federal Institute for Vocational Education and Training (BIBB), under the auspice of the Federal Ministry of Education and Research (BMBF).</p>	<p>The BIBB's role in international cooperation is to:</p> <ul style="list-style-type: none"> - Develop and manage international networks of VET institutes (Currently, cooperation agreements between BIBB and more than 30 VET institutes, for exchange of information and cooperation in specific projects), - Provide advice and services to international partners on the development and modernisation of VET. As a national competence centre in VET, the BIBB's capacity to connect research (e.g. qualifications development research) and practice in I and C VET services is presented as a "unique selling point"²²³ - Run a number of research projects, Korea, Australia, Canada, e.g. on recruiting practices of companies, on recognition of vocational foreign qualification, or with the OECD, research on post-secondary VET in 2012 - Manage the federal portal for recognition of foreign VET qualifications, since 2013 to support the application of the new federal law on recognition of foreign VET qualifications - Manage the Programme iMOVE (International Marketing of Vocational Education) - Training - Made in Germany which aims to advertise German expertise in I and C VET abroad, to establish contacts and collaboration opportunities between German training 	<p>The main advisory focus has been on the development of training and examination standards, training of trainers and the establishment of a demand and employment-oriented VET system that is closely integrated with trade and industry²²⁴. More specifically, the BIBB provides advice in the following areas²²⁵:</p> <ul style="list-style-type: none"> Structuring of forms of initial and continuing training: Training venue cooperation between schools, companies and other training institutes, funding of competence centres for demand-oriented vocational training, Development of national qualifications frameworks Establishment and expansion of VET research, e.g. of sets of instruments for the early recognition of skills development Organisational development of VET institutes, in particular national institutes of VET Establishment and modernisation of VET information and knowledge management systems 	<p>34 bilateral cooperation agreements exist between the BMBF and partner countries²²⁶. Those are further institutionalised and operationalised via the work conducted by bilateral working groups. Here are some examples of those:</p> <p>Support to introduction and deployment of dual vocational training in Thailand (Office of Vocational Education Commission, OVEC); provision of advice on how Thailand's trade and industry can be incorporated into the planning, design, implementation and evaluation of I and C VET (joint workshops, meetings of experts, and seminars, visits of delegations of civil servants); Support to the development of standards</p> <p>since 2008, support to development of occupational, training and examination standards and in the development of standards for curricula and qualifications development research in India via BIBB's cooperation with the "National Skills Development Corporation (NSDC)" in Delhi and the "Central Staff Training and Research Institute" (CSTARI) in Calcutta</p> <p>China: provision of advice to partner institute CIVTE in Beijing since 2011</p>

²²³ BIBB, 2013, p. 11.

²²⁴ BIBB, 2013, p. 14.

²²⁵ BIBB, 2013, p. 12.

²²⁶ Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013.

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
		providers and public and private interested parties.	<p>Communication platforms relevant to VET</p> <p>Development of teaching and learning materials and (digital) media</p> <p>Structuring of funding models</p> <p>Services proposed under iMOVE:</p> <p>To support German continuing education providers' work abroad, iMOVE's can conduct the following:</p> <p>Strategy workshops regarding internal corporate requirements, market entry and successful marketing abroad</p> <p>Delegation visits and participation in trade fairs in countries with a great demand for qualification</p> <p>Market research, market monitoring.</p> <p>Online portal (http://www.imove-germany.de) with up-to-date information on "Training - Made in Germany" in Arabic, Chinese, German, English, French, Russian and Spanish, incl. on profiles of internationally active German continuing education providers</p> <p>Access to a newsletter in German and English which provides the latest on iMOVE programmes and services.</p>	<p>Examples relevant to iMOVE:</p> <p>Two guidelines for target regions China and Vietnam have been published²²⁷.</p> <p>Example of market research publications (1) the "Trendbarometer Exportbranche Aus- und Weiterbildung," a study on the economic importance of German education exports and (2) brochures giving successful examples of German education providers</p>
<p>Coordination of implementation of international VET policy across all actors</p> <p>Development of international VET projects and</p>	<p>The German Office for International Cooperation in Vocational Education and Training (GO VET)</p>	<p>The German Office for International Cooperation in VET was created to support the implementation of the government's 2013 Strategy for International VET cooperation. It is to act as a one-stop shop for the Federal Government's international VET cooperation. It officially started its work in September</p>	<p>The German Office is mandated to:</p> <ul style="list-style-type: none"> - coordinate the activities of - and exchange of information between - private businesses, the foreign offices of the Association of German Chambers of Commerce and Industry, and the 	

²²⁷ http://www.dlr.de/pt/en/desktopdefault.aspx/tabid-7364/12387_read-29763/

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
programmes and their evaluation Knowledge management		2013.	worldwide Network of German Chambers of Commerce ²²⁸ (AHK's), the German diplomatic missions, German and partner companies, vocational schools and social partners. - develop projects and programmes in partner countries and provide specialist project management and organisational support. It will also conduct evaluation work (data surveys, monitoring and assessment) and the promotion of institutional learning and transfer of knowledge between German and local partners.	
Networking, exchange of experiences and transfer Research and Development Capacity Building	UNESCO-UNEVOC Centres in Germany The BMBF and BMZ (Bundesministerium Für Wirtschaftliche Zusammenarbeit, German Federal Ministry for Economic Development Cooperation) support it institutionally and through the deployment of experts²²⁹.	There are two UNESCO-UNEVOC Centres in Germany: - the BIBB in Bonn - the UNEVOC Centre "TVET for Sustainable Development" ²³⁰ in Magdeburg which is founded on a consortium for cooperating on issues of sustainable development made of three institutions: Otto-von-Guericke University Magdeburg, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Fraunhofer Institute for Factory Operation and Automation.	Supports cooperation and learning among TVET stakeholders around the world ²³¹ through: - capacity development (training, consultations and conferences) at different levels and through regional and international cooperation - advocacy for global TVET development knowledge sharing through the publishing of TVET related - research and its various online communities	The UNEVOC Centre "TVET for Sustainable Development" ²³² in Magdeburg provides the following: - Education and Further Training ²³³ : Master of International Vocational Training, International Leadership Training: "Knowledge Management in Vocational Training" , International Leadership Training: "Media Development in Vocational Training" - Capacity Building: example: Development of a national system for further training for teachers and headmasters in intermediate and higher vocational education in the People's Republic of China, Research and Development, development and

²²⁸ http://www.germany.info/Vertretung/usa/en/___pr/P___Wash/2013/09/13-Dual-Training.html

²²⁹ Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013.

²³⁰ <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=2615&pg=1>

²³¹ http://www.unevoc.unesco.org/go.php?q=page_what+we+do

²³² <http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&id=2615&pg=1>

²³³ http://www.unevoc-magdeburg.de/index.php?option=com_content&view=article&id=18&Itemid=80

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
				implementation of qualification standards for VET teachers - Networking, exchange of experiences and transfer, i.e. Innovation network Southeast Asia for VET and sustainable development.
Asia-Europe policy dialogue	Asia-Europe Meeting (ASEM) Meeting of Ministers of Education (ASEMME)	The BMBF has initiated the Asia-Europe Meeting (ASEM) Meeting of Ministers of Education (ASEMME) ²³⁴ . The ASEM Education Secretariat hosted by the German Academic Exchange Service (DAAD) coordinates the ASEM educational activities and provides progress reports on the implementation of these activities ²³⁵ .	Policy dialogue ASEM educational activities	Germany organised a Vocational Education Training Symposium with special regard to qualifications frameworks in early 2012.
Mobility programme	The German Federal Ministry for Education and Research (BMBF) and the Israeli Ministry of Industry, Trade, and Labour. The exchange is made possible in part with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.	German-Israeli Exchange of Experts in Vocational Education and Training: Reciprocal exchange of trainees from both countries. It is a new part of the German-Israeli programme for cooperation in vocational education, which was established over 40 years ago.		
Publications and information sharing and networking	Australia and Germany	Publication and information sharing and networking on topics of mutual interest between Australia and Germany, including on qualification frameworks and apprenticeship systems.	Qualification frameworks and apprenticeship systems.	

²³⁴ Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013.

²³⁵ The ASEM education secretariat, "3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) Copenhagen, 9/10 May 2011, Shaping an ASEM Education Area Conclusions by the Chair", http://www.ond.vlaanderen.be/hogeronderwijs/beleid/ASEMME3_chairs_conclusions.pdf

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC-PRIVATE SECTOR INITIATIVE				
Creation of a VET programme in Thailand	<p>Private sector (three corporations (BMW, Bosch, B. Grimm)²³⁶</p> <p>This VET programme is managed by a Coordination Office which includes the German-Thai Chamber of Commerce (GTCC), the German International Cooperation (GIZ), and the German embassy. It acts as a mutual coordination body, e.g. to assure quality standards, adjust curricula for mechatronics, trains the trainers etc., and to search for apprentices and define the training programs based on requirements of the economy.</p>	<p>The German-Thai Dual Excellence Education program, launched in June 2013. It offers students a two-year dual vocational education programme in the following sectors: Mechatronics, Mechanics, Automotive, Power Electronics, and Electrics.</p>	<p>Mechatronics, Mechanics, Automotive, Power Electronics, Electrics</p>	

²³⁶ <http://gtdee.com/> and http://www.bosch.co.th/en/th/newsroom_9/news_9/news-detail-page_16960.php

9.5 Issues and obstacles

Conditions for successful transfer of the German model abroad:

- Viewing the development of VET processes abroad, along the German model, as a long term process considering it has to be tailor-made to needs of the local professions, and thus involve all stakeholders (public, private, employers, educational actors);
- Importance of adjusting to local conditions, including developing training beyond existing German TVET standards in order to remain competitive with other TVET systems in the world, this includes notably providing the training in English or in the local language. This had not been done in the past (training was conducted in German, e.g. in HU) and was a limiting factor;
- Availability of technology and equipment, of labour organizations to engage with as well as cultural mind-sets in favour of dual VET;
- The model transfer must be demand-driven to be sustainable²³⁷, this covers:
 - availability and willingness of school partners, (e.g. community colleges in US) to engage in dual VET provision, and existence of an appropriate legal context to allow them to conduct VET,
 - availability and willingness of companies, convinced that contributing financially to the system would incur a return on investment, in terms of producing a qualified labour force to meet their HR needs (and removing belief that education is the financial responsibility of governments and risk that train workforce will move to another company)
- Building the image of VET in order to attract students (e.g. in US), convince parents that a VET qualification is likely to result in higher employability than a higher education diploma;
- Success of the transfer of the German dual VET system in a foreign country depends also on the availability of experts both in the German model and in adapting it to the local context and the structures which compose it, whilst sticking closely to success factors of the German model;
- Having German qualifications recognised in the national system. There is a risk however that once qualifications are recognised at the national level, the trained worker moves to the competition e.g. a problem reported in China especially.

One interviewee reported that the transfer of the German dual VET system worked well in China and in Mexico (as well as in PT, ES, SK in Europe) as most of the conditions outlined above were met. In other countries, results were too slow to ensue, and thus demand for VET withered, or the government was also looking at VET systems other than the German one.

Obstacles:

- The lack of readiness of the private sector/employers to invest in their workforce. Whilst governments may be convinced to involve the private sector in VET, the latter must also be willing to financially contribute to the dual VET system. Involving German companies, which are used to establishing plant training centres to train their own workforce, to convince the local industry can be useful.
- Unrealistic expectations, both from the German and beneficiary side on what the German dual model can do in a beneficiary country. Successful transfer requires major changes in mindsets, e.g. on the role given to business associations, versus schools and the Ministry of education, in the development of VET curricula, and at

²³⁷source:p.12,
http://www.bibb.de/dokumente/pdf/improving_and_promoting_vet_broschuere_worlsskills_2013_07_02.pdf

governance level, e.g. a financing model supported by employers, the role of business associations in advocating for TVET (when most countries, membership to business associations is non-compulsory). and the orientation of the needs' coverage: that TVET delivered responds to the employer's needs of employers first and foremost,

- Although cooperation has increased following the establishment of the German office, there must be a pragmatic approach to balancing the need to respond to requests from abroad and the availability of financial and human resources to satisfy those demands.
- The extent to which the coordination process (via the roundtables and GO VET's actions) will be successful will depend on participants' willingness to share information and collaborate with each other. Considering that the group of stakeholders is large and has a variety of targets, this is challenging.
- In high priority activities, results are generally required very fast when the introduction of a new VET model or the recognition of foreign qualifications takes time.
- The internationalisation of organisations competent in VET in Germany also needs to take place
- Limiting legal frameworks, e.g. in Vietnam, young people are not allowed to work more than 1 or 2 months per year within the same company (measure to protect them against exploitation). This however prevents them from participating in a dual VET system, e.g. Bosch had to negotiate a special contract to train young people in Vietnam.

9.6 Sources of information

Desk research:

- AHK website
- ASEM website
- The ASEM Education Secretariat, *3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) Copenhagen, 9/10 May 2011, Shaping an ASEM Education Area - Conclusions by the Chair*
- Auswaertiges Amt website
- BIBB publications and website
- BMBF website
- BMZ, Financial figures on Germany's VET-related official development assistance (ODA) in 2012, as produced by BMZ (owner and publisher of these figures) on 5.5.2014
- BMW, Bosch, B. Grimm websites
- Deutscher Bundestag, *Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand*, 05. 07. 2013
- DIHK website
- EdVance website
- European Commission, *The structure of the European education systems 2013/14: schematic diagrams*, 25 November 2013
- Federal Foreign Office, Task Force Vocational Education and Training, *Organisations active in international vocational training - A Guide*, 2014
- Federal Ministry of Education and Research, *One-stop International Cooperation in Vocational Training*, 2014
- Festo website
- Lucas-Nülle GmbH website
- MIBRAG website
- UNESCO-UNEVOC website
- WorldSkills website

10 Country sheet – Denmark

Summary box:

Key trends and data

- Strategy or framework for action in place: Y (due for adoption)
- Key targeted countries: USA, Vietnam, China, Canada, Australia, South Africa
- Types of VET commonly associated: upper secondary VET, continuing labour market training
- Key targeted sectors: Multi sector
- Scale of public/private initiatives: limited
- Data on budget: US-DK initiative about 1.3 million DKK annually
- Data on mobility programmes: PIU scheme in total 38 million in 2013 - the majority of the funding to exchanges within the EU. In 2013 app. 50 exchanges outside the EU. USA-DK programme. In the period 2010-2013, 399 teachers and 135 students have been funded through the programme.
- Data on beneficiaries (e.g. number of VET students): about 100 students annually (no central data are registered).

VET in the country (i.e. as covered in the fiche)

- Upper secondary dual system - *erhvervsfaglige uddannelser*
- Adult continuing and further education and training – *AMU kurser*- labour market training courses for unskilled and skilled workforce.

10.1 Strategy / framework for action, incl. drivers

In 2005 the Danish Government launched a major initiative *Danmark i den Global Økonomi*²³⁸ (Denmark in the global economy). The aim was for Denmark to become a lead economy characterised by a high level of inclusion by 2020. A series of dialogues were held for over a year to set the strategic direction for Denmark - headed by the prime minister. The impact of globalisation on the education system and the question of how the education system should develop so that Denmark actively and creatively could exploit globalisation opportunities were central themes through the meetings - including the meeting with focus on upper secondary vocational education, and the meeting which focused on the low-skilled in the global economy.

In 2007 the Government globalisation strategy was published, *Fremgang, fornyelse og tryghed* (Progress, renewal, and security). It led to a revision of the legislation for upper secondary VET to include specific references to internationalisation

- Vocational education and training should be organised so that students acquire sufficient insights about international conditions so that they are able to study and work abroad (§ 1, stk. 2, nr. 5, i lov om erhvervsuddannelser, nr. 510 af 19. maj 2010).
- The institution should give students opportunities to complete part of their study in an international VET institution (§ 16, stk. 5, i bekendtgørelse om erhvervsuddannelser, nr. 22 af 12. januar 2010).

²³⁸ www.stm.dk/multimedia/Fremgang_fornyelse_og_tryghed.pdf

- VET institutions must as part of their elective subjects offer courses in an additional foreign language apart from English (§ 28, stk.1, i bekendtgørelse om erhvervsuddannelser, nr. 22 af 12. januar 2010).

An internationalisation 'taximeter' was introduced to support the implementation of the legislation. This provided the financial basis so that students can study abroad for at least 2 months. In addition the grant scheme PIU was expanded to include financial support for worldwide practical training.²³⁹

The legislative change was followed up by the formation of a task force than in 2009 produced a series of recommendations on how to internationalise vocational education and training. The publication does not differentiate between the international dimension within the framework of the European cooperation on VET and the external dimension of cooperation.²⁴⁰

Currently a new internationalisation strategy for VET in the context of lifelong learning is being prepared. The strategy will according to officials highlight that Denmark as a small open economy is highly depend upon global trade. Service and manufacturing companies have exploited opportunities afforded by ICT and liberalisation of trade. Many Danish companies have offshored part of their activities to South East Asia, and Africa is also an emerging sourcing destination. If companies are to fully benefit from offshoring, the quality of the local skills base is a critical enabling framework condition.²⁴¹ The strategy will likely emphasise that the relative competitiveness of the Denmark in the global economy will depend upon the quality of the skilled workforce - which represents the core workforce in Denmark - as well as upon the quality of the lifelong learning system to ensure sufficient inter-sector mobility driven by technological advance and changing patterns of global specialisation.

SMEs make up the majority of the Danish enterprise base. Many of them operate as advanced sub-suppliers in global value chains. Being positioned as advanced sub-suppliers has increased the demands to both technical vocational skills, advanced digital skills, and soft skills such as cooperation and communication, including communication in foreign languages and the ability to use technical manuals written in a foreign languages. The rationale of renewing the VET internationalisation strategy is therefore to a large extent based on an economic imperative. Apart from that, VET and labour market training is also a feature in many Danish actions, but that falls outside the remit of this study. These developments present opportunities for Danish VET providers to offer technical assistance in local markets where Danish firms are located.

The official ministerial view has until now been rather mixed in terms of encouraging institutions to engage in international delivery and service provision, whereas internationalisation has a much stronger role in higher education policies. In January 2014 the Ministry of Education convened VET providers, social partners, companies, and experts to discuss opportunities for international trade in vocational education services inspired by developments in other countries.²⁴² A fact-finding mission has been organised to the Switzerland by the Danish Ministry of Education to learn about the underlying model behind the successful Swiss /Indian initiative: "the Swissmem initiative"²⁴³. The initiative provides vocational education support to young Indians, who are trained in Electrical Engineering in India. Another fact-finding mission is planned to go to Finland to learn about how they organise their VET external actions at the policy level and at the

²³⁹ <http://www.uvm.dk/Aktuelt/~UVM-DK/Content/News/Udd/Erhvervs/2010/Jul/100708-Globalt-arbejdsmarked-kraever-maalrettet-indsats>

²⁴⁰ Erhvervsuddannelser med internationalt perspektiv Rådet for Internationalisering af Uddannelsernes forslag til at øge den internationale dimension i erhvervsuddannelserne . 2009 CIRIUS

²⁴¹ Kidmose Rytz Benita, Shapiro Hanne (2014) danske virksomheder i de globale værdikæder

²⁴² <http://www.uvm.dk/Aktuelt/~UVM-DK/Content/News/Int/2014/Jan/140110-Dialogmoede-om-dansk-uddannelsesektor>

²⁴³ www.swissmem-berufsbildung.ch/.../SkillSonics_Newsletter_Summer_20

institutional level. A meeting is planned with BIBB to explore opportunities for collaboration on international VET system development.

External cooperation in VET beyond the EU is still in its infancy in terms of the overall system approach and engagement in external cooperation in VET. Stakeholders however believe there are a number of drivers, which could change the policy agenda in the coming years and spurred by:

- Global specialisation - where Danish firms to a large extent are positioned as sub-suppliers in global value chains, requiring increased and different skills sets for the skilled and the semi-skilled workforce if Denmark is going to maintain a competitive international position mid- term;
- Support for globalisation of institutional strategies and curriculum with the aim of fostering global mind-sets among students and staff in VET institutions;
- Support for Danish companies operating abroad to train the local labour force and/or training of trainers (emerging markets);
- Exploring opportunities for "system export and system cooperation on VET" as part of strategic cooperation with emerging and advanced economies. (emerging);
- Through institutional activities, support for the design of dual vocational programmes and train-the-trainer activities.

The Ministry of Education is currently planning to form an expert group to explore how external cooperation can be developed from an ad hoc micro-activity to an activity with a more systemic impact. A joint seminar on international cooperation in VET is planned in 2014. It aims to define ways for life-long learning and VET issues to be better taken into account by French diplomacy²⁴⁴.

Since 2008, the national exchange initiative, PIU, funded by the employers' collective funds have provided financial support to student exchange to countries outside the EU. Priority countries outside the EU are USA, Canada, Australia; China, though the number of exchanges to countries outside the EU remains low

In addition USA- Denmark has a cooperation agreement with the USA since 2007, enabled through the TA3 alliance. The TA3 Alliance also involves vocational education institutions from other EU countries. In Denmark the Cooperation Act with the USA is managed from the international office in the Ministry of Higher Education, although the Danish focus is upper secondary VET. This office also manage the PIU grant.

Currently Denmark has an active Memorandum of Understanding with Vietnam and with South Africa on vocational education. The previous Memorandum of Understanding on VET cooperation with Korea gradually died out after a change of government in Korea.

10.2 Geographical scope of VET cooperation

Interviews conducted at institutional and ministerial levels indicate that priority has been or is to be given to cooperation with the following countries or regions – USA, Vietnam, China and South Africa²⁴⁵.

- The partnership between USA (OVAE office) and Denmark has been in operation since 2007. It is actively used by a range of Danish VET colleges, some of which are also Members of the US/EU VET alliance TA3, originally funded from the European side with seed money from the European Commission.
- Denmark has a standing MOU with Vietnam which involves activities both at policy level and at the institutional level.

²⁴⁴http://presentation.cnam.fr/histoire-projet/le-cnam-et-le-gip-international-face-aux-enjeux-de-la-cooperation-internationale-617854.kjsp?RH=faits_marq

²⁴⁵ <http://allafrica.com/stories/201301170332.html>

- Within ASEM, the Danish government has played an active role in promoting a focus also on technical and vocational education in the context of lifelong learning with joint work on topics such as the role of qualification frameworks²⁴⁶.
- Denmark has provided capacity support through Danida to a number of countries such as Bhutan, Tanzania, South Africa, Iraq, Serbia, Libya, Myanmar, Namibia, and Uganda.

10.3 Sectoral scope of VET cooperation

Text marked in bold indicates that cooperation has taken place within the "PIU exchange programme". This list is not exhaustive.

Table 13. Sectors and countries of cooperation

Sector	Country of cooperation
Arts and Crafts	Vietnam,
Agribusiness, services	Australia, New Zealand, Canada, Myanmar, Namibia
Care Services, textile	China
ICT	Vietnam, Mongolia, India, USA
Construction	Tanzania, Bhutan
Auto	USA
Food catering	Australia, USA
Advanced Manufacturing ²⁴⁷	USA, Mexico, Vietnam; Japan

10.4 Types of cooperation activities, actors, and specific initiatives

The table 2 on the next page presents the main cooperation activities, actors, and specific initiatives. The mapping is not exhaustive. The table has been broadly split between initiatives launched by the government, by institutions, and by companies (the latter only with one identified example). The text below provides an overview of the content.

As mentioned, it is only recently there has been a renewed interest in the opportunities afforded by system export of VET. The Danish government has one active **MOU with Vietnam** since 2010 (which evolved from the ASEM cooperation), including ICT, textile, crafts financial services, and health care.

At upper secondary level the activities so far have mainly included mutual visits and policy dialogue; within tertiary vocational education one Danish VET college offering both upper secondary and tertiary VET has established education programmes in services and financial management in Vietnam, and another is likely to start activities in health care. Danish companies in Vietnam have expressed an interest in Danish continuing vocational training providers providing support to training of trainers across a range of industries to improve the quality and the productivity of the local workforce. The Danish Ministry of Education is currently exploring these opportunities.

The US-DK partnership on VET has been in operation since 2007. It involves colleges at upper secondary and at tertiary levels. The programme is perceived as a success, and upper secondary schools have been expressing increasing interest. Several now have mutual exchange programmes for students and faculty that have run for several years.

²⁴⁶ <http://www.asem-education-secretariat.org/en/19505/>

²⁴⁷ In the frame of the "Technical teachers without borders" initiative for Citroën and Peugeot over the period 2002-2009 as reported in [http://afdet.org/2009/fichiers/professeurssansfontieres2.pdf](http://afdet.org/2009/fichiers/professeurssansfrontieres2.pdf) accessed 3 January 2014.

In ICT, mechatronics, and advanced manufacturing there have been initiatives regarding joint curriculum development. Another area of collaboration between US and DK institutions are measures such as counselling and mentoring to prevent dropouts.

PIU is an exchange programme for students in upper secondary vocational education, which is stipulated in the act on vocational education and training. It has been in operation since 1992. The Employers' Joint Reimbursement Fund covers additional expenses for students incurred during a placement period abroad.²⁴⁸ Exchange programmes typically last for 12-24 months. The programmes have a wide coverage across VET programmes.

In 2013 the Danish government began a dialogue with the **South African government** on policy support for the development of the TVET system in South Africa. This is expected to materialise into concrete actions in 2014.

The Danish company LEGO cooperates with Skive Technical College on providing training to Mexican toolmakers in its factory in Monterey, Mexico. Mexican workers in LEGO come to Denmark for four to eight weeks of training. The cooperation also involves training of trainers to achieve scale in the effort.

Within the SEM initiative, the Danish government has actively promoted vocational education and training in the context of lifelong learning becoming part of the agenda in ASEM. Within **ASEM**, the ministry has had dialogues with several countries on TVET.

Denmark is actively participating in **World Skills** held every other year. The next World Skills will be held in Sao Paulo in Brazil in 2015.

TEKO, a specialised vocational training college in textiles, has for a number of years used exchange programmes strategically so that students as part of their education participate in placement schemes abroad in Danish textile firms that have offshored parts of their production. As sourcing destinations have changed the school has started to prioritise countries such as Vietnam, China and Ukraine as partners in international exchange programmes. Currently Mercantec technical college is actively exploring opportunities to expand their international activities by providing support to up-skilling of the local workforce for Danish companies that have outsourced parts of their production to China. The management is in the process of preparing partnership agreements. As an interesting additional element in its globalisation strategy, the college has taken a strategy decision to invest in the Coursera platform to expand opportunities to draw on Stanford's ICT and engineering capacity for one advanced VET programme in ICT (*datafagtekniker* programme) and in medico technology, where the college plans to launch a continuing training programme.

Aarhus Technical College, Odense Technical College, and Niels Brock are the three technical colleges most actively engaged in capacity building in different parts of the world through Danida and international donor programmes, and often in cooperation with Danish or international consultancy companies.

²⁴⁸ <http://english.virk.dk/aub>

Table 14. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
POLICY INITIATIVES				
<p>Policy and financial support to enable global mobility of students enacted by law since 1992. The programme is jointly managed by the Employers' Collective Reimbursement Fund and the International Unit of the Ministry of Higher Education.</p> <p>The programme targets students in upper secondary vocational education.</p>	<p>The PIU programme is an example of a tripartite cooperation involving the Ministry of Education, the Employers Collective Reimbursement Fund, and vocational institutions offering upper secondary VET. Local PIU coordinators at the vocational education and training institutions provide operational support to students.</p> <p>In 1992 the PIU exchange programme was established to provide funding to students to cover the additional costs if they chose to take part in either a study period or an apprentice period abroad. Since 2008 the programme has allowed students to apply for grants to destinations all over the world.</p>	<p>Financial support to students that take part of their training abroad in a company or at a vocational training institution. Students may also get support to find an apprentice place abroad through the local PIU coordinators.</p>	<p>Multi- sector coverage.</p>	<p>See annex for further information on country coverage</p>
<p>Public support to US- DK partnership on vocational education and training</p>	<p>Within a framework agreement between the USA OVAE Office in the US Department of Education and the Danish Ministry of Education, a partnership was first enacted in 2007. It was renewed in 2010.</p>	<p>It involves funding for student and teacher mobility, support to form partnerships with a view to curriculum development or other joint initiatives, and support to participation in VET conferences organised by the American Association of Community Colleges. Several Danish colleges that have made use of the partnership funding are also members of the US-EU VET cooperation TA3 Alliance.</p>	<p>Multi-sector focus.</p> <p>Upper secondary vocational colleges and colleges that offer short cycle vocational education</p>	<p>Mercantec College is one of the institutions that use the programme strategically, For their ICT students their partnership involves community colleges or near Silicon Valley. In advanced manufacturing and for car mechanics the school has established partnerships in Detroit. The school has office facilities in Innovation Centre Denmark in Silicon Valley. Each summer staff are offered two weeks of summer school with one of the community college partners in the USA. Teachers cover their own time, and expenses are covered by the school. The school is currently looking into opportunities to expand apprentice opportunities not only in Danish firms, but also in US firms and particularly with focus on the ICT industry and robotics, where the school has met a lot of interest from US firms.</p>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
MOU Vietnam- Denmark	An MOU was signed between Vietnamese Ministry of Education and the Danish ministry of education- with focus on cooperation on VET.	At present there have been some mutual visits and a high level policy dialogue on central aspects of VET reform. The Danish Ministry has through the Danish Embassy in Vietnam been in dialogue with Danish firms in Vietnam to get more insights in their interests in receiving Danish apprentices in Vietnam, and to assess their needs for support in training the local workforce. The Danish ministry plans to form an expert group which can support the implementation and operationalisation of the MOU.	ICT, electronics, textile industry, furniture industry, manufacturing.	
Technical assistance	Vocational education and training experts especially from vocational training institutions provide support to implementation of VET reforms as part of capacity building - through Danida.	<p>Aarhus Technical College has provided capacity building since the 80s through Danida and through other donor programmes - alone or with national or international consultancy companies. Odense Technical College has pursued the same strategy in more recent years. Skive Technical College and MercanTec are pursuing somewhat different strategies aimed at providing support to Danish companies that have offshored parts of their production to services to other countries.</p> <p>Niels Brock has pursued a third avenue, which has led to establishment of short cycle and medium cycle vocational programmes in China and in Vietnam.</p>	<p>The support offered by the technical colleges comprises:</p> <ul style="list-style-type: none"> Training of trainers; Implementation and/or support to design and implementation of continuing vocational training at the shop-floor level; Assistance in the implementation of recognition and assessment of prior learning, use of qualification frameworks, dual training models; Quality management in VET Curriculum development and adaptation. 	For some years LEGO has collaborated with Skive Technical College, a national expert centre on the toolmaker qualification, to provide training and training-of-trainers to its toolmakers in Monterey Mexico. Participants are trained for 4-8 weeks in Denmark, and Danish trainers have also provided on-the-job training at the LEGO plant in Mexico.

10.5 Issues and obstacles

The interviewees underline that a formulated institutional strategy with clear and measurable targets is a key to internationalisation. Globalisation of trade and a growing level of offshoring to overseas destinations are gradually leading to increased company interest in supporting students in participating in part of their apprentice period either with a subsidiary or with a partner company. For students wishing to take part of their apprentice period in a company abroad, there can be legal barriers to obtaining a work permit; this is the case for example in the USA, where the requirement is that the qualification corresponds to a post-secondary level at the minimum. At the institutional level, Danish vocational education institutions cannot issue Danish upper secondary vocational degrees abroad - and this limits opportunities for system export. A third type of barrier relates to student age; while parents generally are supportive of a placement period within the EU, they tend to be more hesitant to allow students to participate in exchange initiatives beyond the EU due to student age. According to the Confederation of Danish Employers, mobility outside the EU is first and foremost a realistic opportunity for well-performing students - companies have an interest in offering them a period abroad in one of their daughter companies or with one of their sub-suppliers as a first step in internal career development.

10.6 Sources of information

- Eurydice publication
- Undervisningsministeriet (Ministry of Education) website
- Ministeriet for Videregående Uddannelse (Ministry of Higher Education) website
- Aarhus Tekniske Skole (Aarhus Technical College) website
- Niels Brock website
- Mercantec website

11 Country sheet: Estonia

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No specific strategy in place, aims are spread throughout general development strategies
- **Key targeted countries:** Bahrain, North-Cyprus
- **Key types of cooperation:** formal cooperation agreements between countries, study visits and delegations, bilateral cooperation agreements between VET centres,
- **Types of VET commonly associated:** no specific sectors identified
- **Key targeted sectors:** No specific sectors targeted by Estonian side
- **Scale of public/private initiatives:** not available
- **Data on budget:** No specific budget for VET cooperation in third countries has been allocated
- **Data on mobility programmes:** Data available only for EU-funded programmes (Leonardo, Erasmus etc.)
- **Data on beneficiaries (e.g. number of VET students):** 25,699²⁴⁹

VET in the country

- **Upper secondary school:** Narva Vocational Training Centre (VET)

11.1 Strategy / framework for action, incl. drivers

Vocational Education System in Estonia has gone through a long struggle to find sufficient recognition and appreciation in the wider society. The main issues have been insufficient public funding, very low level of cooperation between the industry and educational institutions and very low reputation of the vocational education (compared to generic) among students (Ministry of Science and Education of Estonia, 2009)(CEDEFOP, 2014). In total 25,699 students participated in upper-secondary and higher level VET in Estonia, in the academic year of 2013/2014 (Ministry of Science and Education of Estonia, 2014b). In fall 2013, a reform of the VET training curricula and system was initiated, giving the main responsible institution Foundation Innove time until the end of 2014 to fulfil it.²⁵⁰

Developments in the vocational education and training in Estonia are mainly governed by the Ministry of Education and Research. The principal legal framework of the field includes the Vocational Educational Institutions Act²⁵¹, the Development Plan for the Estonian Vocational Education and Training System 2009-2013²⁵² and the Estonian Lifelong Learning Strategy 2020²⁵³. Unlike for higher education institutions, there is no separate strategy or a development plan for the internationalisation of VET, yet references to it may be found across the aforementioned documents.

The preamble of the Vocational Educational Institutions Act states twelve tasks that all the germane institutions must perform to offer quality education, out of which one is an obligation to establish decent national and international cooperation between schools,

²⁴⁹ <http://bit.ly/1h04xXU>

²⁵⁰ <http://bit.ly/NNmdig>

²⁵¹ bit.ly/1ikUkIB

²⁵² bit.ly/1k3Ymqz

²⁵³ bit.ly/1g99vWg

students and faculties (Riigikogu, 2013), establishing an essential principle for institutions to collaborate and learn from abroad. Although there is a general requirement for the language of the instruction of the vocational secondary education to be Estonian, it is exempt for pupils studying on the basis of international agreements. On the one hand, the regulation provides opportunities for international cooperation whereas on the other hand, free-movers from several third world countries that do not employ a bilateral agreement on the governmental level are somewhat limited to study in Estonia on the secondary level.

The Development Plan for the Estonian Vocational Education and Training System 2008-2013 includes hardly any references to international initiatives implying the focus being set on internal improvements and the lack of proactivity in invigorating external relations. The international mobility of Estonian students and teachers in VET is rather low since the target for students and teachers engaged in any type of international mobility in the year of 2013 is set to 520 which is less than 2% (Ministry of Science and Education of Estonia, 2009). Furthermore, specific mobility programmes outside of EU are yet to be witnessed. On the positive note, the plan stresses the importance of Estonian students to participate in international competitions such as WorldSkills (Ministry of Science and Education of Estonia, 2009).

The plans for the future of VET are determined by the general Estonian Lifelong Learning Strategy 2020 (LLL Strategy) under which a separate inclusive programme for VET is established (Ministry of Science and Education of Estonia, 2014a). To date, not much is publicly known about it and the LLL Strategy does not make any references to the internationalisation of VET.

Other national strategic plans emphasizing economic growth such as Estonia 2020 competitiveness strategy and Estonian Entrepreneurship Growth Strategy 2014-2020 do not call any attention to the internationalisation of VET.

At present, the funding and central investments in vocational education quality and infrastructure are tightly knit to structural funds of the EU, also limiting the international collaboration to the borders of the Union. In addition, the policy framework of VET is lacking proactivity in attracting students from abroad as well as establishing meaningful relationships with corresponding institutions. Likewise, the link between exporting industries and VET institutions remains unconvincing.

As a result, the main drivers of international cooperation outside EU borders usually stems from the interest and focus of third countries, that have recognized Estonia's success or advantage in some fields of VET.

11.2 Geographical scope of VET cooperation

Most of the cooperation activities of Estonia with third countries are country-based, rather than sector based. Due to the low prioritization of cooperation with third countries and the yielding lack of resources, there are not many examples of long-term large cooperation projects. Mostly, the cooperation is limited to accepting delegations and study groups from different countries (Moldova, China etc.).

Estonia has currently three ongoing large international projects, out of which two can be categorized as development cooperation, namely with Georgia and Ukraine.

Additionally, the government of Estonia has agreed on cooperation in terms of national qualifications system with the Kingdom of Bahrain (since 2011). Two study visits to Bahrain have been organized since and a cooperation memorandum of the two countries has been signed.

A cooperation project with North-Cyprus (2009-2011) is an example of a larger international cooperation project with third countries in the past.

On the level of individual regional vocational educational training centres, the cooperation projects are often aimed at countries with equally good level of Russian speaking in VET and a similar mindset (Russia, Latvia). This includes most often bilateral cooperation

agreements between schools or is part of EU-funded mobility schemes. For example, in 2013, Narva Vocational Training Centre started cooperating with different Armenian VET establishments. In past, the school has established cooperation ties in several countries, including in Russia.

11.3 Sectoral scope of VET cooperation

Estonia has not defined its interests in terms of sectoral scope of VET cooperation with third countries. The delegations visiting Estonia have often been interested in services sector, automobiles, IT and agriculture, as was pointed out in the interview. The interviewees saw a potential in defining Estonia's sectoral interest (such as focusing primarily on ICT), as it would help in marketing our export and educational opportunities as a cluster.

The collaboration project with Bahrain can be classified as a general information exchange project. There are no international projects established in specific domains.

11.4 Types of cooperation activities, actors, and specific initiatives

11.4.1 Public initiatives

Foundation Innove and the Kingdom of Bahrain have cooperated on the reform and development process of a national qualification system in Bahrain. Study visits in June and October 2011 to Estonia resulted in a memorandum of cooperation with the Kingdom of Bahrain for future cooperation in vocational education. During the visit, an overview of the Estonian education system, qualifications, the accreditation of educational institutions, vocational Court's role was presented. The example of the construction industry, with Tallinn's Industrial Education Centre and Tallinn Technical University were also showcased. Members of the delegation were interested in reasons for the success of the 'professional councils', and the involvement of businesses and professional associations in the development of standards. In this matter, the collaboration is initiated by the third country and it is not directly driven by the strategic goals of the Estonian VET System.

In the past, a successful project was completed with the North-Cyprus. Within the consortium that also consisted of GET GmbH/ICON-INSTITUTE (Germany) and Project Management Limited t/a PM Group (Ireland), Estonia had a role in developing apprenticeship scheme, providing career services, increasing the reputation of VET and developing VET strategy.

Besides these two bigger cooperation activities, a link has been established with several countries via hosting their delegations or study trips to Estonia (China, Moldova etc.).

11.4.2 Private initiatives

The information on private initiatives is fragmented and there is no central institution that would gather this type of examples. Currently no examples of internationalisation of VET initiated by private actors are known.

11.4.3 Examples of country's action within International organisations

Most of the international organisations that Estonia is a part of concentrate on promoting VET cooperation within EU (Euroskills, Academia Network, Euroguidance Network etc.).

Foundation Innove, a government established non-profit foundation that is in charge of the LLL programmes' coordination is an official representative of Estonia in the World Skills Foundation and they stand responsible for preparing and sending Estonian youth to the annual World Skills Competition.

Innove is also a participant member of UNEVOC - The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training acts as part of the United Nations mandate to promote peace, justice, equity, poverty alleviation, and greater social cohesion.

In 2008, Estonian Maritime Academy (EMA) became a full member of International Association of Maritime Universities, however, references to any significant developments in internationalisation of the EMA are close to absent.

Table 15. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
Cooperation with Bahrain's qualification system team (BQF)	InnoVe from Estonia; Bahrain's Education and Training Quality Agency; Bahrain's Qualification System	Information exchange project on the field of educational reform and development of the qualification system ²⁵⁴	The study visits included members of Estonian Chamber of Commerce and different specialist associations	An initial contact was established, giving way for further cooperation
Support to VET, Labour Market and LLL Systems in the Northern Part of Cyprus (VETLAM) (2009-2011)	GET GmbH/ICON-INSTITUTE, Project Management Ltd PM Group,) a&d Schulungszentrum GmbH. Project was funded by EuropeAid	As a member of the expert consortium InnoVe participated in developing of the apprenticeship system, in analysing of the present IT system and offered technical assistance to improve the IT system in order to meet the needs of the local labour market	VET system in general	A system of career counselling and lifelong learning was established; the attitude to the labour market was improved by enhancing of the quality of VET
Initiating cooperation networks with third countries Applying for funding	InnoVe	Foundation for Lifelong Learning Development INNOVE is currently responsible for internationalization activities of VET in Estonia	Mainly exchange of know-how with other similar institutions abroad	Hosting foreign delegations and study tours
Individual cooperation programmes	Different regional vocational education training centres and VET institutions abroad	Student mobility, study-tours and visits	Mostly using the funding of EU mobility programmes, with the involvement of Turkey, Russia and other partner countries	Participation of Vana-Vigala Technical and Service School in international cooperation project on the subject of tolerance. Among EU participants, Turkey was also part of the programme

11.5 Issues and obstacles

- There is clearly a lack of strategic approach in internationalising the VET system of Estonia. Current initiatives rely on European Structural Funds and do not prioritise international cooperation beyond EU. The reasons behind low prioritisation can also be explained with emphasis on internal issues and reforms of VET field in Estonia.
- Lack of resources allocated to cooperation with third countries implies that the developments on this field are fully dependent on external project-based funding.

²⁵⁴ <http://www.innoVe.ee/en/VET/international-cooperation>

At the same time, applying for this funding also requires resources and ability to attract strong project partners.

- Although the cooperation of companies with VET institutions is growing, there are no known large-scale private initiatives on international level and with third countries. The main obstacle of this is probably a lack of central organisations as well as limited resources.
- No central function to the internationalisation of VET currently exists, that would bring together different stakeholders and create cooperation within Estonia in order to be more attractive for international cooperation.
- When compared to higher education system, the problems of VET are often similar, but VET as a whole tends to be omitted from discussions on a political level. This also holds for the internationalization issues.

The main obstacles to the internationalization of VET in Estonia are thus low prioritisation of the issue on political level and the yielding lack of resources, the lack of clear aims and focus of internationalizing VET, and coordination issues on collaborative links within Estonia as well as abroad.

11.6 Sources of information

CEDEFOP. (2014). Spotlight on VET Estonia. Retrieved from <http://www.cedefop.europa.eu/EN/publications/22318.aspx>

Ministry of Science and Education of Estonia. (2009). Development Plan for the Estonian Vocational Education and Training System 2009-2013. Tartu. Retrieved from <http://www.hm.ee/index.php?03236>

Ministry of Science and Education of Estonia. (2014a). Eesti elukestva õppe strateegia 2020. Tallinn.

Ministry of Science and Education of Estonia. (2014b). Haridussilm. Retrieved from <http://www.haridussilm.ee/>

Ministry of Science and Education of Estonia. (2014c). Kutseharidus korralduse ja õppekavade reform

Riigikogu. Vocational Educational Institutions Act (2013). Retrieved from <https://www.riigiteataja.ee/en/eli/505022014002/consolide>

12 Country sheet: Greece

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** Albania (CVET)
- **Key types of cooperation:** Training of employees of Greek companies in third countries
- **Types of VET commonly associated:** CVET- corporate trainings delivered to local employees in third countries
- **Key targeted sectors:** no specific sectors identified
- **Scale of public/private initiatives:** no information available
- **Data on budget:** no information available
- **Data on mobility programmes:** no information found
- **Data on beneficiaries (e.g. number of VET students):** In a corporate seminar, 100 employees were trained.

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** no cooperation found at this level
- **Post-secondary school / non-tertiary:** no cooperation found at this level
- **Continuing VET:** Vocational Training Centre: Industrial and Business Education and Training Institute - SEV Hellenic Federation of Enterprises (distinctive title "IVEPE-SEV")

12.1 Strategy / framework for action, incl. drivers

No strategy or specific framework on international VET cooperation is in place in Greece. This could be attributed to the lack of a targeted strategic development policy regarding VET²⁵⁵. Additionally, such cooperation implies the investment of financial and human resources from the Greek side, which is considered not feasible given the budget constraints in recent years.

12.2 Geographical scope of VET cooperation

Although no formal policies or agreements with third countries were found, provision of CVET to employees of Greek companies has taken place in Albania. These countries are in the focus of Greek companies, due to the flow of investments and of human capital towards them.

Regarding IVET offered under the Ministry of Education and Religious Affairs (Ministry of Education) and the General Secretariat of Lifelong Learning, Greece could develop cooperation in VET especially with neighbouring third countries, such as the North African ones, if it were a strategic priority. Sporadic initiatives are driven by ad hoc requests through the Cultural Conventions which are monitored by the Ministry of Foreign Affairs

²⁵⁶.

²⁵⁵ As stated by an interviewee

²⁵⁶ As stated by an interviewee

12.3 Sectoral scope of VET cooperation

Trainings to foreign employees of Greek companies in third countries have taken place on an ad hoc basis, based on companies' requests. So, no trends regarding sectors can be observed²⁵⁷.

12.4 Types of cooperation activities, actors, and specific initiatives

12.4.1 Public initiatives

No public initiatives specifically focusing on VET have been found.

There are educational agreements between Greece and third countries that, according to the Ministry of Education regard education overall and do not focus or include specific activities regarding collaboration in VET²⁵⁸. In these agreements, collaboration in VET may be broadly mentioned, to address any relevant needs that may arise in the future. For example, in the Educational Programme signed with Armenia (2011-2013) Article 12 states that "the two Parties shall cooperate in the area of technical and vocational education and shall exchange experience and know-how"²⁵⁹.

However, such collaborations were more frequent in the 1990s. Countries like Egypt were expressing their interest in having VET students and teachers in Greece in fields like agriculture. That was before such countries could receive financial and other support regarding VET from the EU. So, ETF programmes and other EU-funded activities are believed to have shrunk the interest of third countries to seek the collaboration with Greece regarding VET²⁶⁰.

12.4.2 Private initiatives

The Vocational Training Centre: Industrial and Business Education and Training Institute - SEV Hellenic Federation of Enterprises (distinctive title "IVEPE-SEV") offers CVET training and is affiliated with the Hellenic Federation of Enterprises (SEV). It offers trainings on technical topics after the request of individual firms²⁶¹. Until now, one seminar has been delivered in a third country:

- In 2011, a large seminar was delivered to approximately 100 employees of a newly acquired cement factory (Titan S.A.) in Albania. The seminar lasted for six months. The seminar was delivered in the local language to foreign employees. Albania and neighbouring, Balkan countries overall are in the focus of Greek companies, due to the flow of investments in and of human capital towards these countries.

Contacts have been made with Arab countries, but no formal agreement has been reached so far.

²⁵⁷ As stated in an interview

²⁵⁸ Greece has signed such agreements with a great number of third countries from the broader Balkan region (e.g. Albania, Moldova Serbia, Turkey), North America (USA), Asia (e.g. Azerbaijan, China, India, Indonesia, Vietnam,) Latin America (e.g. Argentina, Peru, Venezuela, Uruguay) and Africa (Egypt, Ethiopia, Burundi Mauritania)

²⁵⁹ The Agreement with Armenia was provided by the Directorate of European and International Education Affairs of the Ministry of Education

²⁶⁰ As stated in interviews with representatives of the Ministry of Education and the General Secretariat of Lifelong Learning

²⁶¹ <http://www.ivepe.gr/products6.php?wh=1&lang=1&menu=1&the1id=80&the2id=96&theid=96&open1=80&pen2=96>; cited 15/4/14

12.4.3 Examples of country's action within International organisations

There are no UNESCO-UNEVOC Centres in Greece.

Greece is a member of ASEM and hosted the 8th ASEM Customs DG-Commissioners Meeting in 2009. According to the Ministry of Education²⁶², Greece does not participate in any programme regarding VET internationalisation under ASEM or any other international organisation.

Table 16. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
No public initiative found				
PRIVATE INITIATIVES				
Provision of CVET training to foreign employees of Greek companies in third countries	Vocational Training Centre: Industrial and Business Education and Training Institute - SEV Hellenic Federation of Enterprises (distinctive title "IVEPE-SEV") and large Greek corporations	IVEPE-SEV delivers trainings on technical topics after the request of individual firms. IVEPE-SEV offers CVET training and is affiliated with the Hellenic Federation of Enterprises (SEV).	Cement corporation; Aluminium corporation	One seminar has been delivered so far in a third country to foreign employees of Greek companies: in 2011, a seminar was delivered to approximately 100 employees of a newly acquired cement factory (Titan S.A.) in Albania. The seminar lasted for six months. The seminars were delivered in the local language.

Table 17. Overview graph of the main VET cooperation initiatives, types of activities, and main actors involved in those.

Activity in VET internationalisation is very low in the country, so no graph was developed.

12.5 Issues and obstacles

Collaboration with third countries in higher education is more frequent than in VET. Numerous students from third countries, especially African ones, study in Greek universities. According to interviewees, third countries are possibly keener in cooperating with Greece in higher education, as higher education graduates are believed to have better employment and income prospects and are better assimilated in the Greek society than VET graduates.

²⁶² International Education Relations Directorate (Διεύθυνση Διεθνών Εκπαιδευτικών Σχέσεων)

12.6 Sources of information

General Secretariat of Lifelong Learning, National Report Greece 2012 (in EL)

Ministry of Education website: <http://www.minedu.gov.gr/geniki-dieythynsi-eyropaikon-kai-diethnon-ekpaideytikon-thematon/dieythynsi-diethnon-ekpaideytikon-sxeseon/tmima-b-ekpaideytikon-antallagon.html> (in EL)

Ministry of Foreign Affairs website: <http://www.mfa.gr/dimereis-sheseis-tis-ellados.html> (in EL)

Ministry of Tourism website: <http://www.otek.edu.gr/gr/intl.htm> (in EL)

Institute of Industrial Vocational Education and Training (IVEPE) website: <http://www.ivepe.gr/products6.php?wh=1&lang=1&menu=1&the1id=80&theid=80&open1=80&open2=100> (in EL)

13 Country sheet: Spain

Summary box:

Key trends and data

- Strategy or framework for action in place: No
- Key targeted countries: Not available
- Key types of cooperation: Cooperation at policy level (exchange of information, qualification recognition), mobility programmes / actions
- Types of VET commonly associated: IVET
- Key targeted sectors: Not available
- Scale of public/private initiatives: Mostly public
- Data on budget: Not available
- Data on mobility programmes: Not available
- Data on beneficiaries (e.g. number of VET students): Not available

VET in the country²⁶³ (i.e. as covered in the fiche)

- **Upper secondary school:** ISCED 3B (intermediate vocational training) and 3C (basic vocational training): secondary schools; Vocational Training integrated institutions;
- **Post-secondary school / non-tertiary:** No specific information found
- **Tertiary education:** (advanced vocational training): secondary schools; Vocational Training integrated institutions
- **Vocational training for employment (CVET):** public authorities, either through their own institutions (authorized institutions, public vocational training integrated institutions and others or agreements with public bodies or companies; business organisations and trade unions; companies; private vocational training integrated institutions.

13.1 Strategy / framework for action, incl. drivers

There is not an overall strategy for the internationalisation of VET.

According to legislation on initial VET (IVET) provided by institutions under the central and regional educational authorities, the ministry of education, culture and sport in cooperation with the regional authorities of education, commits to promoting measures to increase the participation of students, workers, teachers and trainers in national and international mobility programmes.²⁶⁴

According to legislation on continuing VET (CVET) provided by institutions under the central ministry of employment and regional authorities responsible for employment, it is said that agreements will be encouraged with public and private companies to promote professional placements, including international placements, for the unemployed.²⁶⁵

²⁶³ Source: Eurypedia (articles: *Organisation of Vocational Upper Secondary Education, Types of higher Education Institutions and Institutions providing adult education and training*).

²⁶⁴ Royal decree 1147/2011, of July 29, establishing the general organisation of professional education in the education system (State Official Gazette 30-7-2011). Available in Spanish at: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-13118

²⁶⁵ Royal decree 395/2007, of March 23, that regulates the subsystem of professional training for employment (State Official Gazette 11-4-2007). Available in Spanish at: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2007-7573

In IVET, the Spanish ministry of education, culture and sport is involved in cooperation at policy level with different countries. There are also some student and graduate mobility schemes mainly promoted by regional governments.

Moreover, the ministry of education, culture and sport has a network of schools abroad that offer non-university education according to the official Spanish curricula. These schools mainly focus on general education but there is one specialised in VET.

International activity in CVET mostly concerns EU policies. For instance, the State Public Employment Service (SEPE) underlines the following aspects of internationalisation:²⁶⁶

- SEPE is developing the Europass of the "Professional Certificates" in English and Spanish and these will be progressively available on the SEPE website.

It can also be mentioned that SEPE funds training plans and, in the last annual calls (2013) concerning the employed and the professional insertion of youth under 30 years-old, it is included as a priority field for training the internationalisation of the companies.²⁶⁷

The Spanish Agency of International Cooperation and Development (AECID), under the ministry of foreign affairs, has launched a programme of continuous VET for the unemployed in foreign countries, under AECID's programme on heritage.²⁶⁸ It has been running from 1991 and it has involved 24 countries, especially in Latin America and the Caribbean. Though, the AECID is involved in the promotion of development and cooperates with developing countries. For this reason, this programme fits better into the category of cooperation for development, falling out of the scope of this study.

The country's added value compared to other players in the field seems to come from the Spanish language and the fact that Spain was one of the first countries to develop VET courses based on professional competences. This was done from the mid-nineties and has led to the development of around 140 qualifications in the education system. Thus, Spanish-speaking countries are usually interested in learning about the development of qualifications in Spain.²⁶⁹

13.2 Geographical scope of VET cooperation

The Spanish ministry of education, culture and sport has been involved in cooperation at policy level with Argentina, Brazil, China, Colombia, Equatorial Guinea, Iraq, Kenya, Korea, Libya, Qatar, Mexico and Russia. Many initiatives are also developed in the context of the Organisation of Ibero-American States.²⁷⁰ Although no specific region is prioritised, there seems to be more cooperation with Spanish-speaking American countries.

Moreover, there is a Spanish school in Morocco specialised in VET.

There are also mobility programmes that target graduates from different types and levels of education, including VET. These initiatives include the development of placements in many different countries.

13.3 Sectoral scope of VET cooperation

Spain participates in different initiatives for cooperation at policy level that do not generally target specific sectors.

²⁶⁶ According to the report sent to ICF as a response to the invitation for an interview.

²⁶⁷ Resolution of July 16 of the State Public Employment Service approving the call for grants for the implementation of training plans, at state level, having as the priority target the employed population (State Official Gazette 23-7-2013). Resolution of July 17 of the State Public Employment Service approving the call for grants for the implementation of a state-level specific programme to improve the employability, qualification and professional insertion of youth under 30 years-old (State Official Gazette 23-7-2013).

²⁶⁸ Employment workshops (*Talleres de Empleo*) programme.

²⁶⁹ According to the interviewee from the ministry of education, culture and sport.

²⁷⁰ <http://www.oei.es>

More specifically, the Spanish school in Morocco, specialised in VET, provides upper secondary VET courses in the sectors of health, electricity and electronics, and mechanical manufacturing. The Spanish government has also promoted a student mobility scheme in cooperation with a Chinese company specialised in electricity.²⁷¹

There are also mobility programmes that target graduates from different types and levels of education, including VET. These initiatives include many or all the sectors.

13.4 Types of cooperation activities, actors, and specific initiatives

The Spanish ministry of education, culture and sport participates in different initiatives for cooperation at policy level. There is a Spanish school in Morocco specialised in VET and the ministry has also recently promoted a student mobility scheme in cooperation with a Chinese company. Furthermore, there are mobility programmes promoted by regional governments that target, among other, VET graduates.

There are also examples of programmes from private entities that target people with different academic and professional profiles, including those that finished VET courses.

These initiatives are described in the following sections.

13.4.1 Public initiatives

The Spanish ministry of education, culture and sport participates in different initiatives for cooperation at policy level usually through memorandum of understanding. It mainly involves: the exchange of information and documents to improve the mutual knowledge on national VET systems; the support to the design of VET courses; the exchange of information between professionals (through study visits, meetings and, especially after the crisis, through the use of ICT); the exchange of information on methodologies, good practices and planning of VET provision; and qualification recognition.

Furthermore, the ministry has a network of schools abroad that offer non-university education according to the official Spanish curricula. These schools mainly focus on general education but the Spanish Institute "Juan de la Cierva" in Morocco has specialised in VET.²⁷²

Recently, the ministry has also promoted a student mobility scheme in cooperation with a Chinese company. There are also grant programmes funded by regional governments that target graduates from different types and levels of education, including VET. Two examples have been identified. The first one, called "Global training", is funded by the government of the Basque Country and managed by different entities as the Chamber of Commerce of Bilbao or the association of VET centres HETEL.²⁷³ It offers 6-month traineeships in different countries to graduates from higher VET and university, in many different sectors.

The region of Galicia has recently published a call for a similar grants programme. It funds two-months training placements in any country except for Spain, including European countries but also any other country in the world. This programme targets graduates from secondary VET, higher VET or university, from any study field.

13.4.2 Private initiatives

One example has been found of an initiative from a private entity concerning international cooperation. The Association for the Integration and Progress of Cultures (*Pandora*) promotes internships in companies in different countries for youth from different types of studies and sectors, including students, graduated or post-graduated. The association organises the placements but the participants have to cover for the

²⁷¹ CHINT ELECTRICS grants: <https://www.mecd.gob.es/prensa-mecd/actualidad/2013/05/20130513-china.html>

²⁷² <https://www.educacion.gob.es/centros/saccen.do>

²⁷³ HETEL stands for association for technical education (*Heziketa Teknikoko Elkarte*) in Basque.

costs. In 2014 placements are offered in India, China, Singapore, South Africa and Namibia, as well as the Netherlands.

13.4.3 Examples of country's action within International organisations

Spain participates in cooperation programmes under the Organisation of Ibero-American States. These usually include the participation in courses for VET teachers, qualifications developers and managers.

Table 18. Country sheet: Finland

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
Cooperation at policy level	Spanish government through the Ministry of Education, Culture and Sport. Governments of other countries: Argentina, Brazil, China, Colombia, Iraq, Kenia, Korea, Libya, Qatar, Mexico and Russia.	Cooperation is developed generally in the context of memorandum of understanding. It includes the exchange of information and documents to improve the mutual knowledge on national VET systems; the support to the design of VET courses; the exchange of information between professionals (through study visits, meetings and, especially after the crisis, through the use of ICT); the exchange of information on methodologies, good practices and planning of VET provision; and qualification recognition.	Usually it is not sector specific.	Argentina: memorandum of understanding mostly focused on qualification recognition. Korea: Visit of a Korean delegation to Spain in July 2013 to learn about the Spanish VET system and the recent legislative reform. Equatorial Guinea: support to the adaptation of Spanish ISCED 3C VET courses to this country. Since 2004.
Spanish Institute "Juan de la Cierva"	Funded and managed by the Spanish ministry of education, culture and sport.	This school is part of the network of schools abroad. It is located in Tetuan (Morocco) and it has specialised in VET. It follows the Spanish official curricula.	Health, electricity and electronics, and mechanical manufacturing.	It provides four different courses.
Support to CHINT ELECTRICS mobility grants	Funded by the Chinese company CHINT ELECTRICS. The Spanish ministry of education, culture and sport promoted the grants and selected the participants.	Grants scheme for upper secondary and higher VET students to develop a 2-month training placement in a company in China.	Electricity.	In 2013, three students received this grant. A new call is expected in 2014.
Global training	Funded by the Basque Country government. Managed by different entities, as the Chamber of Commerce of Bilbao or the association of VET centres HETEL.	It promotes international mobility of young graduates from university and higher VET education. It provides 6-months traineeships in companies in Mexico, Colombia, Ecuador, Peru, Chile, the United States of America, the United Arab Emirates, Hong Kong and some European countries.	Business administration, economics, external trade, marketing, engineering, computer science, architecture, information sciences, cultural management, psychology, etc.	-
Programme Galeuropa	Galician regional government.	Grants for the development of two-months training placements in companies in any country, except for Spain. These target graduates	All.	-

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
		from secondary VET, higher VET or university.		
PRIVATE INITIATIVES				
Same as above	Same as above	Same as above	Same as above	Same as above
Professional traineeships in companies	Association for the integration and progress of cultures (<i>Pandora</i>)	Organisation of internships in India, China, Singapore, South Africa, Namibia, and the Netherlands. Participants are asked to have proved education or experience that is relevant for the placement concerned.	Architecture, craftsmanship, business, hospitality, education, accountability, marketing, sales, interior design, etc.	-

13.5 Issues and obstacles

It has to be taken into account that although the Spanish government has the competencies in international cooperation, regional governments can also develop initiatives, for instance, for the mobility of students and professionals. The representative of the ministry of education, culture and sport refers a need for further coordination of the different initiatives and actors.

13.6 Sources of information

Association for the integration and progress of cultures (*Pandora*). Programme of Professional traineeships in companies. Information on the 2014 internships available in Spanish at: https://www.aipc-pandora.org/sites/default/files/01.%20PROGRAMA%20INTERNSHIP%202014_6.pdf

Basque Country government. Global training programme. Regulation - information available in Spanish at: http://www.euskadi.net/cgi-bin_k54/ver_c?CMD=VERDOC&BASE=B03A&DOCN=000108857&CONF=/config/k54/bop_v_c.cnf.

Ministry of Education, Culture and Sport. Information on CHINT ELECTRICS mobility grants available in Spanish at: <https://www.mecd.gob.es/prensa-mecd/actualidad/2013/05/20130513-china.html>

Ministry of Education, Culture and Sport. Information on Spanish Institute "Juan de la Cierva" available in Spanish at: <https://www.educacion.gob.es/centros/saccen.do>

Programme Galeuropa. Information available in Spanish at: http://www.xunta.es/dog/Publicados/2014/20140228/AnuncioCA05-210214-0001_es.pdf

Spanish Agency of International Cooperation and Development. "Escuelas Taller" programme.

14 Country sheet: Finland

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No strategic framework focusing exclusively on international cooperation in VET
- **Key targeted countries:** Russia, China, India, Korea
- **Key types of cooperation:** cooperation at policy level, with/within VET providers and targeted at individuals
- **Types of VET commonly associated:** -
- **Key targeted sectors:** Electronics, tourism, elderly care, ICT, advanced manufacturing
- **Scale of public/private initiatives:** limited
- **Data on budget:** 600.000 Euro app for network support
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country²⁷⁴

- **Upper secondary school:** Ammatillinen Oppilaitos, Ammattitutkinto
- **Post-secondary school / non-tertiary:** Erikoisammattitutkinto

14.1 Strategy / framework for action, incl. drivers

Internationalisation is generally mentioned in all central education policy documents. In upper secondary VET, the main focus on cooperation and mobility is on the EU. However, the *Development Plan 2011 – 2016*, which is the central strategy document from the Finnish Ministry of Education and Culture, sets a course for enhanced activities in VET cooperation beyond the EU. The current strategy says: “Cooperation with non-EU countries will be stepped up in matters relating to vocational education and training between educational administrations and the network of training providers”.²⁷⁵ Thus, it is evident that internationalisation of VET, also beyond Europe, has a high priority in Finland. The strategy clearly states that the driver behind addressing internationalisation in VET is the globalisation of businesses and the economy, and the fact that the Finnish society will increasingly come to depend on the mobility of international experts.²⁷⁶

The most recent statistics on the mobility of upper secondary VET students from 2012 show that mobility clearly centres on European countries, including Russia. Around 94% of the outgoing VET students go abroad to European countries, while Asian countries account for 3.5% of the outflow of VET students. Negligible numbers go to North America, Latin America, Africa and Oceania. The same pattern applies to incoming students.²⁷⁷ These numbers, however, include a relatively large mobility to and from Russia as a neighbouring country.²⁷⁸

²⁷⁴ Source: Eurypedia (articles: *Organisation of Vocational Upper Secondary Education*, *Types of higher Education Institutions* and *Institutions providing adult education and training*).

²⁷⁵ Ministry of Education and Culture, 2012. *Education and Research 2011 – 2016: A Development Plan*.

²⁷⁶ Ibid.

²⁷⁷ CIMO, 2013. *International mobility in Finnish vocational education and training in 2012*.

²⁷⁸ Interview.

The Finnish Ministry of Education and Culture earmarks funds for support of internationalisation of upper secondary VET. The Finnish National Board of Education (FNBE) administrates the funding and its allocation. The funding is granted to national networks of upper secondary VET providers who apply for funding for international VET cooperation activities. In order to apply for funding, the networks have to comprise a minimum of three Finnish VET providers who engage in cooperation with local partners. At the moment, the biggest network consists of 15 Finnish VET providers (the India network), but FNBE is aware that networks can become too big.²⁷⁹ FNBE grants support annually based on project applications from the networks. Thus, the funding is not based on the networks as such, but the project they engage in. Finnish VET providers are encouraged to have an international strategy incorporated in their overall strategy, and it is a prerequisite in order to receive financial support from FNBE for international activities.^{280 281}

In its appraisal of project applications, FNBE emphasises the following: Development of competences required by internationalising working life; international flexible learning pathways; mobility of teachers; international cooperation linked to development of quality management; network cooperation with countries outside of the EU/EEA.²⁸² At the moment, this funding instrument has not been refined for extending network activities to developing countries, and the funding only goes towards network activities in prioritised strategic countries.²⁸³

The funding from the Ministry of Education and Culture for internationalisation in VET has increased over the past years and amounted to EUR 1 million in 2013. Around EUR 600,000 were steered towards activities beyond the EU/EEA. The reason that the majority of the funding goes to activities beyond the EU/EEA is that many EU cooperation programmes are already in place.²⁸⁴

Outside the above mentioned framework, some VET projects are embedded in the general cross-border cooperation with North-West Russia. These projects are not part of any network cooperation as mentioned above. The cross-border cooperation projects are financed by the Ministry of Foreign Affairs with co-financing from the Ministry of Education and Culture for specific VET projects.²⁸⁵

Like most other countries with development cooperation activities, the Ministry of Foreign Affairs also has a programme that supports Finnish company interests in the developing world. Part of this support goes towards local VET activities to ensure that the local workforce meets the requirements of the Finnish companies.

To sum up, international cooperation beyond Europe in upper secondary VET is highly prioritised at the policy level. Annually, state funds are allocated to international network activities that promote international cooperation in upper secondary VET. The priority of the promotion of internationalisation of VET is driven by:

- The globalisation of the Finnish economy and the need to ensure that the Finnish skilled workforce has the competences that will allow them to work in an international environment.
- The prioritisation of VET cooperation with Russia, China, India and other strategic partner countries.
- The growing need to ensure that the local workforce in Finnish international firms have the required competences.

²⁷⁹ Interview.

²⁸⁰ Interview

²⁸¹ Interview

²⁸² Autere, H., 2011. *PowerPoint presentation: Opportunities of cooperation in VET – Finnish perspective.*

²⁸³ Interview

²⁸⁴ Ibid.

²⁸⁵ Ibid.

14.2 Geographical scope of VET cooperation

It is no coincidence that Asia accounts for the largest share in VET mobility outside Europe, as cooperation with China and India are considered of particular importance as emerging markets. International cooperation in VET follows the geographical orientation of the Finnish businesses, and this is also evident in the geographical scope of the government-funded network projects.²⁸⁶

Network cooperation is funded in Russia (two networks), China (two networks), India (one network), Japan (one network) and South Korea (one network). These are all countries where Finnish companies are relatively active for various reasons. A smaller network is also in place in the Alberta Province in Canada.²⁸⁷²⁸⁸

14.3 Sectoral scope of VET cooperation

Several projects in the networks have been funded in different sectors. However, FNBE has emphasised that the sectoral scope of the network activities should not be extended too far. The below sectors are the main sectors of VET cooperation in the international networks, but cooperation has also taken place outside of these specific sectors.²⁸⁹

Table 19. Sectoral scope of VET cooperation

Sector	Country of cooperation
Electronics/ICT	India, South Korea
Tourism/catering	India, China, Russia
Elderly care/children's care/nursing	Japan, China
Multimedia/games/apps	Japan
Automation/megatronics	China
Construction	Russia

14.4 Types of cooperation activities, actors, and specific initiatives

Internationalisation in VET is part of the work of the Ministry of Education and Culture, which funds the projects of the international VET networks. The list below presents specific VET cooperation initiatives beyond Europe. The table gives an overview of the activities and actors involved. The list is not exhaustive.

- At the moment, eight international networks in six countries beyond Europe have been granted support for VET projects. It has not been possible to obtain information about all of the networks in terms of concrete activities. FNBE has plans to create an online database in the near future that will contain info on network activities.²⁹⁰
- The CHINET network consists of seven Finnish VET providers and cooperates with VET institutions and businesses in Suzhou and Nanjing. The goal of the network is to strengthen the cooperation with China in VET in the fields of technology and tourism/catering.
- The KAMoon CHINA network consists of eight Finnish VET providers and cooperates with four Chinese VET providers in Shanghai as well as a number of Chinese and Finnish partner companies. Focus is on developing work-based

²⁸⁶ Ibid.

²⁸⁷ Ibid.

²⁸⁸ It has not been possible to identify company led VET initiatives through the interviewed experts nor through desk research.

²⁸⁹ Ibid.

²⁹⁰ Ibid.

learning in the social and health care sector in China and promoting student and teacher mobility.

- The India network consists of 15 Finnish VET providers and cooperates with VET providers mainly in Chennai and Bangalore. Both Finnish and Indian ICT companies are involved in the network activities.
- The HANAOKO Japan-Finland network focuses on two very different sectors, i.e. care of the elderly and apps/games development. Japan and Finland are the two most ageing populations in the world and therefore they face many of the same challenges in connection with care of the elderly.
- As part of the cross-border cooperation between Finland and North-West Russia, the Ministry of Foreign Affairs and the Ministry of Education and Culture fund a few projects in VET cooperation. The VALO project ran in 2011–2012 with the objective to introduce the Finnish VET model to VET providers and Russian companies in the Saint Petersburg area in the tourism and construction sectors. Many Finnish companies have activities in these sectors in North-West Russia. Subsequently the PROSKILLS project took over from VALO with the objective to strengthen the supply of skilled and competent employees in Russian and Finnish companies operating in Russia in the above-mentioned pilot sectors.
- As Finnish companies increasingly engage in business activities in emerging markets, the necessity of knowledge transfer and skill upgrading of the local labour force becomes prevalent. Finland's development cooperation also supports local private sector development, including support to Finnish businesses that wish to expand into these markets. Part of this support goes toward local VET activities to ensure that local workers have a sufficient level of competences to meet the demands of the Finnish partners.

Table 20. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
International network cooperation – Finnish VET providers and local stakeholders	Ministry of Education and Culture, FNBE, Finnish VET providers	Eight networks in six countries that receive project funding for a number of projects. The scope of the networks differs, but the location of the networks follows the orientation of Finnish businesses	ICT/electronics, tourism/catering, care sector, multimedia/games/apps, automation/megatronics, construction	The network cooperation in upper secondary VET has different sectoral scopes, but the same overall objective, i.e. to enhance VET cooperation at the institutional level between Finland and the partner country in question. Examples of networks are the CHINET network, the KAMoon CHINA network, the India network and the HANAKO Japan-Finland network.
Cross-border cooperation with North-West Russian within VET	Ministry of Foreign Affairs, Ministry of Education and culture, Finnish and Russian partners	The VALO and the PROSKILLS projects as part of the cross-border cooperation	Hotel/tourism/catering, construction	The objective of the VALO project was to introduce the Finnish VET model to Russian VET providers and companies in North-West Russia. The objective of the PROSKILLS project was to build on the VALO project and strengthen the supply of skilled and competent employees in Russian and Finnish companies operating in Russia.
Subsidy scheme for Finnish companies in developing countries	Ministry of Foreign Affairs	Part of the subsidy scheme is aimed at training local workers to promote the activities of Finnish companies in emerging and developing countries	Not industry specific	

14.5 Issues and obstacles

According to the experts and other sources consulted, external cooperation in VET faces the following challenges:

- A more effective home-based internationalisation strategy at the institutional level is required as internationalisation to a great extent is only considered to be concerned with student and teacher mobility. It is necessary to attract more foreign students and teachers to Finnish VET institutions. At the time, it is not very attractive to come to Finland because there are too few English programmes at the upper secondary VET level. The remote location of Finland deters students from beyond Europe from coming to Finland, as students at the upper secondary level are relatively young and many parents hesitate to send their children so far away for a long period of time. Another way of improving home-internationalisation is to increase the use of e-learning in upper secondary VET education.^{291 292}
- The individual VET providers tend to commit few resources to international activities. It is seen as a cost activity, rather than an activity that can improve quality, relationships with partner companies, and generate income for the best performers. Other than applying for funds from FNBE, the Finnish VET providers will have to fund activities beyond Europe from their own sources. If explicit strategies are not in place, external cooperation easily becomes an area where cuts can be made if VET providers have to reduce costs. For planning purposes VET providers suggest that the present one-year funding period is too short.²⁹³

14.6 Sources of information

Eurydice publication and website

Cedefop publication – VET in Europe Country Report

Finnish Ministry of Education and Culture publication and website

Finnish Ministry of Foreign Affairs website

Finnish National Board of Education publication and website

CIMO publication and website

²⁹¹ Interview

²⁹² Interview

²⁹³ Ibid.

15 Country sheet – France

Summary box

Key trends and data

- **Strategy or framework for action in place:** Non-comprehensive
- **Key targeted countries:** Maghreb, China, India, Latin America,
- **Key types of cooperation:** Set-up of VET training centres, with French VET standards and teachers; Technical assistance (via GIP), mobility programmes
- **Types of VET commonly associated:** secondary and post-secondary school /non-tertiary VET; school-based VET and apprenticeship
- **Key targeted sectors:** car industry, aeronautics, energy, agri-business.
- **Scale of public/private initiatives:** more information on public initiatives
- **Data on budget:** some - see below in core text.
- **Data on mobility programmes:** some – see below in core text.
- **Data on beneficiaries (e.g. number of VET students):** some – see below.

VET in France²⁹⁴

- **Upper secondary school:** *Lycée professionnel, centre de formation d'apprentis*
- **Post-secondary school /non-tertiary²⁹⁵:** Sections de techniciens supérieurs (STS), Institut Universitaires de Technologies (IUT).

15.1 Strategy / framework for action, incl. drivers

International cooperation in VET in France is at the crossroads of the mandates of the Ministry of Foreign affairs, the Trade Ministry, the Ministry for Employment, **and the Ministry of Education**. Whilst efforts have been taken to coordinate and coherently structure international cooperation activities run by public and private VET providers, a clear strategic direction to do so is lacking.

In France, international cooperation in VET has been driven by the needs to:

- support French companies established abroad which require a skilled local labour force. Shortages in intermediate scientific and technical skills, as well as management and leadership competences generally exist emerging countries²⁹⁶. Considering the generally ill-adapted vocational training options, often accompanied by a lack of attractiveness of VET, cooperation on VET is a means to train the local labour force in the short to medium run and modernise existing systems in the medium to long run
- answer demands from partner countries and their citizens willing to benefit from French VET services and opportunities. French VET public and private providers (e.g. from '*Lycées Techniques et Professionnels*', from the *Instituts Universitaires de Technologies*' (IUTs), to the *Conservatoire National des Arts et Métiers* (CNAM)) to enter local education markets and provide services such as certification, teacher training etc. The export of French VET is also a means of influence in regions where French investments are important²⁹⁷.
- support the mobility of French nationals.

²⁹⁴ http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

²⁹⁵ Non-university, pre-bachelor level degree.

²⁹⁶ Bentejac Alain, Desponts Jacques, *Modernisation de l'action publique, Mission d'évaluation sur l'efficacité du dispositif d'appui à l'internationalisation de l'économie française*, p.14.

²⁹⁷ http://international.cnam.fr/le-cnam-dans-le-monde/creation-de-l-institut-franco-chinois-d-ingenierie-et-de-management-506026.kjsp?RH=int_cnam

The CIEP is the French Ministries of Education and Higher Education²⁹⁸ operator habilitated to respond to calls for proposals in international cooperation in VET (post primary, secondary and tertiary also), which the Ministry of education cannot do directly²⁹⁹. Its international cooperation is responsible for mobilising expertise in VET (as well as in general education) to serve the strategic and geographical priorities of French cooperation abroad. Projects put together (e.g. curriculum design etc.) are generally aimed at trainers or teachers abroad or managerial staff of foreign education systems or organisations, and are funded by national or international authorities (EU, World Bank etc.)³⁰⁰. The same applies to the Ministry of Labour which works in the field of international technical cooperation through its operator, the *Groupement d'intérêt public (GIP) international*. It puts together French public or private expertise to provide technical assistance to foreign ministries which place such requests.

At secondary VET level, two public initiatives structure France's international cooperation: the (1) "Campus Pro International centers of excellence in technical training" programme which supports the creation of training centres in emerging countries, coupled with the (2) "Technical Teachers without borders" initiative which sends technical teachers and experts from the French national education system abroad to deliver professional training sessions or capacity building. Both initiatives are coordinated by the *Département de la mobilité internationale, des réseaux et de la promotion des formations professionnelles*, created in 2006 at the Directorate of European and International relations (DREIC) of the Ministry of national education, in partnership with the "Association Française pour le développement de l'enseignement technique" (AFDET).

- Under the "Campus Pro International centers of excellence in technical training" programme secondary-level VET training centres are created locally and funded by one French partner company. The partner company is then guaranteed that students, apprentices or trainers are trained in company-specific techniques, to their benefit, or the benefit of their clients or partners in the production and distribution chains. The 'campus pro' programme also meets the needs of partner countries which have included, more so recently, training and technological transfer requirements in large public procurement markets. For example, in a recent public procurement markets concerning the construction of a shipyard in Mexico, the set-up of a VET training centre was included in the French bid³⁰¹.
- Under the "Technical Teachers without borders" initiative French experts or teachers, paid by the French national education ministry, are sent on-site to update training curricula, train local trainers and to help design qualifications or certificates.

Current annual targets are the training of 500 'master-trainers' and 5000 (secondary VET level) students abroad. Currently a total of 18 French experts are mobilised to provide this support tailored to the specific needs expressed by partner countries and/or French companies operating in those³⁰². It is clearly rooted in France's economic diplomacy³⁰³. There is currently a reflection on whether the scope of those initiatives should be increased and enshrined in a proper strategy with priority sectors and geographical areas of intervention³⁰⁴.

In parallel to the above-mentioned *public* initiatives, **national** public and private **VET providers** (e.g. *Institut Universitaires de Technologies* (IUTs), the *Conservatoire National des Arts et Métiers* (CNAM), other organisations offering e-learning technologies or teaching equipment manufacturers), have developed their own international

²⁹⁸ Despite several attempts, it was not possible to interview a representative of the CIEP.

²⁹⁹ <http://www.ciep.fr/presentation-ciep/ciep-cooperation-education>

³⁰⁰ <http://www.ciep.fr/presentation-ciep/ciep-cooperation-education>

³⁰¹ Interviewee.

³⁰² Interviewee.

³⁰³ Interviewee.

³⁰⁴ Interviewee.

cooperation strategies or activities (within the EU also). The public *Conservatoire National des Arts et Métiers* for instance has historically developed training centres abroad alongside a wide array of cooperation activities. Since 2012 it follows a proper international cooperation strategy with target geographical and thematic areas of intervention, objectives and indicators to measure those. Some of the CNAM's cooperation activities have also been funded by the '*Agence Française de Développement*' (AFD), e.g. the development of a qualification certificate for lift maintenance technicians in Lebanon.

Some coordination efforts have stemmed from VET providers themselves. For example, the CNAM and the *Groupement d'intérêt public (GIP) international* have considering joining efforts to develop a '**quality label**' named "**France formation professionnelle**" in order to coordinate efforts amongst French actors, identify the most relevant partners to answer requests from abroad³⁰⁵ and work in partnership on those, where relevant (requests regarding for instance, the assessment and development of training needs, support to the development of training courses, design of list of trades, implementation of certification and recognition of prior learning measures, trainer trainings, development of teaching material and professionalisation tools). The CNAM and GIP International signed a partnership agreement in October 2013 in order to maximise their internationalisation efforts in mutually agreed priority geographical areas of intervention³⁰⁶. A joint seminar on international cooperation in VET, planned in 2014, aimed to define ways for VET (and life-long learning) to be better taken into account in France's diplomacy³⁰⁷.

15.2 Geographical scope of VET cooperation

VET cooperation between France and OECD countries is either focused on higher-level VET (programmes of mobility, joint research), which is out of scope of the assignment, **or on the recognition of professional qualifications and skills**³⁰⁸. For example, in 2008 the French and Quebec governments signed a professional qualifications mutual recognition understanding, covering 70 agreements on more than fifty trades, occupations and functions³⁰⁹.

Beyond **OECD countries**, sources of information consulted indicate that priority has been or is to be given to cooperation in the following countries or regions where: French investments are important³¹⁰, which are of strategic or historical importance, where French language is understood, or where a strategy of 'shared competences' is in place (Euro-Mediterranean), i.e., in Africa, China, India, Mediterranean countries, and Eastern Europe.

- The geographical locations of the "Campus Pro International centres of excellence in technical training" depend on the presence in the world of France's key industries, e.g. car industry and aeronautics
- The "*Agence de coopération et d'expertise dans les domaines du travail, de l'emploi, de la formation professionnelle et de l'action sociale (GIP)*" reports that, in 2013, it was present mainly in emerging countries in Asia, South America, the Maghreb, the Middle-East and Africa
- The 2013 partnership agreement between the CNAM and GIP International commonly agreed to work jointly in Africa, China, Lebanon, Maghreb, Eastern Europe, and Haiti.

³⁰⁵ <http://international.cnam.fr/le-cnam-dans-le-monde/le-cnam-et-le-gip-international-face-aux-enjeux-de-la-cooperation-internationale-617854.kjsp>

³⁰⁶ Africa, China, Lebanon, Maghreb, Eastern Europe, and Haiti.

³⁰⁷ http://presentation.cnam.fr/histoire-projet/le-cnam-et-le-gip-international-face-aux-enjeux-de-la-cooperation-internationale-617854.kjsp?RH=faits_marq

³⁰⁸ <http://www.pm.gc.ca/fra/nouvelles/2013/06/14/programme-de-cooperation-renforcee-canada-france>

³⁰⁹ <http://www.consulfrance-quebec.org/Entente-sur-la-reconnaissance-des,16265>

³¹⁰ http://international.cnam.fr/le-cnam-dans-le-monde/creation-de-l-institut-franco-chinois-d-ingenierie-et-de-management-506026.kjsp?RH=int_cnam

15.3 Sectoral scope of VET cooperation

Text marked in bold indicates that cooperation has taken place within the “Campus Pro International centers of excellence in technical training” programme (presented under section 1.3). This list is not exhaustive.

Table 21. Sectoral scope of VET cooperation

Sector	Country of cooperation
Car industry - maintenance and aftersales³¹¹	Jordan, Tunisia, Algeria, Libya, Lebanon, Syria, Iran, Jordan, Oman, Saudi Arabia, Turkey, Paraguay, Uruguay, Chili, Cuba, Brazil, Mexico, Mauritius, Madagascar, Senegal, Cameroon, Malaysia, China, New Caledonia
Construction	South Africa ³¹² , Algeria ³¹³
Agribusiness, services	South Africa ³¹⁴
Catering, skills assessment	Algeria ³¹⁵
Energy³¹⁶	China
Product Lifecycle Management/ Innovation³¹⁷	China, India, Brazil, Mexico, South Africa, Vietnam (in construction)
Design, fashion, visual communication³¹⁸	China
Tourism	China³¹⁹, Algeria³²⁰
Water, environment, waste management³²¹	India
Water, health sciences³²²	India
Accounting and financial techniques	Tunisia
Project management and human resources	Tunisia
International transport and ports	Tunisia

³¹¹ In the frame of the “Technical teachers without borders” initiative for Citroën and Peugeot over the period 2002-2009 as reported in <http://afdnet.org/2009/fichiers/professeurssansfrontieres2.pdf> accessed 3 January 2014.

³¹² <http://www.ubifrance.fr/Galerie/Files/Agenda/Plaquette-commerciale-Operation-formation-professionnelle-Afrique-du-Sud-2013.pdf>

³¹³ <http://www.ubifrance.com/dz/Posts-8109-rencontres-de-la-formation-professionnelle-et-du-e-learning>

³¹⁴ <http://www.ubifrance.fr/Galerie/Files/Agenda/Plaquette-commerciale-Operation-formation-professionnelle-Afrique-du-Sud-2013.pdf>

³¹⁵ <http://www.ubifrance.com/dz/Posts-8109-rencontres-de-la-formation-professionnelle-et-du-e-learning>

³¹⁶ Michel Le Devehat, Pierre Charle, Éducation & formations n° 75, “L’enseignement professionnel- Promouvoir le concept « école – entreprise » à l’étranger”, October 2007, p.187.

³¹⁷ Réseau Mondial des PLM Competence Centres soutenus par Dassault Systemes.

³¹⁸ Ibid.

³¹⁹ Ibid.

³²⁰ <http://www.ubifrance.com/dz/Posts-8109-rencontres-de-la-formation-professionnelle-et-du-e-learning>

³²¹ Ibid.

³²² Ibid.

15.4 Types of cooperation activities, actors, and specific initiatives

The table presents the main cooperation activities, actors, and specific initiatives. The mapping is not exhaustive. The table has been broadly split between initiatives launched by public actors and examples of initiatives from the private sector.

The text below provides an overview of the content of the more detailed table which follows.

Public initiatives

- The CIEP is the French Ministries of Education and Higher Education³²³ public operator in international cooperation in VET (post primary, secondary and tertiary)³²⁴. Its international cooperation department is responsible for mobilising expertise in VET (as well as in general education) to serve the strategic and geographical priorities of French cooperation abroad, within projects (e.g. curriculum design etc.) generally aimed at trainers or teachers abroad or managerial staff of foreign education systems or organisations, and funded by national or international authorities (EU, World Bank etc.)³²⁵. The CIEP's role is to constitute consortia and/or expert databases and develop cooperation projects, including technical assistance, in response to national and international (donors) call for tenders and call for proposals. This is done drawing on a network of partners. It has for instance provided support to the creation of VET pathways based on the needs of the local employment area, or to the training of trainers or the management of training organisations, or the adaptation of educational content and teaching methods to the working world. In addition, the CIEP also:
 - implements cooperation projects or programmes at the request of French national authorities, diplomatic missions, or foreign institutions;
 - runs networks of French education institutions abroad;
 - organises international conferences, seminars, studies etc.;
 - participates in institutional working groups;
 - organises the visits of foreign delegations, i.e. provision of information on the French VET system, provide access to VET institutions and professionals³²⁶.
- The *Groupement d'intérêt public (GIP) international*, the operator of the French Ministry of Labour in the field of international technical cooperation to countries interested in French public or private expertise. GIP International supports the development of national training frameworks and capacity-building in the VET sector in beneficiary countries.
- The **Département for international mobility, networks and promotion of V.E.T.** was created in 2006 at the Directorate of European and International relations (DREIC) of the Ministry of National education. Its mandate is to manage and sustain existing initiatives in support of international cooperation in VET such as the "**Campus Pro International centers of excellence in technical training**" programme and the "Technical teachers without borders" programme, and develop new ones. It does so in partnership with the "Association Française pour le développement de l'enseignement technique" (AFDET), the Directors of Education academies, and the Sciences and Industrial Technical Inspectorates. It also works in collaboration with the French embassies abroad to present the initiative to interested parties (French companies and local educational bodies) in partner countries.
- The AFDET is a historical partner of the Ministry of Education. It coordinates and promotes the "école-entreprises" partnership amongst its members and partners

³²³ Despite several attempts, it was not possible to interview a representative of the CIEP.

³²⁴ <http://www.ciep.fr/presentation-ciep/ciep-cooperation-education>

³²⁵ <http://www.ciep.fr/presentation-ciep/ciep-cooperation-education>

³²⁶ <http://www.ciep.fr/accueil-delegations-etrangeres>

(companies, professional branches, public authorities, etc.) and amongst French teachers. It also capitalises on knowledge acquired via the 'Technical Teachers without borders' initiative and the "école-entreprises" partnership in the form of seminars and the distribution of DVDs.

- In parallel, national public and private VET providers provide support to peers in partner countries, e.g. assessment of training needs, support to the development of training courses, programmes and certifications, some of which can lead to double degrees/'co-diplomation', design of lists of trades etc. Some have developed their own international cooperation strategies or activities (within the EU also). The *Conservatoire National des Arts et Métiers* has since 2012 developed a proper strategy with target geographical and thematic areas of intervention, objectives and indicators to measure those. Target geographical areas reflect the presence of French companies (e.g. Areva) and French-speaking countries, i.e. the Maghreb and Mashreq and emerging countries (China, Russia and Brazil). In terms of activities, the CNAM supports the implementation of training courses for intermediary technicians and trainers, in partnership with the local actors, such as local employer associations in Brazil. It also hosts foreign students, e.g. in mechanics, at its Paris and regional sites. It also develops qualification frameworks and training curricula for an Algerian training centre (although this is supported by French development aid). The CNAM's work sees itself in support of measures to improve the performance of French companies operating abroad and more largely to serve its diplomacy.
- **Marketing of French VET providers and business development:** UBIFRANCE, the French agency for export promotion provides marketing and business development support to French VET providers seeking to expand their markets abroad , e.g. organisation of meetings with buyers and local partners, studies to evaluate the local competition and possible outlets etc.
- There is reportedly **only one French technical 'lycée' in the world**, in Mexico. It allows students to pursue their studies in an 'Institut Universitaires de Technologies' in France.

Private initiatives include training programmes provided by the companies' employees within the curricula of local training institutions, and cooperation agreements in the organization and implementation of employees' training in a partner country.

Table 22. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Policy and partnership development to support French companies' VET efforts abroad	In 2006, the "département de l'exportation des formations technologiques, techniques et professionnelles" was created at the Directorate of European and International relations (DREIC) of the Ministry of higher education and research. It has been supported by the "Association Française pour le développement de l'enseignement technique" (AFDET).	Sustaining existing initiatives such as the « école and entreprise" partnership and the mobility programme - Technical teachers without borders" (see below). Developing new initiatives, including integrated services, on the basis of a tripartite partnership: country in question, French National and Higher Education Ministry, and French companies.	Sectors and training needs are established by the country in question and the French National and Higher Education Ministry supplies its VET expertise via its trainers whilst companies provide the technical support centres (equipment, systems).	See below
Public support to French companies' investments in the development and provision of VET abroad	The "Campus Pro International centers of excellence in technical training" programme is founded on "framework agreement" between a French company and the French Ministry of Education to provide professional training abroad. It is based on a tripartite partnership between: - Major French private companies operating abroad. The company provides its "Technical platform", - The French Ministry of	The "Campus Pro International centers of excellence in technical training" programme supports the creation of training centres abroad to support their implementation abroad. To meet their labour force needs in the emerging countries they are implemented in, French multinational (e.g. Dassault Systèmes, Schneider Electric, etc.) have established their own training centres in partner countries for their employees and also for external students. The teachers are selected according to their competences, jointly by the inspectorates of "Techniques Industrielles et d'Économie-Gestion" and by the company itself. They can be mobilised according to three different types of missions and for each are	Car industry - maintenance and aftersales ³²⁷ , energy, Product Lifecycle Management/ Innovation, Design, fashion,, visual communication, tourism, water, environment, waste management, health sciences ³²⁸	Since 1998, 25 training centers technicians have been created in 12 countries, mainly through partnerships with major groups: Saffron-Eurocopter (Mexico, Brazil), PSA Peugeot Citroën (Latin America, China, Malaysia), Accor (Mexico), Dassault Systemes (Latin America, South Africa, India), Schneider Electric (Latin America, India, Kazakhstan), Renault, e.g. PSA Peugeot-Citroën constructed a training centre in automotive after-sales services in China, Beijing. Salesmen were trained as well as Chinese teachers who were then able to train students on the basis of French educational standards ³²⁹ .

³²⁷In the frame of the "Technical teachers without borders" initiative for Citroën and Peugeot over the period 2002-2009 as reported in [http://afdnet.org/2009/fichiers/professeurssansfontieres2.pdf](http://afdnet.org/2009/fichiers/professeurssansfrontieres2.pdf) accessed 3 January 2014.

³²⁸ Le Devehat Michel, Charle Pierre, "L'enseignement professionnel- Promouvoir le concept « école – entreprise » à l'étranger", *Éducation & formations* n° 75, October 2007, p.187.

³²⁹ Other examples of training centres in the world, supported under the "Campus Pro International centers of excellence in technical training" programme and MAP <http://afdnet.org/2009/fichiers/exemplesdecentresdeformation.pdf> and <http://afdnet.org/2009/fichiers/cartedupartenariatmondial-novembre2009.pdf>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
	<p>education (via its DREIC) provides training and certification and also technical teachers from the national education system ("under the Technical teachers without borders" programme, whereby training activities/technical teachers are sourced from 'Lycées Techniques et Professionnels', with support from the Association Française pour le Développement de l'Enseignement Technique (AFDET))</p> <p>- The local partner (Education Ministry and local education partners (department/local authority) provides the premises, logistics and a team of teachers.</p>	<p>accountable to the inspectorate of "Techniques Industrielles et d'Économie-Gestion" which sent them:</p> <ul style="list-style-type: none"> - Permanent teaching positions: they are responsible for the training centre in question for one to two academic year(s). - Support teacher positions: they are deployed abroad only during the French school year holidays. - Module development teacher positions: they meet experts in the profession in question at different industrial sites to update their knowledge and thus be able to design a training curricula adapted to the company's needs. <p>Experts – such as inspectors, specialised teachers, chief technicians, from the French Education Ministry can also be mobilised for ad-hoc consulting, audit or training missions.</p>		
<p>Teacher mobility programme (started in 2002)</p>	<p>Technical teachers and experts (Inspectors or works supervisor/ specialists in a discipline in a <i>lycee technique</i>) from the French national education system can participate in professional training activities abroad on behalf of French companies operating abroad.</p>	<p>The teacher/expert can be called up for up to 4 (cumulated) months. Experts are deployed during the academic holidays. The technical teacher on the other hand can only be deployed outside the French academic holidays. The partner company provides the French teacher with the company's training specifications.</p> <p>The initiative commits to include, within this scheme, 2-3 local technical teachers in the country of its implementation, to ensure they benefit from those training and teaching methods. The company also commits to support additional training necessary for the teacher to get accustomed to the company's methods/specific technics for the products it manufactures or sells.</p> <p>Courses can be taught at all skills levels: from layman to the upper/engineer or technician level, and in all disciplines of science and technical engineering or economics-commercial management. The technical specifications are determined by the company within the "école-entreprises partnership" framework.</p>	<p>Electricity distribution, automation management, transport/aircraft, micromechanics, car industry.</p> <p>Participating companies have been: Citroën, Peugeot, Renault, Renault Trucks, Schneider Electric, Eurocopter and Realmeca.</p>	<p>Examples of missions conducted by Teachers without Borders can be found at http://afdet.org/2009/fichiers/professeurssansfrontieres2.pdf</p>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
Technical assistance	GIP International supports the development of national training frameworks and capacity-building in the VET sector in beneficiary countries. Since 1992 ³³⁰ , GIP International has prepared and implemented French cooperation and technical assistance programmes in the fields of labour, employment and vocational training. GIP International is a public interest group and draws expertise from all public structures competent in these fields: ministry responsible of labour, employment and vocational training, National Employment Agency (ANPE), National Agency for Adult Vocational Training (AFPA), National Agency for the Improvement of Working Conditions (ANACT), National Institute for Labour, Employment and Vocational Training (INTEPF), and National Agency for the reception of migrants (ANAEM)	<p>It implements public and private expert missions to lead training, to conceive projects and to draft legal texts. More than 150 experts are mobilised each year.</p> <p>It organises study visits.</p> <p>It sets up project teams in charge of leading multi-annual operations abroad.</p> <p>It organises expert seminars, each year, on various themes such as social norms or the capitalisation of international cooperation actions.</p> <p>GIP intervenes in the frame of cooperation programmes developed in partnership with the countries concerned. GIP International also participates in calls for proposals for EU-funded twinning programmes and in programmes implemented by international organisations such as the ILO and World Bank.</p>	<p>GIP's supports covers:</p> <p>the training of trainers and of training design;</p> <p>Implementation and/or strengthening of adult vocational training in accordance with labour market needs;</p> <p>Assistance in the implementation of professional certification tools and accreditation of Prior Learning;</p> <p>Strengthening institutional capacities for inspection and orientation.</p>	In 2013, GIP was present in the following four main geographical areas: North Africa/Middle East: Morocco, Tunisia and Lebanon ; Sub-Saharan Africa: Benin, Burkina Faso, Cameroon, Cape Verde, Congo-Brazzaville, Ivory Coast, Gabon, Guinea-Conakry, Mali, Senegal and Togo; Asia: China and India ; Europe: Albania, Azerbaijan, Croatia, Macedonia, Montenegro, Serbia and Turkey . Out of those, the countries in bold are considered as relevant to our assignment.
Capacity-building	National VET providers: the	Support to development of public or private actor's VET	Integrated services can be: - assessment and	For example, the network of 'Institut

³³⁰ http://developmentaid.org/view_organization?org_id=392

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
to public or private actors	network of 'Institut Universitaires de Technologies' (ADIUT), Conservatoire National des Arts et Métiers (CNAM), National Association for Adult Vocational Training (AFPA), International Centre for Pedagogical Studies (CIEP), chambers of commerce and industry and professional sectors, including CODIFOR	plans	development of training needs, - support to the development of training courses, programmes and certifications, some of which can lead to double degrees/'co-diplomation' - design of lists of trades, - implementation of certification recognition of prior learning measures, - trainer trainings, - development of teaching material and professionalisation tools	Universitaires de Technologies' has structured its international cooperation actions around the Assemblée des Directeurs d'IUT (ADIUT). They cover: the provision of support in the design of educational curricula to foreign governments or educational institutions, coordinated reception of foreign students in the IUTs in FR ³³¹
VET provision abroad	Conservatoire National des Arts et Métiers (CNAM ³³²), a public education higher and research establishment in the fields of science and industry, supervised by the French Ministry of Higher Education and Research	CNAM offers a range of training programmes: at various VET levels (from undergraduate to graduate through to doctoral levels) to individuals of a variety of profiles (craftsmen, employees, freelance workers or job-seekers), irrespective of qualifications and years of professional experience to companies, organisations and local government agencies Distance learning: 1 in 3 students is trained by distance-learning programmes.	Training upon request of public or private foreign partners (ministries, universities, educational organizations or companies) Design and implementation of international VET projects, 10 000 foreign students (including higher VET) have benefitted from CNAM VET 150 cooperation agreements (training and/or research) in 43 countries (including EU ones) 20 foreign training centres in Africa, Middle East, Europe and in the Indian ocean.	Most of cooperation is at higher VET level, with exceptions: Brazil: cooperation agreements with the confederation of the Brazilian industry (CNI), mainly concerning life-long training and industrial development.- seminars in the areas of Forecasting, Innovation, Ergonomics, the Plastics and Professional Integration of Disabled Workers Vietnam: e.g. cooperation with Vietnam Chamber of commerce and industry in 2004 – organisation of training seminars on management for Vietnamese companies Tunisia: trainings on accounting and financial techniques , on project management and human resources, on international transport and ports, on trainer training and life-long learning Cooperation also exists with China, Morocco.
Marketing of	UBIFRANCE, the French agency	UBIFRANCE supports French VET providers in exporting	VET providers (e.g. training	UBIFRANCE organised a business meeting

³³¹ <http://www.iut.fr/international>

³³² <http://the.cnam.eu/about-the-cnam/the-national-and-international-network-103155.kjsp?RH=ACCUEILEN>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
French VET providers and business development	for export promotion and French VET providers seeking to expand their markets abroad	their services abroad. It can organise meetings with buyers, e.g. via visits of delegations of French companies abroad, in order to identify the potential of a market, evaluate the local competition and possible outlets and meet main local partners . VET providers are also able to showcase their products on the online platform "YOU BUY FRANCE" hosted by www.ubifrance.com.	institutes, companies offering e-learning technologies or teaching equipment manufacturers)	with buyers in the field of vocational training, e-learning and teaching materials in July 2013 in South Africa to facilitate networking and business opportunities development. A EUR 1 600 HT grant was available to fund the development of a personalized program of appointments, an information seminar, the follow-up of contacts and the yearly subscription to the "YOU BUY FRANCE" platform ³³³ . SMEs active in VET were also invited to apply to a public (OSEO ³³⁴) loan to support SMEs' investment programs aimed at developing exports or the development of activities abroad. UBIFRANCE organised a similar event in Algiers and Tunis in December 2013 ³³⁵ . A similar event is scheduled in Abidjan in March 2014 ³³⁶ .
Cooperation and learning among TVET stakeholders around the world ³³⁷ Capacity development (training, consultations and conferences) at different levels and through regional and international cooperation Advocacy for global TVET development Knowledge sharing	UNESCO-UNEVOC Centres in France	There are two UNESCO-UNEVOC Centres in France: National Association for Vocational Training of Adults - Association Nationale pour la Formation Professionnelle des Adultes (A.F.P.A.) French Association for the Development of Technical Education - Association Française pour le Développement de l'Enseignement Technique (AFDET)	No information	No information

³³³ <http://www.ubifrance.fr/Galerie/Files/Agenda/Plaquette-commerciale-Operation-formation-professionnelle-Afrique-du-Sud-2013.pdf>

³³⁴ A public company which provides support to French SMEs' employment and growth.

³³⁵ <http://www.ubifrance.fr/programme-france/001PRG-18615+les-rencontres-de-la-formation-professionnelle-et-du-e-learning.html>

³³⁶ <http://www.ubifrance.fr/programme-france/001prg-21065+rencontres-professionnelles-dans-le-secteur-de-la-formation-professionnelle-et.html>

³³⁷ http://www.unevoc.unesco.org/go.php?q=page_what+we+do

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
through the publishing of TVET related research and its various online communities				
Mobility programme	The French Ministry of agriculture, responsible for agricultural education.	International mobility of vocational educational students (from CAPA level to Baccalaureate level to BTS level). Mobility can take the form of a professional work placement abroad ³³⁸ and participation to a study tour ³³⁹ .		
PRIVATE INITIATIVES				
Provision of VET services	The Total Associated Teachers (TPA)) and training abroad programme was established in 2001	TPA aims to promote relations between the oil industry and engineering schools. Current and retired Total group employees provide courses within the curricula of local training institutions in different fields of petroleum activities.	Petroleum activities (drilling, refined swim, human resources, etc.).	TPA is deployed in fifty countries, e.g. Higher Institute of technology in Cambodia (geology, metal construction, reinforced concrete). Also, Higher Institute of technology in Central Africa, and Higher Institute of technology in Madagascar (packaging techniques in an ecological perspective) which are out of the assignment's geographical scope.
Cooperation between companies on VET	GDF SUEZ - Gazprom	In 2009, GDF SUEZ and Gazprom ³⁴⁰ signed a cooperation agreement in the field of the training and development of their employees, in order to assist each other in the organization and implementation of the training of their respective employees in Russia and in France.	Natural gas / energy	

³³⁸ <http://www.chlorofil.fr/systeme-educatif-agricole/cooperation-internationale/mobilite-internationale-des-apprenants/la-mobilite-individuelle-le-stage-professionnalisant.html>

³³⁹ <http://www.chlorofil.fr/systeme-educatif-agricole/cooperation-internationale/mobilite-internationale-des-apprenants/le-voyage-detude.html>

³⁴⁰ <http://www.gdfsuez.com/wp-content/uploads/2012/05/gdf-suez-brochure-fr-der.pdf>

15.5 Issues and obstacles

At strategy level

One interviewee mentioned that the strategy pursued by public actors was to deepen cooperation as far as possible, e.g. from one level of VET to another level (i.e. at secondary level, with a 'Campus Pro International centre' initiative, to cooperation at post-secondary VET level) or in a different shape, e.g. starting from bilateral cooperation between VET providers to technical assistance provided by the CIEP.

There is little evidence that different actors of international cooperation in VET have worked together. Rather it seems they have mostly worked on their own segments of 'cooperation', without seeking to coordinate with other actors upstream or downstream, and one interviewee mentioned that they have sometimes competed against each other.

International cooperation in VET in France remains hindered by the fact that the subject falls under the remit of several ministries. Whilst an offer exists at secondary VET level - the Campus Pro and PSF programmes - and beyond (e.g. CNAM activities), structuring the offer at both levels, and with the existing work of the CIEP (Ministry of Education) and GIP International (Ministry of Labour) and the transition from one to the other - remains to be done. This is however sought for by partners in third countries. Whilst a 2011 publication from the French Foreign Affairs Ministry "*La France et la formation professionnelle supérieure à l'international*"³⁴¹ synthesised initiatives conducted in the field of cooperation in VET³⁴², the focus was however on *higher* VET and it was not known amongst informants interviewed. Further leadership from one ministry on the coordination of international cooperation in VET would be welcomed to make existing international cooperation initiatives coherent or to identify partners most relevant to answer specific requests. One interviewee considered that the added-value of public actors' actions would be to act as coordinators and project identifiers for the most relevant VET provider to intervene. A reflection is however in the process: a study, contracted by the three Ministries concerned (Labour, Foreign Affairs and Education, on the performance of the French VET cooperation network is ongoing.

Beyond this, and despite government support to the initiatives identified, the promotion of VET abroad has not been a strong strategic priority for France. France has traditionally deployed **more resources in promoting the learning of French language abroad** ('*Francophonie*', and support to French *lycées* abroad), **as well as elite/higher education (engineering, medicine, hard sciences) rather than its VET**. This relates to a 'culture' obstacle, mentioned by several informants: VET which is under-rated within the French educational system and has not always been easily 'promotable' amongst high-level decision-makers. This translated in the field also: it was reported relatively uncommon for staff in French embassies to work hand-in-hand with companies in cooperation projects (unlike in Germany).

Language barriers also exist in the provision of VET in certain sectors. This is the case in scientific or technological areas of VET where available trainers may not grasp English sufficiently or where courses in French require an advanced knowledge of the language. This is less so the case in management or services-related sectors of VET. It is also mostly in issue in non-French-speaking emerging countries such as Brazil or China.

³⁴¹ MAEE, *La France et la formation professionnelle supérieure à l'international*, 2011, http://www.diplomatie.gouv.fr/fr/IMG/p+L28df/La_formation_prof._superieure_a_l_international.pdf and Michel Le Devehat, Pierre Charle, *Éducation & formations n° 75, "L'enseignement professionnel- Promouvoir le concept « école - entreprise » à l'étranger"*, October 2007, p.187.

³⁴² The document indicates that cooperation in the field of higher VET is a priority area of work for the French Foreign Affairs Ministry. Considering the multiplicity of public and private, a strategic framework was conceived and presented in the Ministry's 2011 publication. This document is however Its priorities are: Cooperation with emerging countries, with Eastern Europe, Mediterranean countries and Africa; The development of intermediary-level skills; The provision of trainings at the local level; The development of national certification frameworks.

Some informants mentioned the risk of competition from Canada or countries from the Maghreb (Tunisia, Morocco) which are close to the sub-Saharan market, and which have a VET provision abroad offer.

At the level of the initiatives identified

The Campus Pro programme – which covers cooperation at secondary VET level – is dependent on the availability of experts and technical teachers to be deployed for long-term missions outside of their classrooms. In some sectors, resources are stretched, e.g. in aviation/aircraft manufacturing versus in metalwork within shipyard construction. Currently however the 18 mobilised experts are running 50 training centres abroad. Additional resources would be needed to answer the demand which is reportedly very important. There is currently a reflection on whether the initiative's scope should be increased and enshrined in a proper strategy with priority sectors and geographical areas of intervention.

15.6 Sources of information

Desk research:

- Eurydice publication
- French Foreign Affairs Ministry (MAEE) publication and website
- French Ministry of National Education publication and website
- French Ministry of Higher Education and Research publication and website
- Conservatoire National des Arts et Métiers (CNAM) website
- Website of Quebec Prime Minister
- Website of French Consulate in Quebec
- Association Française pour le développement de l'enseignement technique (AFDET) publication and website
- UBIFRANCE website
- UNESCO-UNEVOC website
- GDF Suez website
- IUT website

16 Country sheet: Croatia

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No (Strategy on development of VET in Croatia 2008-2013 does not mention internationalisation)
- **Key targeted countries:** no information found
- **Key types of cooperation:** no information found
- **Types of VET commonly associated:** no information found
- **Key targeted sectors:** no information found
- **Scale of public/private initiatives:** no information found
- **Data on budget:** no information found
- **Data on mobility programmes:** no information found
- **Data on beneficiaries (e.g. number of VET students):** 135,930 students (data from 2008)

VET in the country³⁴³

- **Upper secondary school:** četverogodišnji strukovni program, trogodišnji strukovni program
- **Post-secondary school / non-tertiary:** stručni studiji
- **Continuing VET:** no information found

16.1 Strategy / framework for action, incl. drivers

There is no special strategy for internalisation of VET in Croatia.

The only efforts identified in the field lean more towards development assistance and are focused towards other ex-Yugoslav and countries in the South Eastern Europe (i.e. ERI SEE – Education Reform Initiative of South Eastern Europe network which supported establishment of the network of VET Centres in SEE; IPA programmes did encourage cross border cooperation but this again rather in the development purposes).

16.2 Geographical scope of VET cooperation

All existing cooperation is directed towards South Eastern Europe.

16.3 Sectoral scope of VET cooperation

No information.

16.4 Types of cooperation activities, actors, and specific initiatives

16.4.1 Public initiatives

All existing public initiatives in Croatia are related towards development efforts within the South Eastern Europe (South Eastern Europe Regional VET Network – SEEVET-Net; South East European Centre for Entrepreneurial Learning (SEECCEL) co-founded by the Croatian government and supported by EU funds).

16.4.2 Private initiatives

No privately-led initiative was identified through desk research in the area.

³⁴³ http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

16.5 Issues and obstacles

The internationalisation of VET has not been recognised in Croatia as a priority and the focus of VET efforts is still directed towards development, modernisation and coordination of Croatian VET with the European standards. Recent EU accession is still at the focus of national policies.

Croatia is a country with high level of youth unemployment, with the highest percentage of those being VET graduates³⁴⁴. This situation keeps the national policy focus on internal development and measures.

16.6 Sources of information

- Ministry of education, science and sport website
- Law on Vocational Education (Zakon o strukovnom obrazovanju), Narodne Novine /09
- Strategy on development of VET in Croatia 2008-2013, Ministry of science, education and sport, 2008
- ERI SEE (Education Reform Initiative of South Eastern Europe) website www.erisee.org
- UNESCO UNEVOC website <http://www.unevoc.unesco.org/go.php>
- European Training Foundation, *Croatia – review of human resources development*, December, 2011, [http://www.etf.europa.eu/webatt.nsf/0/8EF018AE9B5BAD9FC12579F400651CDD/\\$file/Croatia%20HRD%20review.pdf](http://www.etf.europa.eu/webatt.nsf/0/8EF018AE9B5BAD9FC12579F400651CDD/$file/Croatia%20HRD%20review.pdf)

³⁴⁴ Ministry of labour and pension system, 2013

17 Country sheet: Hungary

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** not relevant, there is no strategy in place
- **Key types of cooperation:** not relevant, there is no strategy in place
- **Types of VET commonly associated:** not relevant, there is no strategy in place
- **Key targeted sectors:** not relevant, there is no strategy in place
- **Scale of public/private initiatives:** one call for proposals from the Structural Funds in 2011
- **Data on budget:** total budget dedicated 1,200m HUF (approx. €4m)
- **Data on mobility programmes:** predominantly from EU funding sources, the previous Leonardo Programme and now Erasmus+
- **Data on beneficiaries (e.g. number of VET students):** not available

VET in the country

- **Upper secondary school:** Szakközépiskola, szakiskola
- **Post-secondary school / non-tertiary:** szakképző intézmények
- **Continuing VET:** iskolarendszeren kívüli szakmai képzést folytató intézmény

17.1 Strategy / framework for action, incl. drivers

There is no strategy available that is specifically aimed at fostering international cooperation of VET in Hungary. Due to the recent changes in the VET system – introduction of dual education and establishment of new regional centres (Klebelsberg Intézményfenntartó Központ) – internationalisation as a priority has not been incorporated in the long-term strategic level thinking regarding VET in Hungary yet.

17.2 Geographical scope of VET cooperation

There are some cross-border cooperative activities funded through INTERREG projects focusing on the neighbouring countries of Hungary. However these projects are not specifically aimed at VET, but include some education-related elements, therefore VET cooperation appears in them to some extent.

17.3 Sectoral scope of VET cooperation

Not available.

17.4 Types of cooperation activities, actors, and specific initiatives

International cooperation-related activities are predominantly carried out through the EU funded mobility projects (Lifelong Learning Programme - Leonardo Programme and nowadays Erasmus+) and are coordinated by the Tempus Public Foundation. International mobility of students and teachers, trainers is regarded generally important in VET. However, the usual approach is focused on the exploitation of available resources (e.g. EU mobility programme), therefore is rather ad-hoc by nature. There were a few VET providers (10 institutions) who issued mobility certificates, based on successfully organised international mobility activities in the past. Such certificate is seen as the first step towards integrating international cooperative activities in the strategic thinking at institutional level.

Some international cooperative activities in VET were also funded through the Structural Funds from the Social Renewal Operational Programme. A call for proposal was dedicated to cross-border cooperation in VET and continuing education (call ID: TÁMOP-2.2.4) in 2011. The main beneficiaries (34 projects funded in total) included research institutions, businesses, VET providers outside the secondary school system, higher education institutions active in the field of continuing education and training and to a limited extent secondary schools as well.

International presence of VET students is also through participation in international competitions, e.g. through delegates participating in the annual WorldSkills competition.

17.4.1 Public initiatives

Other international cooperation-related activities are based on inter-governmental agreements; these are however more focused on the mutual recognition of qualifications across borders. For example such agreement exists between Austria and Hungary established through the government decree 159/1994 (XII. 2).

Another example includes the cooperation agreement signed with the German Bundesinstitut für Berufsbildung, BIBB, which is aimed at knowledge and information exchange with the aim to improve the quality of research regarding vocational education.

17.4.2 Private initiatives

Not available.

17.4.3 Examples of country's action within International organisations

Hungary participates in different international networks and international initiatives, including: ECVET, EQAVET, and in UNESCO-UNEVOC (International Centre for Technical and Vocational Education and Training).

17.5 Issues and obstacles

There have been major changes recently in the VET system of Hungary, which requires the immediate attention of the stakeholders as described in 17.1. Prioritisation on the implementation of these changes hinders stronger focus to be put on the internationalisation of VET currently. While internationalisation is very much developed in the higher education sector already, and higher education institutions have well developed internationalisation strategies and relations established, vocational education and training lacks behind in this respect. There are a number of ongoing initiatives to foster international cooperation in VET, but they are rather fragmented by nature. Since international cooperation in VET it is not seen as a high priority yet, coupled with the scarce funding sources available (only from EU programmes, hardly any available at national level), broader engagement - in terms of number of students and VET providers involved - in a more systematic approach is to be expected only at longer term.

17.6 Sources of information

- CEDEFOP: Country report on Hungary:
http://www.cedefop.europa.eu/EN/Files/4103_hu.pdf
- Nemzeti Munkaügyi Hivatal, Szakképzési és Felnőttképzési Igazgatóság (National Labour Authority, Directorate of Vocational and Adult Education and Training):
www.nive.hu
- Nemzeti Szakképzési és Felnőttképzési Intézet (NSZFI), Magyar Nemzeti Observatory (National Observatory in Hungary)
- EQAVET - <http://eqavet.nive.hu>
- REFERNET - <http://refernet.hu/> - Country report: Hungary, VET in Europe.
http://www.observatory.org.hu/wp-content/uploads/2013/04/HU_2012_CR_FINAL_EN_v8_corr.pdf
- Tempus Public Foundation - <http://www.tka.hu/>
- Oktatási Hivatal (Office of Education) - <http://www.oktatas.hu/>

- Hungarian Economic Development Centre (MAG Zrt) – intermediary body handling the Structural Funds in Hungary - <http://www.magzrt.hu/en/introduction>

18 Country sheet: Ireland

Summary box:

Key trends and data

- **Strategy or framework for action in place:** None for VET
- **Key targeted countries:** None identified for VET
- **Key types of cooperation:** None identified for VET
- **Types of VET commonly associated:** None
- **Key targeted sectors:** None at present – likely to be capacity building/technical assistance in future.
- **Scale of public/private initiatives:** None identified
- **Data on budget:** No budget for this kind of cooperation
- **Data on mobility programmes:** No public mobility programmes identified, some examples of private cooperation.
- **Data on beneficiaries** (e.g. number of VET students): approximately 33% (118,860) of learners are in pre-vocational and vocational programmes (2012/13)³⁴⁵. 9,000 non-EEA students (2009)

VET in the country³⁴⁶ (i.e. as covered in the fiche)

- **Lower secondary school:** No
- **Upper secondary school:** Yes
- **Post-secondary school / non-tertiary:** Yes
- **Tertiary education:** No
- **Continuing VET:** Yes

18.1 Strategy / framework for action, incl. drivers

No strategy or framework for action exists regarding international cooperation for VET in Ireland at present. According to interviewees, Irish government policy “has not prioritised VET as a strategic sector for internationalisation”³⁴⁷. In addition, interviewees state that the Irish system does not have a well-developed VET system that would be attractive to other countries – vocational qualifications have traditionally been viewed in Ireland as the ‘poorer cousin’ to general or academic secondary education and the proportion of the workforce with vocational qualifications would be considered low by European standards. Fewer than 5% of those in education in Ireland attend vocational schools and there are only 25 occupations in the apprenticeship system (mostly construction-related trades and therefore male-dominated). SOLAS (*An tSeirbhís Oideachais Leanúnaigh agus Scileanna*) – the newly established Further Education and Training Authority in Ireland³⁴⁸ – is responsible for funding, planning and co-ordinating training and further education programmes and to enhance the reputation and image of VET. However, at this early stage, the focus is on supporting domestic issues arising from the persisting economic crisis, particularly to support the large proportion of unemployed young people.

³⁴⁵ <http://www.education.ie/en/Publications/Statistics/Key-Statistics/Key-Statistics-2012-2013.pdf>

³⁴⁶ Source: Eurypedia. Articles 6.4, 6.7, 7.1 and 8.1 for Luxembourg.

³⁴⁷ Email from QQI

³⁴⁸ SOLAS was created in October 2013 after a restructuring process which dissolved former VET bodies and training centres.

An *International Education Strategy*³⁴⁹ does exist however, but it makes reference to further and vocational education only to state that there is 'no priority' for the internationalisation of VET. Indeed the opposite is true: providing access to qualification for domestic students is the priority, and so eligibility for vocational qualifications for non-EEA students is being phased out:

"The Department of Justice and Law Reform has announced its intention to phase out eligibility for non-EEA students to study in Ireland on courses below level 5 on the National Framework of Qualifications.

Given the limited number of Post-Leaving Certificate (PLC) places available, and the necessity of ensuring that these places can be accessed by domestic target groups, including school leavers and adults returning to education, it is not considered that public-sector providers of further education should be promoted as a strategic international sector in the medium term."

Official statistics indicate that in 2009, there were 9,000 non-EEA students were studying in further education institutions.³⁵⁰ According to interviewees, the strategy will be republished soon (May-June 2014) and is likely to revise the current view on VET internationalisation. The newly published (May 2014) national strategy for further education³⁵¹ also contains no reference to internationalisation of the VET market – the only international references were to better data collection (such as that which is conducted internationally) and to take advantage of international research.

It should also be noted that in Ireland, VET (both IVET and CVET) is typically referred to as further education, continuing education or adult education, and also called 'second-chance' education depending on the age at which it is applicable.

18.2 Geographical scope of VET cooperation

As stated above there is no current expectation that internationalisation in the VET industries will be taken forward. There is no priority for any geographical location apart from a focus on the domestic market.

One interview provided some examples of cooperation though CEDEFOP (where there is strong involvement) and examples of learning from Germany's apprenticeship system.

An interviewee stated that any future cooperation in this area was likely to take place with countries that there was a more 'natural labour market'. These might include English-speaking countries (UK, Australia, Canada etc.) and those that had wider access to finance (such as Middle Eastern countries). However, it is likely that in the first instance, the 'export' of expertise to other countries would take the form of infrastructural support for statistics, forecasting, accreditation systems and frameworks rather than educational services. There is currently some international interest in the Irish VET system but there is no capacity to develop a comprehensive 'consultancy' to other countries.

The Erasmus+ VET charter was published by Léargas (a not-for-profit organisation which manages mobility programmes) on 5 May 2014 and a call for international mobility and programmes is now open – the Erasmus+ programme was only officially launched on 12 May 2014 so there has been no achievement on this to date. However, a range of Leonardo da Vinci initiatives exist for VET programmes for mobility, partnerships, preparatory visits and transfer of innovation³⁵².

³⁴⁹ High-Level Group on International Education to the Tánaiste and Minister for Education and Skills (2010) *Investing in Global Relationships: Ireland's International Education Strategy 2010-15*. Available at : <http://www.educationinireland.com/en/publications/full-report-education-global-strategy.pdf>

³⁵⁰ Figures from the Irish Naturalisation and Immigration Service

³⁵¹ *SOLAS (2014) Further Education and Training Strategy 2014 – 2019*. Available at : <http://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf>

³⁵² http://www.leargas.ie/programme_main.php?prog_code=7027

Higher education systems are much better established in terms of international cooperation and projects in this area are also popular. Many foreign higher education students are attracted to Ireland for its English language programmes and for its excellent reputation in medicine. Some international cooperation does exist in this area - for instance, there has been some recent work to establish a campus in Bahrain for medical students (part of the Royal College of Surgeons). Generally speaking, the international skills market for VET and higher education in Ireland has been 'organic' in its development with little emphasis or drive direct from public policy.

18.3 Sectoral scope of VET cooperation

As stated above, there is no priority to take internationalisation of VET forward at the present time in Ireland, and so the sectoral scope of VET cooperation is limited.

However, the EURES job mobility system is used by Irish residents to seek opportunities abroad (responsibility for this is with the Department for Social Protection). There has been some interest from Germany in attracting those with civil engineering qualifications from Ireland to work in Germany but the students for the most part would not have a good level of German – this is the same for any kind of apprenticeship or vocational training. The language barrier is a major prevention factor and as such there has been limited, if any, take up through this scheme.

18.4 Types of cooperation activities, actors, and specific initiatives

18.4.1 Private initiatives

There are a very few limited examples of private initiatives around cooperation for vocational education in Ireland despite the international strategy for education indicating a "*potential for the private further education sector to act as a pathway to higher education for international students, and the sector should examine the possibilities of working with higher education institutions in this regard*". For instance, a private construction company in Ireland has recently opened a construction training centre in Lagos, Nigeria in order to provide construction workers in Nigeria with international best-practice training.

There are more examples of cooperation around higher education and English language training.

18.4.2 Examples of country's action within International organisations

As detailed above – for example working with CEDEFOP, European Commission Lifelong Learning programme.

Table 23. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
None identified apart from EU initiatives (LdV)				
PRIVATE INITIATIVES				
Construction training in Nigeria	Chevron Training & Recruitment, ETIWA Vocational Training	In February 2013 Chevron Training & Recruitment partnered with Nigerian company ETIWA Vocational Training to provide construction workers in Nigeria with international best-practise training.	Construction	

18.5 Issues and obstacles

As detailed above but includes:

- No governmental / political priority or interest in this area at present;
- Large scale persistent domestic unemployment issues which are taking priority;
- Lack of resources to develop 'SOLAS International' or consultancy to other nations;
- Embargo on public sector recruitment;
- Language barriers.

18.6 Sources of information

High-Level Group on International Education to the Tánaiste and Minister for Education and Skills (2010) *Investing in Global Relationships: Ireland's International Education Strategy 2010-15*. Available at: <http://www.educationinireland.com/en/publications/full-report-education-global-strategy.pdf>

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

<http://eqavet.eu/gns/what-we-do/implementing-the-framework/ireland.aspx>

<http://www.acels.ie/>

<http://www.aontas.com/blog/2011/06/13/new-european-study-gives-vocational-education-and/>

<http://www.educationinireland.com/en/>

<http://www.education.ie/en/Publications/Statistics/Key-Statistics/Key-Statistics-2012-2013.pdf>

<http://www.etbi.ie/>

http://www.fas.ie/NR/rdonlyres/9ABC5EE1-CF20-4AA5-ACA4-C5B81DD9FE5E/437/PDFonline_vet_in_ireland_2009994.pdf

http://www.ivea.ie/services/further_ed/further_ed.shtml

<http://www.nfq.ie/nfq/en/learner.html>

<http://www.oecd.org/edu/skills-beyond-school/45399591.pdf>

SOLAS (2014) *Further Education and Training Strategy 2014 – 2019* Available at : <http://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf>

19 Country sheet: Iceland

Summary box:

Key trends and data

- **Strategy or framework for action in place:** None for VET
- **Key targeted countries:** None identified for VET
- **Key types of cooperation:** None identified for VET
- **Types of VET commonly associated:** None
- **Key targeted sectors:** None
- **Scale of public/private initiatives:** None identified
- **Data on budget:** No budget for this kind of cooperation
- **Data on mobility programmes:** No public mobility programmes identified,
- **Data on beneficiaries:** None identified

VET in the country

- **Upper secondary school:** Fjolbrautaskoli, Idnskoli, Serskoli.
- **Post-secondary school / non-tertiary:** Fjolbrautaskoli, Idnskoli, Menntaskoli.

19.1 Strategy / framework for action, incl. drivers

The Icelandic policy debate on VET is mainly centred on increasing young people's participation in VET in order to combat long-term unemployment among the youth. Focus has predominantly been on national measures to enhance VET attractiveness and quality, and there is neither a strategy nor a framework for internationalisation in VET. As external cooperation in VET is not perceived as a means to increase VET attractiveness and quality, it has not been a funding priority for the government.^{353 354} The degree of internationalisation in VET is limited and the focus is restricted to EU/EEA countries and the Nordic countries in particular. This also involves the adoption of tools and processes within the Copenhagen Declaration. There are no arrangements beyond the EU programmes and the Nordplus programme of the Nordic Council, where funding arrangements are already in place.³⁵⁵ Generally, Icelandic VET providers have international ambitions and acknowledge the benefits of cooperation beyond Europe, but lack of funding is the main issue in expanding the international collaboration in VET.³⁵⁶

The recent OECD Review *Skills Beyond School* does not put forward any recommendations on measures towards greater internationalisation in VET. It solely focuses on national measures.³⁵⁷

Since 1979, Iceland has been home to the Geothermal Training Programme of the United Nations University, which fosters international cooperation with developing and transitional countries with geothermal potential.³⁵⁸ However, this activity belongs to the tertiary and post-graduate educational level and therefore out of the scope of this assignment.

³⁵³ Cedefop, 2011, *VET in Europe – Iceland Country Report*.

³⁵⁴ Interview

³⁵⁵ Ibid.

³⁵⁶ Interview

³⁵⁷ OECD, 2013, *A Skills Beyond School Commentary on Iceland*.

³⁵⁸ <http://www.unugtp.is/>.

19.2 Geographical scope of VET cooperation

As mentioned above there are no arrangements outside the EU and Nordic council programmes concerning VET.

19.3 Sectoral scope of VET cooperation

No specific information found

19.4 Types of cooperation activities, actors, and specific initiatives

No specific information found

19.5 Issues and obstacles

According to the sources consulted, there are several barriers to an increased policy prioritisation of greater internationalisation in VET:

- In the wake of the financial crisis, which hit Iceland particularly hard, there has been a big reduction in public expenditure. This also applies to upper secondary VET and the Icelandic Ministry of Education in general. VET programmes within the EU and Nordplus naturally have a higher priority as external funding arrangements are already secured.^{359 360}
- At the moment, it is difficult to assess the Icelandic government's stand on international cooperation. It is not clear whether there is a shift away from international cooperation in general, especially seen in the light of the discontinuation of the accession negotiations with the EU in September 2013. If this is the case, the future priority of VET internationalisation may be negatively affected, at least in the short run.³⁶¹
- The geographical isolation of Iceland is an obstacle to VET internationalisation, as it restricts student mobility to some degree. It is costly to travel to and from Iceland, and students in upper secondary VET tend to be relatively young.³⁶²

19.6 Sources of information

Eurydice publication and website.

Cedefop publication – VET in Europe Country Report.

OECD publication – Skills Beyond School Country Report.

United Nations University website.

³⁵⁹ Interview

³⁶⁰ Interview

³⁶¹ Interview

³⁶² Ibid.

20 Country sheet: Italy

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** Turkey, Egypt, Jordan, Israel, Lebanon, Morocco, Tunisia, India, Russia, Bosnia-Herzegovina, Serbia
- **Key types of cooperation:** Capacity building and technical assistance
- **Types of VET commonly associated:** IVET, CVET
- **Key targeted sectors:** Tourism, Natural Gas, Transports, Industrial Machinery, Social, Health and Elderly care
- **Scale of public/private initiatives:** Limited
- **Data on budget:** Limited (specified when available)
- **Data on mobility programmes:** no data available
- **Data on beneficiaries (e.g. number of VET students):** Limited (specified when available)

VET in the country³⁶³

- **Upper secondary school:** Istruzione e Formazione Professionale (IFP)
- **Post-secondary school / non-tertiary:** ITS, Istruzione e Formazione Tecnica Superiore (IFTS)

20.1 Strategy / framework for action, incl. drivers

The Italian VET system at upper secondary school and post-secondary school (non-tertiary) is responsibility of the Regions and Autonomous Provinces, which also set the legal framework and policy strategies. The Ministry of Education, University and Research (MIUR), the Ministry of Labour and Social Policies (MLPS) and the social partners set the minimum public service performance levels, while regions are responsible for:

- Three and four year VET courses (Istruzione e Formazione Professionale - IFP) implemented by VET providers and funded by the Regions and MLPS;
- Post-secondary non-tertiary education courses (Istituti Tecnici Superiori - ITS and Istruzione e Formazione Tecnica Superiore - IFTS and) implemented by consortia or foundations made up of partnerships between VET organisations, schools, universities and enterprises.

CVET comprises paths leading to professional qualifications through the apprenticeship system, which has been lately reformed (2011). CVET also includes adult education at lower level provided by permanent territorial centres (CTP - Centri Territoriali Permanenti) and training courses provided by private companies aiming at upgrading the skills of their employees³⁶⁴.

This research focuses only on VET at upper secondary school and post-secondary school/non tertiary as defined above (IFP and ITS/IFTS) and CVET provided by private companies.

³⁶³ Source: Eurypedia (Articles *Organisation of Vocational Upper Secondary Education, Organisation of Post-Secondary non Tertiary Education*).

³⁶⁴ Cedefop (2012), *VET in Europe - Italy Country Report*

At national level there is no clear strategy to support VET internationalisation, and mobility of VET teachers and students mainly refers to EU countries. However, different Ministries have signed partnership agreements with public institutions, VET providers and network of enterprises to promote vocational training cooperation with countries considered strategic for their historical/geographical position or for the consolidation of Italian firms in foreign markets.

- MIUR supports VET internationalisation at policy level by providing technical assistance and capacity building to competent public bodies to improve partner countries' VET systems, to exchange information on curricula and to recognize qualifications. The driver behind these actions is the will to strengthen cooperation with countries engaged in commercial agreements or where Italian productive investments are crucial.
- The need to collaborate and share best practices on how to connect VET and labour market is behind the project "Centro per la cooperazione euro mediterranea", supported by MLPS. The will to match the Italian labour market needs by improving foreign workers' language and professional skills (particularly through CVET courses funded by EU-EIF) is a driver for other initiatives implemented by the same Ministry, whose objective is also to regulate migrants' flow from partners countries. The Italian migration laws, in fact, guarantees a preferential entrance to migrants attending vocational and language courses provided by Italian VET institutions in their country of origin.
- Labour market needs and workers mobility are also the driver behind the technical assistance initiatives implemented by regional authorities (*Regione Marche*) in the Adriatic area within the IPA cross-border cooperation.
- In the view to strengthen networking between enterprises working in the same industry and consolidate the Italian market, the Ministry of Economic Development (MSE) supports VET internationalisation through the programme "Machines Italia". Within this framework private companies provide professional training courses to local staff and support the opening of specialized training centres abroad.

20.2 Geographical scope of VET cooperation

The partnership agreements signed by MIUR and the programme "Machines Italia" focus on geographical areas where Italian companies promote the export of their products and address their investments (China, Turkey, Russia and India).

Geographical position and long-term strategic partnerships are behind the projects implemented under the IPA Programme (Bosnia-Herzegovina and Serbia), while the choice of the Mediterranean area (Egypt, Jordan, Israel, Lebanon, Morocco, Tunisia) is both strategic and historical: particularly, on-going migration issues prove that countries of both shores of the Mediterranean need to share common procedures and rules and to consolidate relationships/cooperation actions to foster citizens' social and professional development³⁶⁵.

MLPS programmes providing CVET skills to migrant labour force are implemented also in other countries beyond EU (Sri Lanka, Mauritius), but these are not in the geographical scope of this study.

³⁶⁵ Interview.

20.3 Sectoral scope of VET cooperation

Table 24. Sectoral scope of VET cooperation

Sector	Country of cooperation
Maritime transports	Turkey
Tourism, natural gas	Egypt, Jordan, Israel, Lebanon, Morocco, Tunisia
Social and healthcare, others	Bosnia-Herzegovina, Serbia
Elderly care, tourism, hotel and catering	India, Egypt, Peru, Morocco
Industrial machinery	India, Russia

20.4 Types of cooperation activities, actors, and specific initiatives

The list below, which is not exhaustive, provides specific examples of VET cooperation initiatives at national/regional level and with countries beyond Europe.

- MIUR has signed a four years agreement (2012-2016) with the Ministry of Education of Turkey to promote cooperation activities at institutional level, between industries and VET organisations and for the exchange of experiences between students/teachers in the maritime transport and logistics sectors. The agreement particularly refers to the engagement of both countries in the EU funded projects "RAILVET - Railway Operation in ECVET" and "METALS - Maritime Training Analysis and Linked Suggestions", enlarging the cooperation to other initiatives in the same sectors.
- In 2012 MIUR has also signed an agreement with the Fondazione Italia-Cina, a private institute founded by Italian Ministries, Regions and enterprises promoting commercial, political and cultural exchanges between Italy and China. In order to create and support new opportunities for the Italian companies' presence in the Chinese market the agreement foresees the promotion of the Chinese language in the VET system.
- The project "Centro per la cooperazione euro mediterranea", promoted by MLPS and implemented by ISFOL (Institute for the Development of Vocational Training of Workers) over the period 2009-2013 aimed at supporting VET systems development in Israel, Lebanon, Egypt, Morocco, Tunisia, Jordan³⁶⁶. With the objective to create a network between the Italian VET system and public bodies in the partner countries, the activities mainly included study visits, laboratories and workshops on how to foster employability at local level by investing on VET.
- MLPS supports CVET and language courses provided by Italian institutions in India, Egypt, Peru and Morocco in the framework of EU-EIF programmes³⁶⁷. The aim is to regulate labour force migration flows from the partner countries by ensuring skilled workers, particularly in the elderly care and tourism sectors. Over the years 2010-2011 the budget has been approximately 700 k€ (public funds) targeting around 800 beneficiaries from the considered countries.
- The "DELMVET" project, implemented over the period 2011-2013, is part of the IPA cross-border cooperation among Adriatic Regions. Its aim was to create a network between VET institutions and public authorities to reduce the gap between the labour market needs and the workers' skills, thus also increasing the internal

³⁶⁶<http://www.isfol.it/Istituto/chi-siamo/dipartimento-sistemi-formativi/cooperazione-transnazionale-1/progetto-centro-per-la-cooperazione-euromediterranea-1/progetto-centro-per-la-cooperazione-euromediterranea>

³⁶⁷ http://www.lavoro.gov.it/AreaSociale/Immigrazione/formazione_estero/Pages/formazioneestero.aspx

and transnational mobility³⁶⁸. Among the institutions involved, the Italian Region Marche, the Federal Ministry of energy, mining and industry of Bosnia-Herzegovina and the Chamber of Commerce of Belgrade, Serbia. Budget included 1.363.000 € of public funds.

- The "Machines Italia" programme, promoted by the Ministry of Economic Development, the Italian Commission for Trade agency ICE and Federmacchine, aims at supporting the Italian machinery manufacturers through marketing and networking activities with companies working in the same sector worldwide. In India and Russia local staff receives professional training on the machines' use and the production systems, while training at students level is promoted through the creation of training centres, in partnership with local VET Institutions.

20.4.1 Private initiatives

Other private companies' initiatives target specific sectors by providing vocational and higher educational training. Among these, ENI (the former National Hydrocarbons Agency) conducts feasibility studies and provides technical assistance to create local training institutes based on the Italian teaching model (Eni Corporate University)³⁶⁹. Even if out of the geographical scope of this study, the ESSA Corporate University in Angola is an example of this kind of initiative, offering professional training and university courses in drilling and well maintenance.

³⁶⁸ http://www.adriaticpacbc.org/index.asp?page=interna&level=project_view&idp=17

³⁶⁹ http://www.eni.com/it_IT/sostenibilita/pagine-snodo/training-angola.shtml

Table 25. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Policy dialogue between ministries including technical assistance and capacity building	Ministry of Education, University and Research	Intergovernmental agreements have been signed with the Ministry of Education of Turkey to promote cooperation activities at institutional level, between industries and VET organisations and the exchange of experiences between students/teachers.	Transports	The agreement foresees the development of teaching methods, VET qualifications and associated curricula, particularly in the sector of maritime transport and logistics. The bilateral cooperation between VET institutions and companies is also fostered, as well as information exchanges on both countries VET systems and student and teachers mobility programmes.
Integration of foreign languages into VET programme	Ministry of Education, University and Research, Fondazione Italia-Cina	The Ministry and the Fondazione Italia-Cina have signed an agreement to introduce Chinese language courses into the Italian VET system to strengthen cultural and commercial cooperation between the two countries.	Not defined	
Technical assistance and capacity building	Ministry of Labour and Social Policies, ISFOL, Regional authorities	The CENTRO PER LA COOPERAZIONE EURO MEDITERRANEA project is part of the euro-mediterranean cooperation (Israel, Tunisia, Morocco, Egypt, Jordan and Lebanon).	Tourism, natural gas	The objective of the CENTRO PER LA COOPERAZIONE EURO MEDITERRANEA project is to create a network between the Mediterranean countries to foster the dialogue on VET system and employability. The Ministry, in partnership with ISFOL, has organized several study visits at institutional level with partner countries to promote the reciprocal knowledge of the VET country systems and to develop VET qualifications and procedures for the assessment of the acquired competences. In 2010 the Ministry also signed a Joint Declaration with the Israeli Minister of Industry, Trade and Labour (MOITAL) to support the development of vocational training courses in the natural gas sector ³⁷⁰ .

³⁷⁰ Interview

Building knowledge on international cooperation in VET

Cooperation activities at policy level including delivery of training courses abroad to meet Italian labour market needs and control migration flows	Ministry of Labour and Social Policies, Regions, private companies	In the framework of EU EIF programme intergovernmental agreements have been signed with the Ministry of Labour and national VET providers of partner countries (Morocco, Egypt) to promote vocational and language trainings in the country of origin for migrants. Further agreements with other countries are ongoing (i.e. India, Peru)	Elderly care, tourism, hotel and catering	The agreements with Morocco and Egypt aim at providing Italian language and professional skills to local workers in order to meet Italian labour market needs. Italian laws on migration encourage these kinds of agreements as the attendance to the courses guarantees a special permit to enter Italy for work reasons to migrants coming from partner countries.
Cooperation between VET organisations	Adriatic VET institutions, Regional authorities, local chambers of commerce	The DELMVET project as part of the IPA cross-border cooperation.	Social and healthcare, others	The objective of the DELMVET project is to develop an efficient locally managed model of VET by setting a system for official authorization of VET agencies, defining a system of certification of the professional competences and a definition of the common professional qualifications to support workers' mobility in the region.
Cooperation between companies working in the same industry and with VET institutions to support employees/students' VET skills	Ministry of Economic Development, ICE, Federmacchine	The MACHINES ITALIA IN INDIA and RUSSIA are projects implemented by Federmacchine, the Italian network of industrial machinery producers, to promote the internationalisation of the Italian companies working in the sector in the Indian and Russian markets. The projects are part of the MACHINES ITALIA programme implemented by THE Italian Commission for Trade (ICE) to promote the internationalisation of the sector's Italian companies worldwide.	Industrial machinery	In India in 2013 the Italian Association of textile machinery producers (ACIMIT), which is part of Federmacchine, signed an agreement with the Textile & Engineering Institute di Ichalkaranji (DKTE'S) in the Kolhapur district to create an Italian Centre to provide trainings and scholarships to local students on textile productions ³⁷¹ . In 2012 also ASSOMAC (the Association of Italian Manufacturers of Footwear, Leathergoods and Tanning Machinery), signed an agreement with the Government Of West Bengal, CLE (the Council for Leather Exports) and the CLC Tanner's Association (the Indian tanning sector association) to create an Italian Technology Training Center on tanning industry ³⁷² .

³⁷¹ <http://mefite.ice.it/cenweb/ICE/News/ICENews.aspx?cod=33884>

³⁷² http://www.machinesitalia.org/fr/itcnews/sector_full/ceramics/machines_italia_technology_centers_match_local_potential_with_italian_know_/P6

20.5 Issues and obstacles

Based on the desk research, external cooperation in VET seems to face the following issues:

- Lack of VET level specification in the international training initiatives:
- Beyond the VET categories considered for the present research, in Italy the general definition of "*Formazione Professionale*" (*Vocational Training*) also comprises:
 - The upper secondary education system (*Istituti Tecnici e Professionali*) which falls under the state responsibility of MIUR;
 - Post-diploma/post-vocational qualification courses (generally co-financed by the European Social Fund) and provided by the Regions;
 - Vocational training courses provided by private institutions certified or uncertified at national/regional level.

It is important to consider the above since other initiatives in VET international cooperation generically refer to "*Formazione Professionale*" without specifying IFP or ITS/IFTS but possibly to be included in one of the categories above.

- Definition of "Internationalisation":
 - Most mobility programmes for IFP/ITS and IFTS students/teachers are included in the EU framework programmes (Leonardo, Comenius, others), rather than focusing on countries beyond EU.
- Lack of coordination:
 - The structure of the Italian VET system assigns a strong autonomy to the Regions, thus creating differences between northern and southern areas and a difficult coordination of initiatives at national level.

The ITS/IFTS system reorganisation is also a recent process and therefore its orientation to internationalisation seems to be secondary with respect to its internal development.

20.6 Sources of information

Eurypedia website

Cedefop REFERNET publication – VET in Europe Country Report

Italian Ministry of Education, University and Research (MIUR) website

Italian Ministry of Labour and Social Policies (MLPS) website

Italian Ministry of Economic Development (MSE) website

ISFOL website

ICE and Federmacchine websites

IPA Adriatic Cross-border Cooperation and Regione Marche websites

ENI website

21 Country sheet: Latvia

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** no specific information found
- **Key types of cooperation:** Cooperation at policy level
- **Types of VET commonly associated:** no specific information found
- **Key targeted sectors:** no specific information found
- **Scale of public/private initiatives:** no specific information found
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country³⁷³ (i.e. as covered in the fiche)

- **Lower secondary school:** Vocational basic education programmes (ISCED 2A, 2C).
- **Upper secondary school:** Vocational education (ISCED 3C) and Vocational secondary education (ISCED 3A, 3B), intermediate programme in general secondary education (3A, 3B)
- **Post-secondary school /non-tertiary:** Vocational education programme (4B) (classified in Latvia as secondary level)

The institutions that provide vocational training are: Vocational schools, Vocational secondary schools and Technical schools.

- **Tertiary education:** first level higher professional education programmes (ISCED 5B). It is provided by colleges.
- **Continuing VET:** It is provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations.

21.1 Strategy / framework for action, incl. drivers

There is no specific strategy for international cooperation in VET.

The 2014-2020 Education Development Strategy (Guidelines)³⁷⁴ foresees the necessity to increase the support to the internationalisation of vocational education and training (VET). The government has nominated VET experts (namely, ECVET experts) in order to contribute to the international comparability of VET. The activities are planned to be part of the Erasmus+ programme (2014-2020).

At the moment, most of the initiatives for international cooperation in VET involve EU countries. As an interesting development considering cooperation with third countries, it is foreseen that the Fifth Asia-Europe Meeting (ASEM) of ministers of education will be held during the Latvian presidency of the Council (first half of 2015). This is seen as an

³⁷³ Source: Cedefop. Refernet. *Latvia Country Report 2012*.

³⁷⁴ See <http://www.mk.gov.lv/lv/mk/tap/?pid=40305684>

opportunity to strengthen cooperation in education and training between ASEM countries.³⁷⁵

21.2 Geographical scope of VET cooperation

International cooperation in the field of VET is mostly developed with EU countries with a special emphasis in Baltic and Nordic countries, although at individual level several VET institutions have cooperation with third countries (e.g. Russia, Afghanistan).³⁷⁶ Also, the promotion of work-based learning involves political cooperation with other European countries, such as Germany, Austria and Switzerland.

21.3 Sectoral scope of VET cooperation

Not specified.

21.4 Types of cooperation activities, actors, and specific initiatives

As mentioned, there are not many initiatives of international cooperation in VET with third countries. A project developed under the ASEM Education and Research Hub for Lifelong Learning is described in the following section.

There are however some relevant public initiatives that involve cooperation with European countries, namely:

- A memorandum of cooperation in VET has been signed with Estonia in 2011;
- A memorandum of cooperation in VET in Europe has been signed by Latvia in 2012 in Berlin;
- A bilateral Latvian-German declaration on cooperation in VET has been signed in Latvia in 2013;
- A memorandum of understanding with Switzerland on cooperation in VET is in the process of formalisation.

The promotion of work-based learning is now a top-level priority and it involves political cooperation with countries with a longer tradition in this type of training. For instance, a joint working group has been established with Germany to promote this issue and cooperation with Switzerland is in the process of formalisation.³⁷⁷

Furthermore, a significant example of cooperation with Baltic and Nordic countries that is not under the European institutions scope is the *Nordplus* Framework Programme 2012-2016. It includes project/network activities and mobility activities with participants from the Baltic states of Estonia, Latvia and Lithuania, the Nordic countries of Finland, Sweden, Denmark, Norway and Iceland, and the self-governed areas of Åland, Faroe Islands and Greenland. The sub-programme *Nordplus Junior* includes vocational schools and upper secondary vocational schools.

21.4.1 Public initiatives

The State Education Development Agency, in cooperation with ASEM Education and Research Hub for Lifelong Learning (ASEM LL Hub) and the University of Latvia, within the scope of the European Social Fund project 'Support to Educational Research', provides for the participation of Latvia at the ASEM LL Hub.

This is a project of cooperation in higher education but one of the research networks addresses continuing education and is therefore relevant to the topic of the present report.

The ASEM LL Hub was established in 2005 and is an official network of Asian and European higher education institutions that supports the exchange of information and

³⁷⁵ According to the representative from the ministry of education interviewed by ICF-GHK. The ASEM meeting is also mentioned in a press release from the Latvian government: <http://www.mfa.gov.lv/en/news/press-releases/2013/October/23-4/>

³⁷⁶ According to an interviewee.

³⁷⁷ Ibid

comparative research in lifelong learning. It provides a platform for dialogue between researchers, practitioners and policy makers in order to contribute to evidence-based educational reform and innovation. It includes several research networks that exchange knowledge, conduct comparative research and produce coordinated publications and reports. Latvia participates in a research network on National Strategies for Lifelong Learning that analyses citizens' motivation and barriers to continuing education and training.

Furthermore, Latvia has developed a webpage that provides information on higher education studies to international students: *Study in Latvia*³⁷⁸. It includes information about "first level" higher education (professional studies) (ISCED 5B).

21.4.2 Private initiatives

No private initiatives have been identified.

21.4.3 Examples of country's action within International organisations

Latvia participates in the international WorldSkills contest.

Table 26. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/serv ices proposed	Examples
PUBLIC INITIATIVES				
Name of initiative	Brief description of the actor(s) involved and their roles	Brief description of the initiative	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
ASEM Education and Research Hub for Lifelong Learning - National strategies for Lifelong Learning (ASEM LL Hub)	The ASEM LL Hub is a network of Asian and European higher education institutions. Latvia's participation is supported by the State Education Development Agency and the University of Latvia, within the scope of the European Social Fund project 'Support to Educational Research'.	The ASEM LL Hub promotes the exchange of knowledge, comparative research and coordinated publications and reports. Although it is a project of cooperation in higher education, one of the research networks addresses continuing education. It analyses citizens' motivation and barriers to continuing education and training.	Not sector-specific.	The research network holds annual meetings. In the last meeting (Germany, 2013) the group presented the National lifelong learning policy and strategy reviews in their countries, including Australia, China, Germany, Japan, Latvia, the Philippines, Korea, Thailand, and the United Kingdom.
PRIVATE INITIATIVES				
Same as above	Same as above	Same as above	Same as above	Same as above
Not available	Not available	Not available	Not available	Not available

³⁷⁸ See <http://www.studyinlatvia.lv/>

21.5 Issues and obstacles

In Latvia traditionally international cooperation in VET is implemented on a bilateral basis or through participation in EU funded projects. At ministry level, there are a few cooperation agreements that gradually develop into more concrete actions, but there is a need for more specific work plans, instruments and funding schemes regarding VET internationalisation.³⁷⁹

21.6 Sources of information

- Ministry of Education and Science, Republic of Latvia. Cooperation with international organisations <http://izm.izm.gov.lv/9424.html>
- State Education Development Agency: Nordplus Framework Programme 2012-2016
http://www.viaa.gov.lv/eng/international_cooperation/nordplus/about_nordplus/
- Eurydice. Eurypedia. Article: Bilateral Agreements and Worldwide Cooperation (Latvia)
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Latvia:Bilateral_Agreements_and_Worldwide_Cooperation
- Cedefop. Refernet. VET in Europe – Country report. Latvia
http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_LV.pdf
- ASEM Education and Research Hub for Lifelong Learning
<http://asemllhub.org/aboutus/>

³⁷⁹ According to an interviewee.

22 Country sheet: Lithuania

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** Not specified
- **Key types of cooperation:** Bilateral agreements between Lithuanian and foreign vocational schools and training centres
- **Types of VET commonly associated:** Vocational training schools
- **Key targeted sectors:** Not specified
- **Scale of public/private initiatives:** Small
- **Data on budget:** Not available
- **Data on mobility programmes:** 740 financed mobility projects via ERASMUS+, Leonardo da Vinci, NordPlus programmes
- **Data on beneficiaries (e.g. number of VET students):** 1,057 students and 831 VET teachers involved in the international mobility actions in 2013

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** Vocational education schools and Vocational training centres
- **Post-secondary school / non-tertiary:** Colleges, universities
- **Continuing VET:** Vocational training centres

VET in Lithuania³⁸⁰

The Lithuanian vocational education system consists of initial VET (IVET) at lower, upper and post-secondary levels, and continuing VET (CVET). The Ministry of Education and Science (MES, Švietimo ir mokslo ministerija) is responsible for the management of VET at the national level. The Qualifications and VET Development Centre (KPMPC) provides methodological support for the VET institutions. The Ministry of Economy in cooperation with MES takes part in creating and implementing human resources development policy, VET policy, and organises research on future skill needs and disseminates its results through vocational guidance.

Most IVET in Lithuania is school-based; however, practical training and training in enterprises constitute a major part of the programme. List of the VET institutions can be found on the website of the Ministry of Education and Science³⁸¹.

22.1 Strategy / framework for action, incl. drivers

Only two strategic landmarks in the internationalisation of Lithuanian VET can be noted:

- the Law on Vocational Education (1997, amended in 2007) declares that the aim of the vocational education system is to provide vocational education ensuring "competitiveness on international labour market"
- the new Action Plan of the Ministry of Education and Science on Vocational Education development for the period 2014-2016 foresees necessity and actions for increasing internationalisation of vocational education and studies until year 2016.

³⁸⁰ http://www.cedefop.europa.eu/EN/Files/4128_en.pdf

³⁸¹ http://www.aikos.smm.lt/aikos/institucijos_registr.htm

22.2 Geographical scope of VET cooperation

International cooperation of Lithuanian VET institutions covers most of the EU countries.

The concept of the Lithuanian VET standards was designed following the experience of Germany, and a methodology for sectoral studies was developed in cooperation with Irish experts.

In 2005 a declaration of intent was signed between Quebec's Ministry of Education, Leisure and Sports and the Ministry of Education and Science of the Republic of Lithuania. The ministries expressed their interest in exchanging experience in areas such as development of the VET standards and programmes, VET quality assurance, organisation of training, etc. It was also agreed to support the exchange of students, teachers and administration staff, and to promote cooperation among training institutions in training programmes, pedagogical, scientific and technical research*, and in the development of teaching materials.

22.3 Sectoral scope of VET cooperation

Not specified.

22.4 Types of cooperation activities, actors, and specific initiatives

22.4.1 Public initiatives

Cooperation with other countries has encouraged and initiated a number of VET developments. For example, a VET standards concept was designed following the experience of Germany, and a methodology for sectoral studies was developed in cooperation with Irish experts

According to the information from the Education Exchanges Support Foundation (*Švietimo mainų paramos fondas*), the national agency responsible for the implementation of the EU Lifelong Learning Programme, each year more than 1,000 VET students and specialists participate in the Leonardo da Vinci, Erasmus+ and NordPlus mobility projects.

Bilateral agreements between most of the Lithuanian and foreign vocational schools and training centres exist. However, no quantitative data are available

22.4.2 Private initiatives

No private initiatives have been identified.

22.4.3 Examples of country's action within International organisations

An example of the Lithuanian action within International organisations includes one of the UNESCO-UNEVOC Centres in Lithuania – Qualifications and Vocational Education and Training Development Centre. This Centre is a member of ReferNet – a network of the European Centre for the Development of Vocational Training (Cedefop); National Reference Point of EQAVET – the European Quality Assurance in Vocational Education and Training Network; member of European Lifelong Guidance Policy Network (ELGPN); and member of Training of trainers network (TTnet) of Cedefop.

Table 27. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Name of initiative	Brief description of the actor(s) involved and their roles	Brief description of the initiative	List of sector(s)/industry(ies) considered and services	Example(s) of relevant resulting practice example(s)
Cooperation and learning among TVET stakeholders around the world ³⁸²	UNESCO-UNEVOC Centre in Lithuania - Qualifications and Vocational Education and Training Development Centre	Capacity development (training, consultations and conferences) at different levels and through regional and international cooperation	No information	No information
EU mobility programmes	Education Exchanges Support Foundation	740 financed mobility projects via ERASMUS+, Leonardo da Vinci, NordPlus programmes		
PRIVATE INITIATIVES				
Same as above	Same as above	Same as above	Same as above	Same as above
Not available				

22.5 Issues and obstacles

At the moment internationalisation of the Lithuanian vocational education does not have real political support in the country. This is probably due to the apprehension that internationalisation of VET will increase emigration of qualified labour force.

Following Lithuanian Law on Vocational Education all vocational education is provided in Lithuanian language. This creates an obstacle for the participation of foreign students in the VET programmes in Lithuania.

22.6 Sources of information

- Qualifications and Vocational Education and Training Development Centre (website)
- Education Exchanges Support Foundation (website)
- Ministry of Education and Science (website)
- Ministry of Economy (website)
- Cedefop (publications and website)
- Eurydice (publications)
- UNESCO-UNEVOC (website)

³⁸² http://www.unevoc.unesco.org/go.php?q=page_what+we+do

23 Country sheet: Luxembourg

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** No specific information found (in the area of cooperation for development: Senegal, Burkina Faso, Mali, Niger, Vietnam and Nicaragua)
- **Key types of cooperation:** no specific information found
- **Types of VET commonly associated:** no specific information found
- **Key targeted sectors:** not available
- **Scale of public/private initiatives:** not available
- **Data on budget:** not available
- **Data on mobility programmes:** not available
- **Data on beneficiaries (e.g. number of VET students):** not available

VET in the country³⁸³ (i.e. as covered in the fiche)

- **Lower secondary school:** lower technical secondary education (*cycle inférieur*)
- **Upper secondary school:** intermediate (*cycle moyen*) and higher technical secondary education (*cycle supérieur*)
- The institutions that provide vocational training in secondary education are: secondary schools (*lycées*) or technical secondary schools (*lycées techniques*).
- **Post-secondary school / non-tertiary:** Master Craftsman's Diplomas (*Brevet de maîtrise*). Preparatory courses for this diploma are held in the Chamber of Trade's training centre, in technical secondary schools or the National Centre for Continuing Vocational Training (CNFPC – *Centre National de Formation professionnelle*).
- **Tertiary education:** programmes leading to a vocational Advanced Technicians Diploma (BTS – *Brevet de technicien supérieur*). These courses are held in technical secondary schools (*lycées techniques*).
- **Continuing VET:** It is provided and undertaken at the initiative of public schools and institutions as the National Centres for Continuing Vocational Training and public research centres that offer some specialised programmes in the fields of CVET. It is also provided by social partners (employers and employees chambers, trade unions), sectoral institutes, providers with mixed funding (mainly financed and governed by social partners), non-profit organisations (specially retraining measures for job seekers) and commercial providers and foreign training institutions.

³⁸³ Source: Eurypedia. Articles 6.4, 6.7, 7.1 and 8.1 for Luxembourg.

23.1 Strategy / framework for action, incl. drivers

There is not a strategy or framework for action in international cooperation in VET.

According to legislation, the National Centre for Continuing Vocational Training and secondary schools can organise national or international partnerships for the exchange of pedagogical practices.³⁸⁴

Though, cross-border partnerships between institutions are mainly established within the Greater Region (Luxembourg, Saarland, Lorraine, Rhineland-Palatinate, Wallonia, French- and German-speaking Communities of Belgium), in the framework of European projects or bilateral agreements.³⁸⁵

Luxembourg is also part of the network Conference of Ministries of Education of Francophone States and Governments that provides a context for cooperation at policy level.³⁸⁶

There are also projects of cooperation for development with third countries that include actions in the field of VET. There has been a specific focus on VET since 2006, with the second generation of the "Indicative Cooperation Programmes". It was specifically considered a priority in programmes of cooperation with Cape Verde (2006-2010), Burkina Faso (2008-2012), Niger (2008-2012), Mali (2007-2011), Senegal (2007-2011), Nicaragua (2007-2010), Laos (2007-2010), Vietnam (2006-2010) and Namibia (2007-2010).³⁸⁷

23.2 Geographical scope of VET cooperation

International cooperation in the field of VET is mostly developed with EU countries with a special emphasis in bordering countries: Germany, France and Belgium, mostly within the Greater Region. Luxembourg is also involved in cooperation at policy level with francophone countries, having as background the Conference of Ministries of Education of Francophone States and Governments.

In the field of cooperation for development, there are six main target countries: Senegal, Burkina Faso, Mali, Niger, Vietnam and Nicaragua.³⁸⁸

23.3 Sectoral scope of VET cooperation

As mentioned, cooperation in the field of VET is mostly developed with EU countries and, therefore, out of the scope of this study. Cooperation within the Conference of Ministries of Education of Francophone States and Governments is not sector-specific; this institution aims at the promotion of education and technical and vocational education and training.

In the field of cooperation for development, the implemented programmes aim to promote the entrepreneurial spirit and some target specific sectors. For instance, in Laos

³⁸⁴ *Règlement grand-ducal du 24 août 2007 relatif aux modalités d'organisation, de fonctionnement et d'évaluation des cours de formation professionnelle continue et de reconversion professionnelle organisés au Centre national de formation professionnelle continue. Code de l'Éducation nationale.* Available in French at: http://www.legilux.public.lu/leg/textescoordonnes/compilation/code_education_nationale/CHAPITRE_7.pdf

³⁸⁵ Source: Eurypedia. Article 13.4 for Luxembourg. More information available on the website of the ministry of education: *Accords bilatéraux interrégionaux et intergouvernementaux.*

³⁸⁶ <http://www.confemen.org/>

³⁸⁷ Source: *Stratégies et orientations. Education, formation et insertion professionnelles (2009). La coopération luxembourgeoise au développement. Grand-Duché de Luxembourg. Ministère des Affaires étrangères.* Available in French at: <http://cooperation.mae.lu/fr/Politique-de-Cooperation-et-d-Action-humanitaire/Strategies-et-orientations>

³⁸⁸ Source: *Stratégies et orientations. Education, formation et insertion professionnelles (2009). La coopération luxembourgeoise au développement. Grand-Duché de Luxembourg. Ministère des Affaires étrangères.* Available in French at: <http://cooperation.mae.lu/fr/Politique-de-Cooperation-et-d-Action-humanitaire/Strategies-et-orientations>

and Vietnam the actions targeted the sectors of bank and finance, and tourism, as well as good governance and administrative reform.³⁸⁹

23.4 Types of cooperation activities, actors, and specific initiatives

An example of international action is the cross-border apprenticeship (*apprentissage transfrontalier*), where work-based learning is undertaken in Luxembourg and school-based learning is undertaken in another country. Tough, this action is developed in cooperation only with bordering countries.³⁹⁰

23.4.1 Public initiatives

No private initiatives have been identified that involve third countries.

23.4.2 Private initiatives

No private initiatives have been identified.

23.4.3 Examples of country's action within International organisations

Luxembourg is part of the Conference of Ministries of Education of Francophone States and Governments that provides a context for cooperation at policy level.

Luxembourg participates in the international WorldSkills contest.

³⁸⁹ Source: *Stratégies et orientations. Education, formation et insertion professionnelles (2009). La coopération luxembourgeoise au développement. Grand-Duché de Luxembourg. Ministère des Affaires étrangères.* Available in French at: <http://cooperation.mae.lu/fr/Politique-de-Cooperation-et-d-Action-humanitaire/Strategies-et-orientations>

³⁹⁰ Source: *Règlement grand - ducal du 26 juillet 2010 portant organisation de l'apprentissage transfrontalier.* Available in French at: http://www.formation-continue.lu/documents/10180/26246/100726_apprentissage_transfrontalier.pdf

24 Country sheet: Malta

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** no specific information found
- **Key types of cooperation:** no specific information found
- **Types of VET commonly associated:** no specific information found
- **Key targeted sectors:** no specific information found
- **Scale of public/private initiatives:** no specific information found
- **Data on budget:** none
- **Data on mobility programmes:** none
- **Data on beneficiaries** (e.g. number of VET students): none

VET in the country

The main providers of vocational education and training in Malta at post-secondary level are the Malta College of Arts, Science and Technology (MCAST), the Institute of Tourism Studies (ITS) and the Institute of Conservation and Management of Cultural Heritage (ICMCH). CVET is also provided at the initiative of enterprises, social partners and individuals themselves³⁹¹.

24.1 Strategy / framework for action, incl. drivers

Since Malta's accession to the EU in 2004, efforts have focused on the Europeanisation process³⁹², i.e. adapting national processes and legal text to EU legislation and norms. Malta has made significant investments in bringing its National Qualifications Framework in line with the European Qualifications Framework for Lifelong Learning (EQF), and in improving teacher training activities, developing quality charters, and so on³⁹³. In relation to VET, Malta has sought in the last 10 years to increase the quality and supply of VET products and services in the context of the liberalisation of the economy and the necessity to diversify the Maltese economy.

Strategies to attract foreign students have been limited to higher education students. A strategy in favour of the internationalisation of education is however currently being developed. VET is to be included in this strategy although no particular focus has been placed on it at this stage. Discussions around the development of the strategy in favour of the internationalisation of education have reportedly looked at the internationalisation of education from various angles: attracting foreign educational institutions to open centres in Malta, promoting Malta as a destination of study amongst foreign students and looking at the economic benefits of such actions. The fact that courses are provided in English and in an attractive location have not particularly been highlighted as 'selling points'. This could indicate that those have not been sufficiently considered. For historical reasons, Libya has a local VET institute in Malta: qualified Libyans are trained in Malta but generally go back to Libya to find employment.

The two main VET educational institutions, Malta College of Arts, Science and Technology (MCAST) and Institute for Tourism Studies (ITS), develop their own international strategies. MCAST and the ITS are self-accredited institutions. All programmes are taught in English with some in Maltese also. Those however mainly cover the EU. There is

³⁹¹ <http://eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx>

³⁹² <http://eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx>

³⁹³ <http://eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx>

interest to learn from EU and foreign partners' experiences and best practices in the internationalisation of VET. In parallel, some steps have been taken to establish partnerships with counterparts in Third countries and attract foreign VET students (see section below).

24.2 Types of cooperation activities, actors, and specific initiatives

VET is under the responsibility of the **Minister of Education Employment and Youth**³⁹⁴: educational services are provided by the Division of Education and the job provision services are provided by the Employment and Training Corporation (ETC), both under the same Ministry. The Malta college of Arts, Science and Technology (MCAST) and the University of Malta, which also runs some courses that can be classified as vocational, are under the responsibility of the Minister of Education Employment and Youth. On the other hand, the Institute of Tourism Studies (**ITS**) falls under the responsibility of the **Ministry of Tourism**. The provision of training by the Employment and Training Corporation (ETC) is regulated by the Employment and Training Services Act³⁹⁵.

The **National Commission for Further and Higher Education (NCFHE)** formulates the guiding principles, strategic targets and objectives for further and higher education, including vocational education and training. Its mandate also covers the promotion of the provision of vocational education and training and its recognition in Malta and abroad³⁹⁶. It is also the competent authority for licensing, accreditation, quality assurance and recognition of providers and programmes³⁹⁷ as provided by three legal notices on licensing, accreditation and quality assurance released in 2012 which are compliant with European legislation and guidelines, including EQAVET³⁹⁸.

The **Malta college of Arts, Science and Technology** (MCAST) is the largest VET institution on the island; it reportedly covers approximately 90-95% of all VET students in Malta. It was set up in 2001 and brought together various technical and vocational technical and vocational courses and institutions³⁹⁹. Since its creation, the attractiveness of VET has increased, when before VET was confined to low academic achievers mainly. The MCAST currently offers 170 full-time and over 300 part-time vocational courses ranging from School Leaving Certificate to Bachelor's Degree (Maltese Qualification Framework Level 1 to Level 6)⁴⁰⁰ in a variety of subjects ranging from Agribusiness, Building & Construction Engineering, Business & Commerce to Information, Communication & Technology⁴⁰¹. The study and training structure of each course varies: some include apprenticeship schemes, others have different forms of work placements or exposure⁴⁰². With regard to international cooperation:

³⁹⁴ <http://eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx>

³⁹⁵ CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 50.
http://www.refernet.de/images_content/Malta.pdf

³⁹⁶ <http://www.ncfhe.org.mt/content/home-about-us-objectives-and-responsibilities/5668872/>

³⁹⁷ <http://www.ncfhe.org.mt/content/home-about-us-objectives-and-responsibilities/5668872/>

³⁹⁸ 2012 European Regulations for Further and Higher Education, including the European Standards for Guidelines and Quality Assurance in the Higher Education Area and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET); <http://www.ncfhe.org.mt/content/home-about-us-legislation/5668869/>

³⁹⁹ <http://eqavet.eu/gns/what-we-do/implementing-the-framework/malta.aspx>

⁴⁰⁰ Malta Ministry of Education, Culture, Youth and Sport, *Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA) – A report for further consultation*, 2009, Table 3: The Malta Qualifications Framework for Lifelong Learning, P. 35, http://www.ehea.info/Uploads/QF/maltareport_en.pdf and <http://www.mcast.edu.mt/TopMenu/Aboutus/Overview.aspx>

⁴⁰¹ Agribusiness; Art & Design; Building & Construction Engineering; Business & Commerce; Community Services; Electronics & Electrical Engineering; Information, Communication & Technology; Maritime Institute; and Mechanical Engineering.

⁴⁰² CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 25.
http://www.refernet.de/images_content/Malta.pdf

- Most courses offered at MCAST are BTEC courses which are work-related qualifications provided by EDEXCEL⁴⁰³ and recognised on the U.K. qualifications framework. MCAST also offers home grown qualifications which are pegged to the Malta Qualifications Framework.
- In the past, MCAST launched degree programmes for students and members of staff as part of a project funded by the European Social Fund, in collaboration with the Fraunhofer Institute for Experimental Software Engineering (IESE), a leading German research institute in the engineering sector⁴⁰⁴. It also worked in partnership with another German institution to develop their level 6 qualification, and with a Scottish institution to change their pathway course (level 1-3 before entry in level 4, the pathway to VET).
- MCAST currently welcomes a very small proportion (1-3%) of non EU students. They follow VET courses as well as English language courses.
- Partnerships with Third countries are currently at exploratory stage. MCAST is currently exploring the possibility to establish links with institutions in Pakistan, India and China in order to attract some foreign students and expand the institute's student base. This starting point for such initiatives was mainly opportunistic, following meetings with relevant agencies scouting out for international partnerships. The North African region has been considered as a potential region of intervention, e.g. via the opening of an outreach programme or of an antenna in country where courses would be delivered in English and in the local language. Interest from Libya has been expressed, provided the situation stabilises. Contacts with Saudi Arabia for the development of aviation maintenance courses have also been established. Building capacity up to address visa issues was reported as an issue to anticipate.

The **Institute for Tourism Studies** (ITS), St. Julian's provides tertiary, higher and vocational education in the field of Tourism, i.e. Accommodation Operations; Food & Beverage Service; Food Preparation & Production; Hospitality & Tourism Management; Hotel Operations; Travel Agency Operations; and Tour Guiding⁴⁰⁵. Courses range from Foundation Level, to Certificate, Diploma, and Higher Diploma. Apprenticeships are also on offer under the Maltese Extended Skills Training Scheme which offers opportunities to young persons willing to learn a trade or skill at craftsman level (level 3 according to the MQF Level Descriptors)⁴⁰⁶. International internship opportunities are also available at certain levels (Foundation Courses, Certificate) - see further details below⁴⁰⁷. Courses lead to Maltese qualifications or City and Guilds from U.K and are pegged to the Malta Qualifications Framework⁴⁰⁸.

With regards international cooperation:

⁴⁰³ <http://www.edexcel.com/btec/New-to-btec/BTEC-Explained/Pages/default.aspx>

⁴⁰⁴ Interviewee and <http://www.timesofmalta.com/articles/view/20090505/local/mcast-launches-vocational-degrees-programme.255668>

⁴⁰⁵ <http://www.youth.org.mt/?m=content&id=229>

⁴⁰⁶ CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 26. http://www.refernet.de/images_content/Malta.pdf and <http://etc.gov.mt/Page/62/ESTS-employers.aspx>

⁴⁰⁷ CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p.41. http://www.refernet.de/images_content/Malta.pdf

⁴⁰⁸ CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 32.

- The ITS participates in EU mobility programmes mainly. However ITS students can also conduct an international internship in countries where a partnership with a hosting organisation exists. Third countries concerned are the United Arab of Emirates and the Seychelles (alongside England, Scotland, Ireland, Isle of Man, Jersey, Portugal, Spain, France, Germany, Belgium, Czech Republic, Hungary, Iceland)⁴⁰⁹.
- The ITS, on account of its sector of intervention, attracts students from Russia, Ukraine, Tunisia, Libya, Turkey, Albania, Venezuela, Korea, the Philippines and China (alongside students from Italy, Romania, Bulgaria, Serbia).

The **Institute of Conservation and Management of Cultural Heritage (ICMCH)** also provides interdisciplinary training at professional, technical and craftsman levels in all aspects of conservation, restoration and management of cultural heritage. Courses provided by ICMCH lead to degrees conferred by the University of Malta and certificates awarded by the MCAST⁴¹⁰.

24.3 Sources of information

Desk research:

- CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 50, http://www.refernet.de/images_content/Malta.pdf
- EDEXCEL website
- ITS website
- MCAST website
- NCFHE website
- Ministry of Education, Culture, Youth and Sport, Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA), 2009
- <http://www.youth.org.mt/?m=content&id=229>

⁴⁰⁹ <http://www.its.edu.mt/life-on-campus/international-internships.html>

⁴¹⁰ CEDEFOP, *ReferNet VET in Europe - Country Report Malta*, 2010, p. 27.

25 Country sheet: The Netherlands

Summary box:

Key trends and data

- **Strategy or framework for action in place:** Yes. The strategic document "Into the world: Letter on the government's vision on the international dimension of higher education and VET" has been sent to the Parliament on the 15th of July 2014. It is a successor to the previous strategy "Internationalisation Agenda for Secondary Vocational Education and Training 2009-2011".
- **Key targeted countries:** European Union member states, as well as the large non-European economies US, Canada, China, and Turkey.
- **Key types of cooperation:** mobility programmes
- **Types of VET commonly associated:** IVET (including teacher training)
- **Key targeted sectors:** catering and tourism, trade, economic and financial services
- **Scale of public/private initiatives:** medium
- **Data on budget:** partly
- **Data on mobility programmes:** partly
- **Data on beneficiaries (e.g. number of VET students):** partly

VET in the country⁴¹¹ (i.e. as covered in the fiche)

- **Lower secondary education:** Lower secondary general and pre-vocational education (ISCED level 2; Dutch abbreviation: *vmbo – voorbereidend middelbaar beroepsonderwijs*): the duration is four years and prepares for further study in upper secondary vocational education (and partly in upper secondary general education). Age: 12-16 years.
- **Upper secondary school:** upper secondary vocational education with several programmes in four sectors of the labour market; at four levels (MBO levels 1, 2, 3 and 4, ISCED 3A, 3C) with different duration. (mbo, ISCED 3A, 3C)
- **Post-secondary school / non-tertiary:** no
- **Tertiary education:** first level higher professional education programmes (Kort HBO, ISCED 5B). It is provided by colleges. These programmes do not play a large role with regard to international cooperation in VET.
- **Continuing VET:** No institutional framework for CVET exists in the Netherlands. Provision is market-driven with a great many suppliers (including publicly financed IVET suppliers offering private commercial contract activities). Social partners can stimulate CVET with the help of their branch-specific Training and Development Funds. CVET can be divided into, legally regulated and publicly financed part-time/dual IVET that functions as CVET for individuals; extensive provision of specific training for the unemployed and jobseekers; and private, non-government-funded training for employees, self-employed people and employers.

25.1 Strategy / framework for action, incl. drivers

The strategic document "Into the world: Letter on the government's vision on the international dimension of higher education and VET" has been recently developed by the Ministry of Education, Culture and Science, the Minister of Economic Affairs and the Minister for Foreign Trade and Development Cooperation, and was sent to the Parliament on the 15th of July 2014.⁴¹² It is a successor to the previous Internationalisation Agenda for Secondary Vocational Education and Training 2009-2011⁴¹³.

The new strategy covers both higher education and VET with the purpose of revealing the differences and similarities between the two sectors and facilitating that the VET sector learns from the experience with international mobility in higher education. The reason for supporting the internationalisation of VET becomes clear from the following statement:

"[...] we have now definitively abandoned the notion that internationalisation in VET should be restricted to neighbouring countries or to 'internationalisation at home'. The world has changed over the past decades, not just for academics but also for craftsmen and women. Businesses are becoming ever more international in their orientation and demand other competencies from skilled workers, as they do from academics, compared with one or two decades ago."

The strategy includes the following key aspects:

- Encouraging Dutch VET and higher education institutions to benefit from the opportunities offered by Erasmus+.
- Increasing outbound mobility of VET students from 1.1%⁴¹⁴ to the European benchmark of 6% of students spending at least two weeks abroad for studies or a work placement.
- When pursuing an increase in mobility the quality criterion should however be prioritised. Institutions should focus on safeguarding the quality of their programmes and decide on study or work placement periods abroad based on quality.
- Dutch VET institutions pursuing a structural international policy should hold the new Erasmus+ mobility charter by 2020.
- Contributing to a EU-level revision of EU instruments for the promotion of transparency and mobility in VET, namely the *European Qualifications Framework for Lifelong Learning (EQF)*, the *European Credit Transfer System for Vocational Education and Training (ECVET)* and the *European System for Quality Assurance in Vocational Education and Training (EQAVET)*.
- Considering the promotion of inbound mobility in specific niches, such as 'green' education within the framework of capacity building for food security.
- Working towards an integrated support structure for the internationalisation of education. Two key initiatives are mentioned: the merger between the Nuffic organisation⁴¹⁵ and the European Platform and the continuation of the Netherlands House for Education and Research (Neth-ER).

The central element of the internationalisation agenda is mobility.

⁴¹² <http://www.government.nl/documents-and-publications/letters/2014/07/21/government-s-vision-on-the-international-dimension-of-higher-education-and-vet.html>

⁴¹³ <http://www.ecbo.nl/downloads/publicaties/A00502.pdf>

⁴¹⁴ The figure could reach 2% when including cases where students and/or the foreign work placement company share the costs. Source of the data: Cinop Erasmus+, mobility data Leonardo da Vinci (2013; not published).

⁴¹⁵ Nuffic is the Netherlands organisation for international cooperation in higher education.

Against this background, the ministry of education and culture finances a number of platforms and initiatives to promote the internationalisation of vocational education.

There is a common understanding in the Netherlands that the internationalisation of VET is beneficial. Websites and documents concerned with the internationalisation of VET regularly refer to internationalisation as improving the quality of education through the exchange of knowledge and by developing the skills individuals need in a globalised economy.⁴¹⁶ Against this background, occasionally reference is made to the Europe 2020 strategy and the emphasis it puts on educating individuals able to function in an international environment.⁴¹⁷

In general, the internationalisation of higher education, which includes professional higher education (higher vocational education at ISCED 5B), follows a more structured approach than the internationalisation of upper secondary vocational education. For higher education, which is beyond the scope of this study, the Nuffic organisation (www.nuffic.nl) which is financed by the ministry of education and culture as well as the ministry of foreign affairs, systematically attracts foreign students (by organising information campaigns and offering advice with regard to visas) and promotes higher education institutions abroad. International cooperation in professional higher education, according to the Nuffic website, follows the clear economic rationale of equipping Dutch students with the skills they need in a globalised economy, of attracting skilled labour and of increasing the income of higher education institutions.

International cooperation in upper secondary vocational education is less developed than in professional higher education and there is no structured approach for attracting foreign students. Rather, international cooperation at upper secondary level is primarily based on individual initiatives in the frame of mobility programmes.

There are, however, exceptions. In March 2014, for example, the Netherlands Association of VET colleges (MBO Raad) for the first time formed part of a high level delegation to China⁴¹⁸ led by the Dutch minister of education and culture. The delegation's purpose was to strengthen ties with Chinese counterparts and open new doors for Dutch education institutions in China. A MoU was signed in which parties agree to have a Sino – Dutch Policy Dialogue every two or three years and preparatory meetings on DG level in between. Beginning with shadowing programmes for staff and teachers, cooperation and exchange in VET will gradually be increased.

According to sources from the ministry of education and culture, international cooperation in VET is less pronounced than in higher education for several reasons. Firstly, students are two years younger and very locally attached. Young people who are looking for a VET study programme tend to focus mainly on the regional labour market. This is reflected in most VET colleges' overall strategy in which internationalisation is not a priority. Last but not least, mobility is expensive and subsidies are not sufficient to cover the costs.

25.2 Geographical scope of VET cooperation

Most cooperation and mobility takes place within the European Union. This is not the result of a particular strategy but rather due to the funding opportunities available through the European Union Lifelong Learning programme (Comenius, Leonardo da Vinci programme, Grundtvig) and the Dutch Bios programme⁴¹⁹ which annually allocates EUR 3 million in subsidies for teacher study stays, pupil exchanges and innovative language courses. Cooperation with non-European countries is mainly established in the frame of

⁴¹⁶ E.g. www.europeesplatform.nl , www.nuffic.nl, www.s-bb.nl

⁴¹⁷ <http://www.mborraad.nl/?dossier/56172/Internationalisering.aspx>

⁴¹⁸ <http://www.nuffic.nl/en/news/nuffic-news/opportunities-for-dutch-institutions-in-china>

⁴¹⁹ Bios: Bevordering internationale oriëntatie en samenwerking/ programme for fostering international orientation and cooperation. Bios only funds projects in lower secondary education. From 2014 on, it will be replaced by Vios, which will put more emphasis on institutionalised cooperation between schools.

Memoranda of Understanding, for example with China or Brazil⁴²⁰). Beyond Europe, the internationalisation agenda defines the large economies as priorities, such as the US, Canada, China, and Turkey. According to the interviews, however, initiatives usually have difficulties gaining ground. Besides the limited availability of funding sources and the regional focus of many VET colleges, the main obstacles to well-developed international cooperation in VET are, according to the interviews, that often Memoranda of Understanding are not accompanied by concrete actions which would make it easier for interested VET colleges to further develop their international cooperation. Those VET colleges eager to increase their students' international mobility, for example in the agriculture or hospitality sector, currently have to overcome many hurdles when engaging in international cooperation due to the rather detailed qualification structure, time pressure and tight legislation: internships have to be completed in recognized (training) companies and teaching has to be done by teachers qualified according to Dutch legislation. Both these conditions are difficult to meet in countries such as China or Brazil. Interviewees state that as a result, internationally mobile students face a high risk that their learning experience outside Europe will not be recognised as part of their study programme. In relation to attracting foreign students, VET colleges face the hurdle that visas for students at the upper secondary level are only issued for periods of a maximum of three months.

At the pre-vocational education level (ISCED 2, vmbo), only 2% of mobile students (387 to Turkey, 61 to Morocco and 49 to the US) and 5% of teachers (154 to Turkey, 138 to Morocco and 89 to the US) participated in exchanges outside of Europe in 2010.

At upper secondary vocational education level (ISCED 3), 3.446 students (0.64%) and 942 teachers (4.6%) participated in a mobility programme in 2010 (within and beyond the European Union). 5% of students and 14% of teachers participated in exchange programmes with Turkey within the Leonardo da Vinci programme. In addition, 38 teachers and 70 students participated in study trips and work placements within the Wereld Proeftuinen programme in 2010, which funds cooperation projects with France, India, Turkey and the UK. Outgoing mobility continues to be rising under the Erasmus+ programme, funded student mobility now being slightly above 1% of the student population in VET.

25.3 Sectoral scope of VET cooperation

The internationalisation agenda defines catering and tourism, trade, economic and financial services as the sectors which are most affected by globalisation and therefore urgently need to become more internationalised. However, the sectoral scope of VET cooperation is also demand driven. China, for example, is particularly interested in VET cooperation in technology, agriculture, hospitality, economics, logistics and water management.⁴²¹ In Saudi Arabia, cooperation exists in the dairy and food sector. The Wereld Proeftuinen programme 2009-2011 (France, India, Turkey and UK) was restricted to the sectors trade, catering, security, technology, logistics and health care.

25.3.1 Public initiatives

There are a number of initiatives financed by the Dutch authorities to promote the internationalisation of VET, in particular with regard to mobility.

For lower secondary pre-vocational education and adult learning, the European platform (www.europeesplatform.nl) administers mobility programmes and provides advice to institutions interested in cooperation (e.g. school partnerships, teacher study trips). The programmes administered by the European platform include, for example, Erasmus+ and Bios.⁴²² Bios (Bevorderen internationale oriëntatie en samenwerking/ programme for fostering international orientation and cooperation) is the most important Dutch grant

⁴²⁰<https://m.facebook.com/notes/ministerie-van-onderwijs-cultuur-en-wetenschap/braziliaanse-bedrijven-en-nederlands-onderwijs-gaan-samenwerken/437165459671096/>

⁴²¹ <http://www.rijksoverheid.nl/regering/bewindspersonen/jet-bussemaker/nieuws/2014/03/25/nederlands-mbo-maakt-school-in-china.html>

⁴²² <http://www.europeesplatform.nl/projecten/programmas-en-projecten>

programme supporting teacher study stays and pupil exchanges around the world, as well as innovative language courses. Bios allocates EUR 3 million to these activities per year. While Bios also supports mobility beyond Europe, most of the programme's subsidised activities take place in Europe. In 2014, Vios (Verankering van internationale oriëntatie en samenwerking/incorporating international orientation and cooperation) will succeed Bios as the national subsidy programme. As the name already suggests, Vios will put more emphasis on incorporating internationalisation and cooperation in school strategies.

At upper secondary vocational education level, international cooperation is based on Memoranda of Understanding, as well as initiatives of Councils of VET colleges and the Expertise Centre for VET (ecbo).

A Memorandum of Understanding on educational and scientific cooperation and exchange with the Chinese Government was signed in March 2014. The Memorandum aims at increasing the number of students and teachers who participate in exchanges. It also envisages establishing so-called Living Labs, which connect companies and governments with VET colleges.⁴²³

A similar, yet vaguer Memorandum of Understanding about cooperation in VET was signed in 2012 between the Governments of the Netherlands and Brazil.

Dutch VET colleges and ECBO/CINOP, the centre for expertise in vocational education, also participate in capacity building projects, most of which have a developmental character. For example, ECBO/CINOP participated in a project financed by EuropAid to improve the quality of the in-service teacher training system in Croatia.⁴²⁴

A project with a more economic rationale is a cooperation between ECBO/CINOP, the AOC Council (the sector organisation for education institutions in agriculture) and the Government of the Kingdom of Saudi Arabia to establish a Dairy&Food Polytechnic.⁴²⁵

The AOC council is quite active in international projects with a capacity building focus, for example in Saudi Arabia, India, South Sudan and China. On its website, the AOC council emphasises the economic rationale behind the internationalisation of its work as the Netherlands belongs to the top 5 exporters in the agricultural sector.⁴²⁶

The Wereld Proeftuinen programme (2009-2011) was established by the ministry of education, culture and science and the ministry of economic affairs, agriculture and innovation with a two year budget of EUR 720.000 to finance work placements of VET students in France, India, Turkey and the UK. The programme was restricted to the sectors trade, catering, security, technology, logistics and health care. About 100 student and teachers per year were funded.

25.3.2 Private initiatives

The Foundation for the Cooperation of Vocational Education and Training and the Labour Market (SBB) is a public-private partnership between the associations of education institutions and the social partners.

SBB informs stakeholders on the recognition and comparability of foreign VET qualifications. On a regular basis, SBB – in cooperation with the Netherlands Association of VET colleges (MBO Raad) – hosts foreign delegations and presents the Dutch qualifications system in VET. The focus in such a presentation is on how VET education

⁴²³ <http://www.rijksoverheid.nl/regering/bewindspersonen/jet-bussema/ker/nieuws/2014/03/25/nederlands-mbo-maakt-school-in-china.html>

⁴²⁴ http://www.cinopglobal.com/86_1433_Improving_the_Quality_of_In-Service_Teacher_Training_System.aspx

⁴²⁵ http://www.cinopglobal.com/86_1373_Training_and_Management_Services_for_the_Dairy_Food_Polytechnic.aspx

⁴²⁶ <http://www.aocraad.nl/projecten/en/internationalisation/why-internationalisation/>

and the labour market cooperate on the national level to ensure well-qualified professionals.⁴²⁷

25.3.3 Examples of country's action within International organisations

The internationalisation strategy makes the representation of Dutch educational interests before the European Institutions a priority.

VET institutions also participate in the Euroskills and Worldskills competitions.

Table 28. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/s services proposed	Examples
PUBLIC INITIATIVES				
Promoting and administering mobility programmes	European Platform financed by ministry of education, culture and science	This organization promotes and administers European and Dutch mobility programmes (school partnerships, teacher study stays, and pupil exchanges) at lower secondary pre-vocational education (vmbo), such as the Bios programme	All sectors	In 2014, the European Platform published a brochure with practical tips on how to establish school partnerships with Chinese schools
Bios/Vios mobility programme	Pupils, teachers and schools in lower secondary education. Financed by ministry of education, culture and science	Pupil exchanges and teacher study stays within and beyond Europe at lower secondary pre-vocational education level	All sectors	
Wereld Proeftuinen mobility programme 2009-2011	Students, teachers and VET colleges at upper secondary vocational education level. Financed by the ministry of education, culture and science and the ministry of economic affairs, agriculture and innovation	The programme funded student work placements, and the establishment of work placement cooperation in France, India, Turkey and the UK in 2010 and 2011.	Trade, catering, security, technology, logistics and health care	Educational mission to India to identify Indian companies interested in cooperation with Dutch VET colleges with regard to work placements.
Capacity building	ECBO/CINOP (centre for expertise in vocational education), Dutch Council of Education Institutions in Agriculture (AOC Council), Government of the Kingdom of Saudi Arabia	Establishing a Dairy&Food Polytechnic in Saudi Arabia which produces 230 graduates per year.	Agriculture	ECBO/CINOP as well as Dutch VET colleges provide training to the students.
Memorandum of Understanding (March 2014)	Governments of the Netherlands and China, VET colleges	Envisages Dutch-Chinese cooperation with regard to teacher and student mobility inter alia in vocational education. Envisages the establishment of cooperation between the	Technology, agriculture, hospitality, economics, logistics and water management	Envisages that Chinese teachers should visit their Dutch colleagues VET colleges to exchange knowledge. Also, governments would welcome a simpler procedure for

⁴²⁷ <http://www.s-bb.nl/international-vet-developments.html>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/s services proposed	Examples
		Chinese government, VET colleges and companies in so called Living Labs		exchange programmes between Chinese and Dutch students
Memorandum of Understanding (November 2012)	Governments of the Netherlands and Brazil	From the Brazilian side, the memorandum of understanding is a legal precondition of more cooperation between Brazil and the Netherlands in the area of education and training	All sectors	Envisages teacher exchanges between Brazilian and Dutch VET colleges
PUBLIC-PRIVATE INITIATIVES				
Recognition of foreign VET qualifications	Foundation for the Cooperation of Vocational Education and the Labour Market (SBB). This is an associations of vocational education institutions and social partners	Informs stakeholders on the recognition and comparability of foreign VET qualifications and hosts foreign delegations for presentations about the Dutch VET system.	All sectors	

25.4 Issues and obstacles

The size of the subsidies is sometimes not sufficient to fully cover the costs of mobility or cooperation programmes. Moreover, especially in vocational education the existence and identification of work placements abroad which fulfil the quality standards can be an issue and an obstacle for cooperation. In addition, the orientation of VET students and colleges is very local and the students rather young (16-18).

25.5 Sources of information

- ECBO, 2010. Overview of the Dutch vocational education and training system. Cedefop Refernet country report 8. http://www.ecbo.nl/ECBO/ReferNet/docs/12-0393_Overview%20of%20the%20Dutch%20vocational%20education%20and%20training%20system.doc
- Internationalisation Agenda for Secondary Vocational Education and Training 2009-2011: <http://www.ecbo.nl/downloads/publicaties/A00502.pdf>
- Monitor on the internationalisation of education/ Internationaliseringsmonitor van het onderwijs, 2010. <http://www.nuffic.nl/bibliotheek/internationaliseringsmonitor-van-het-onderwijs-in-nederland-2010.pdf>
- Ministry of Education, Culture and Science, Key figures 2008-2012/ Ministerie van Onderwijs, Cultuur en Wetenschap, Kerncijfers 2008-2012, <http://www.rijksoverheid.nl/bestanden/documenten-en-publicaties/jaarverslagen/2013/05/08/ocw-kerncijfers-2008-2012/onderwijs-cultuur-en-wetenschap-kerncijfers-2008-2012.pdf>
- Press release concerning the memorandum of understanding between the Dutch and the Chinese Government concerning cooperation in education: <http://www.rijksoverheid.nl/regering/bewindspersonen/jet-bussemaker/nieuws/2014/03/25/nederlands-mbo-maakt-school-in-china.html>
- Press release concerning the memorandum of understanding between the Dutch and the Brazilian Government concerning cooperation in education: <https://m.facebook.com/notes/ministerie-van-onderwijs-cultuur-en->

wetenschap/braziliaanse-bedrijven-en-nederlands-onderwijs-gaan-samenwerken/437165459671096/

- Websites of organisations concerned with the internationalisation of VET: www.europeesplatform.nl, www.nuffic.nl, www.s-bb.nl, www.mboraad.nl, www.cinopglobal.nl, www.aocraad.nl

26 Country sheet: Norway

Summary box:

Key trends and data

- **Strategy or framework for action in place:** None for VET
- **Key targeted countries:** None identified for VET
- **Key types of cooperation:** None identified for VET
- **Types of VET commonly associated:** None
- **Key targeted sectors:** None
- **Scale of public/private initiatives:** None identified
- **Data on budget:** No budget for this kind of cooperation
- **Data on mobility programmes:** No public mobility programmes identified,
- **Data on beneficiaries:** None identified

VET in Norway

- **Upper secondary:** Videregående skole, Lærlingordning
- **Post-secondary non-tertiary:** Fagskole

26.1 Strategy / framework for action, incl. drivers

Norway has a holistic approach to internationalisation in education, which applies to all levels of the educational system in Norway. In the context of lifelong learning, it is highlighted that internationalisation throughout the educational system is necessary to provide the youth with the competences they will need to handle the challenges and opportunities of globalisation. Home internationalisation and increased mobility of students are seen as vital parts in this matter.⁴²⁸ However, the main focus is on internationalisation at the tertiary level and there is no specific strategy or framework for internationalisation in upper secondary VET at the policy level.⁴²⁹ Several bilateral agreements with BRICS and OECD countries exist at the tertiary level, which is out of the scope of this assignment, but Norway is not engaged in any bilateral mobility agreements beyond the EU in upper secondary VET.⁴³⁰

However, internationalisation in VET has been brought to the political agenda on several occasions. In 2008, an expert committee appointed by the Norwegian government prepared the Green Paper *Fagopplæring for fremtida* (Vocational education for the future), which generally emphasised the necessity of internationalisation in VET as a consequence of globalisation. One of the recommendations that the committee put forward was to establish specific VET mobility programmes to open up for greater mobility to countries outside the EU.⁴³¹ At the time of writing, no such mobility programmes have been established. In 2009, the White Paper *Internasjonalisering av utdanningen* (Internationalisation of education) also highlighted the necessity for the development of more internationally oriented lines of study and courses in VET as well as an increase in cooperation agreements with foreign educational institutions.⁴³²

However, some state funding is channelled indirectly to international VET activities, mainly from the Norwegian Ministry of Foreign Affairs through the Norwegian Agency for

⁴²⁸ <http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2008-2009/stmeld-nr-14-2008-2009-/3.html?id=545772>

⁴²⁹ Interview

⁴³⁰ Ibid.

⁴³¹ *Fagopplæring for fremtida*, NOU 2008: 18.

⁴³² *Internasjonalisering av utdanning*, St.meld. nr. 14.

Development Cooperation (NORAD). Upper secondary VET activities in developing and emerging countries are generally co-financed with development funds to promote Norwegian trade and commercial interests. Thus, this does not encompass direct development assistance to the VET sector in a given country. Rogaland Training & Education Centre (RKK), a cooperation network comprising 30 VET providers from Rogaland County, has taken the lead in terms of engaging in VET activities beyond Europe. Focusing mainly on VET activities within the oil and gas sector, RKK facilitates cooperation with local VET providers and authorities and, in most cases, a Norwegian company that operates in the local market. NORAD and local authorities provide most of the funding, while the Norwegian companies contribute to the funding in some cases.⁴³³ The Confederation of Norwegian Enterprises (NHO) also engages in VET cooperation activities with NORAD as the main funder.

At the company level, Norwegian companies increasingly engage in business activities in emerging markets. Hence, the necessity of knowledge transfer and skill upgrading of the local labour force has become prevalent. NORAD is engaged in promoting Norwegian company interests in developing countries, including support of local VET activities, as part of the general Norwegian development efforts.

At the institutional level, it is not uncommon for individual VET institutions to have individual agreements with so-called "friendship institutions" around the world. Such collaborations open up for students and tutors to participate in short-term exchanges and visits abroad, mainly to foster cultural exchange.⁴³⁴

To sum up, at the present there is no explicit strategy for international cooperation beyond Europe in upper secondary VET. The on-going debate and current internationalisation initiatives are driven by:

- The globalisation of the Norwegian economy and the need to ensure that the Norwegian skilled workforce has the competences that will allow them to work in an international environment.
- The growing need to ensure that the local workforce in Norwegian international firms has the required competences.
- Opportunities for system export of Norwegian VET as demanded by local VET actors, especially in terms of support to the design of local VET provision.

26.2 Geographical scope of VET cooperation

At the policy level, no specific countries beyond the EU have been indicated as priority countries for external VET cooperation. As mentioned above, no agreements with BRICS or OECD countries exist at the upper secondary VET level.

The geographical scope of VET cooperation has to a great extent been shaped by the commercial interests of Norwegian companies, especially within the oil and gas sector. Led by Statoil, with the Norwegian Government as main shareholder, oil producing emerging countries have particular priority. Long-term VET cooperation projects have been launched in Angola, Kazakhstan and Azerbaijan lead by RKK and in Vietnam lead by NHO. RKK have facilitated VET related projects in several other developing countries as well.

In general, it can be expected that most Norwegian multinationals with production abroad have some degree of VET activities aimed at upgrading the skills of local staff.⁴³⁵ One such initiative mentioned by the Ministry is the establishment of training centres in Singapore and Dubai by Norwegian paint and coating manufacturer Jotun.

⁴³³ Interview

⁴³⁴ Interview

⁴³⁵ Ibid.

26.3 Sectoral scope of VET cooperation

By far the most important sector for Norway is the oil and gas sector as Norway and Norwegian oil and gas companies have a long tradition for capacity building in emerging and developing oil producing countries. Norwegian companies and VET providers have been engaged in VET activities in other sectors as well.

Table 29. Sectoral scope of VET cooperation

Sector	Country of cooperation
Oil and gas ⁴³⁶	Angola, Kazakhstan, Azerbaijan, and others
Tourism/Catering ⁴³⁷	Vietnam
Car industry/maintenance ⁴³⁸	Vietnam
Paint/Coating manufacturing	Singapore, Dubai

26.4 Types of cooperation activities, actors, and specific initiatives

As mentioned above, Norwegian VET cooperation beyond Europe is mainly targeted at emerging countries as a direct effect of the commercial interests of Norwegian companies. Therefore, VET activities are generally co-financed with development funds to promote Norwegian trade and commercial interests and, thus, not as direct development assistance to the VET sector in a given country.

The below table presents specific VET cooperation initiatives beyond Europe and the table gives an overview of the activities and actors involved. The list is not exhaustive.

- NORAD runs a subsidy scheme for Norwegian companies who wish to establish themselves in a foreign country. Part of this subsidy scheme is aimed at VET efforts targeted the local labour force so that the level of competences matches the needs of the Norwegian company. NORAD can cover up to 50% of the training cost up to a certain amount, while the company in question covers the other half. The scheme is not aimed at any specific sectors but is limited to countries of priority in the Norwegian development cooperation. All Norwegian companies can apply for co-financing.⁴³⁹
- RKK currently facilitates long-term VET cooperation in Angola (since 2009), Kazakhstan (since 2004) and Azerbaijan (since 2013). The projects are mainly funded through NORAD, with Statoil and other companies in a supporting funding role in some parts of the projects.
- In Angola, the project is run as a collaboration project between RKK and Angola's institute of vocational training 'INEFOB'. Initially, the project was established in four INEFOP training centres and aimed to strengthen VET in Angola and enhance cooperation between schools and the local industry. The project has established a basis for further development of apprenticeships and direct recruitment to the industry. A number of contractors in the oil and gas industry have supported the project and the development of local content in the VET provisions. The project has concentrated on enhancement and new development of skills in the oil and gas sector, more specifically welding, hydraulics, electro and mechanical and maintenance. Additionally, the project also supported the Angolan National Oil Institute in developing an offshore safety centre covering first aid and firefighting.⁴⁴⁰

⁴³⁶ Interview

⁴³⁷ <https://www.nho.no/Prosjekter-og-programmer/Naringsutvikling-i-sor/Prosjektsider/Vietnam/>

⁴³⁸ Ibid.

⁴³⁹ <http://www.norad.no/no/tilskudd/s%C3%B8k-st%C3%B8tte/n%C3%A6ringsliv/s%C3%B8knadsbasert-st%C3%B8tte/st%C3%B8tte-til-opplering>

⁴⁴⁰ Interview

- In Kazakhstan, part of the project has been to build a training facility to support VET that meets the international skill requirement in the oil and gas industry. Other than that, capacity building is an important part of the project in terms of updating curricula, training teachers and instructors, supporting cooperation between VET providers and industry employers and developing apprenticeship arrangements. Finally, the project has resulted in concrete advice on VET policy development at government level.⁴⁴¹
- The project in Azerbaijan is still fairly new. The main areas of cooperation will be assistance for development of a new state programme for VET, establishment of pilot centres in selected sectors, competence development for teachers and managers, and development of cooperation between VET providers, authorities and the industry.⁴⁴²
- The Confederation of Norwegian Enterprises (NHO) has a branch that cooperates with sister employers' organisations in selected emerging countries to promote private sector development and improved business environment. One of the projects under this NHO branch is a pilot project on implementing the Norwegian VET model in Vietnam. NHO cooperates with a Vietnamese employers' organisation, and the scope of the project is to develop the content in VET education so that students have the relevant set of skills when they enter the working life. The project is centred at four local pilot schools with focus on tourism and the catering professions as well as the car industry. The project has shown strong results and similar projects are expected to be initiated in other emerging countries, in which NHO is active. The initiative is state funded through NORAD, but anchored in NHO.⁴⁴³
- With 39 factories in 22 countries (as of 2012), training of local workers is important for the Norwegian paint company Jotun. A training centre in Singapore was opened in 2011 for internal training of technical staff in the South-East Asia region.

⁴⁴¹ Ibid.

⁴⁴² http://www.rkk.no/en/NEWS/New_long-term_project_in_Azerbaijan

⁴⁴³ <https://www.nho.no/Prosjekter-og-programmer/Naringsutvikling-i-sor/Prosjektsider/Vietnam/>

Table 30. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Subsidy scheme for Norwegian companies in developing countries	Ministry of Foreign Affairs (NORAD)	Part of the subsidy scheme is aimed at training of local workers to promote the activities of Norwegian companies in emerging and developing countries	Not industry specific	
Enhancing and developing local VET provision – cooperation between Norwegian and local VET providers	RKK, Ministry of Foreign Affairs (NORAD), local VET providers, local authorities, Norwegian companies	Long-term projects in Angola, Kazakhstan and Azerbaijan. The overall scope of the projects is enhancement and development of local VET, which will also benefit Norwegian companies operating in the markets	Mainly within the oil and gas sector	<p>Angola Cooperation between RKK and Angola Institute of Vocational Training, mainly concerning closer ties between VET providers and the industry. The project concentrates on skills in the oil and gas sector.</p> <p>Kazakhstan Cooperation between RKK and local authorities to support VET that meets international skill requirements by building a training centre and supporting capacity building in local VET within the oil and gas sector.</p>
Enhancing and developing local VET provision – cooperation between Norwegian and local employers' organisations	NHO, Ministry of Foreign Affairs (NORAD), Vietnam Chamber of Commerce and Industry	Development of the VET provision in specific sectors so that VET matches the competence requirements of the industry	Tourism/catering and car industry/maintenance	<p>Vietnam Cooperation between NHO and the Vietnam Chamber of Commerce and Industry to implement the Norwegian VET model in Vietnam in the mentioned sectors.</p>

26.5 Issues and obstacles

According to the consulted sources, the process of enhancing internationalisation in VET faces the following challenges:

- Internationalisation efforts in upper secondary VET are centred on increasing the use of EU programmes. No bilateral agreements with countries outside the EU/EEA exist and more focus is needed from the policy level in order to enhance internationalisation beyond Europe.⁴⁴⁴
- Home internationalisation should be strengthened to attract more international VET students as Norway is experiencing a lack of skilled labour in certain professions.⁴⁴⁵
- Many VET providers still need to incorporate a coherent and consistent internationalisation strategy in their overall strategy. International activities at the upper secondary VET level are often driven by individuals, making the efforts too fragmented.⁴⁴⁶

26.6 Sources of information

Eurydice publication and website

Cedefop publication – VET in Europe Country Report

Norwegian Ministry of Education and Research publication and website

Norwegian Agency for Development Cooperation website

Confederation of Norwegian Enterprise website

Rogaland Training & Education Centre publication and website

⁴⁴⁴ Interview

⁴⁴⁵ Ibid.

⁴⁴⁶ <http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2008-2009/stmeld-nr-14-2008-2009-/3/2.html?id=545775>

27 Country sheet: Poland

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** no specific information found
- **Key types of cooperation:** no specific information found
- **Types of VET commonly associated:** no specific information found
- **Key targeted sectors:** no specific information found
- **Scale of public/private initiatives:** no specific information found
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** basic **vocational school** (*zasadnicza szkoła zawodowa*), secondary technical school/technical college (*technikum*)⁴⁴⁷, craft business (*zakład rzemieślniczy*), employer
- **Post-secondary school /non-tertiary:** post-secondary school (*szkoła policealna*)
- **Continuing VET:** vocational and continuing education centre (*centrum kształcenia zawodowego i ustawicznego*), **vocational** training centre (*zakład doskonalenia zawodowego*), vocational education and training centre (*ośrodek dokształcania i doskonalenia zawodowego*)
- **Other:** practical training centre (*centrum kształcenia praktycznego*), run by self-government, provide practical and theoretical training for young people and other learners, adult education, and courses (paid).

27.1 Strategy / framework for action, incl. drivers

There is no separate strategy/framework for international cooperation within VET (including between Poland and the third countries). There is also no strategic document targeting VET in general. However, there is a number of bilateral agreements covering the area of education and culture, which also include provisions on cooperation within VET (but not strictly referring to VET). These include agreements and programmes promoting cultural and educational cooperation with:

- Argentina (both sides can organise study visits for experts in the area of vocational (and other) education);
- Egypt (parties shall support cooperation in the field of education by promoting, among others, the exchange of youth, students and teachers for the purpose of taking up studies, practical training and upgrading professional qualifications);
- Indonesia (parties shall support cooperation in the field of education);
- Israel (parties shall encourage cooperation in the spheres of education etc. through the exchange of teachers, students, experts and materials on education system);
- Yemen;

⁴⁴⁷ There are also special schools for moderately or severely mentally disabled students and for students with multiple disabilities.

- Morocco;
- Mexico;
- Paraguay;
- Russia (conditions of vocational and technical training for specialists and workers; support for direct contacts and cooperation between vocational schools, cooperation in VET and improving professional qualifications)
- Vietnam;
- Turkey;
- Uruguay.

Other countries include Armenia, Belarus, Montenegro, Georgia, FYR Macedonia, Mongolia, Serbia, Tajikistan, and Ukraine.

The Ministry of Foreign Affairs is a depository of bilateral agreements on cooperation in the field of culture, science and education concluded by the Government of Poland.⁴⁴⁸ In addition, the Minister of Education signed cooperation programmes in the field of education with partners in the Russian Federation. With regard to relations with the industrialised non-EU, in the past two years the Ministry held a meeting with a delegation from Brazil (employers).

Poland is also a party to the bilateral agreements on recognition for academic purposes with a number of non-EU countries.

There are also strategies/plans for development of vocational education at the regional level and local level, which mention international cooperation in their text. For instance, the Strategy for VET development in 2010-2015 in the Malbork Powiat (District) identified the closeness of the local decision-makers for interregional and international cooperation for the purposes of vocational education as "a major threat resulting in a lack of innovation in education". Therefore, the development of such cooperation for transferring innovation activities into the district has been enlisted as a strategic objective to improve and strengthen close cooperation of various intermediaries and counselling institutions to achieve the consistency of educational activities at all levels of education. Accordingly, regular teacher trainings abroad on modern methods of work with a student are expected to contribute to increasing the level and prestige of teaching in vocational schools.⁴⁴⁹

When looking at differences between internationalization of VET and higher education (HE), enhancing the internationalization of VET is more challenging than of HE. When it comes to HE programmes, they are divided into semesters and their content can be agreed between higher education institutions due to their autonomy. Accordingly, there are commonly and well developed tools for such cooperation, such as the ECTS system, what makes it easier to compare the study attainment and performance of students. As for the VET system, it covers not only vocational/practical training, but also general education. Students are prepared to *matura* exam as a part of the 4-year long cycle and it is difficult for them to leave the system for longer mobility periods and to catch up with the programme when they are back in their home institution.

Summing up it can be said that international cooperation is to some extent considered as a priority in Poland, but only within the EU borders, which results from many tasks to be fulfilled that stem from the EU membership. In a very rough estimation (not backed up with the statistics), the mobility level within IVET is approx. between 1% and 2% depending on the region. At the same time, the benefits of cooperation in the VET sector outside the EU are not so easy to define, as they are often more beneficial for one party (partner).

⁴⁴⁸ Register the above mentioned agreements can be found at:
<http://www.traktaty.msz.gov.pl/SearchTreaties.aspx?t=DW>

⁴⁴⁹ The Strategy for VET development in 2010-2015 in the in Malbork Powiat,
http://www.pomorskie.eu/res/pokl/Dokumenty/Raporty/raport_9.2_01.pdf

27.2 Geographical scope of VET cooperation

Almost all international cooperation takes place within the EU, but most vocational schools are not engaged in this kind of activity. On average, every fourth school was involved in the international programmes or educational projects, less than one-fifth cooperated with foreign schools and/or educational institutions, and only every tenth school director declared that a school cooperates with foreign employers.⁴⁵⁰

The international cooperation with countries outside the EU addresses mostly the countries geographically close to Poland such as Russia, Belarus and Ukraine.

27.3 Sectoral scope of VET cooperation

No information identified.

27.4 Types of cooperation activities, actors, and specific initiatives

27.4.1 Public initiatives

The most popular educational programmes are the EU initiatives such as Leonardo da Vinci and partnership agreements with foreign vocational schools, followed by Comenius, Socrates and Youth in Action, study visits and e-Twinning.

As for other examples of cooperation activities include study visits and bilateral meetings concerning education, including VET, with the countries outside the EU. These include for example, a meeting organized by the Ministry of Education with the entrepreneurs from Brazil or hosting delegations (e.g. from Turkey, Mongolia) by the National Centre for Supporting Vocational and Continuing Education. In case of the latter, representatives of educational authorities and vocational schools from third countries could learn about the activities of the Centre as a teacher training institution with a countrywide range and recent changes in the Polish VET system, the functioning of vocational counselling in Poland and its implementation within Euroguidance project, and the appliance of distance education (e-learning), both in teacher training and in vocational and continuing education.⁴⁵¹

The existing policies and tools for external cooperation with the third countries (e.g. policy dialogue, language teaching and information/promotion) predominantly address general education in third countries, followed by academic education, and less so - vocational training (6%). In terms of internationalisation of VET within Poland, vocational and technical education is represented especially in capacity building cooperation activities (e.g. support to public institutions for the development of education and training policy reforms).⁴⁵²

27.4.2 Private initiatives

Chambers of Crafts sign cooperation agreements with their counterparts in other countries, but mainly within the EU area (e.g. strong cooperation with Germany). They usually concern the exchange of craftsmen and students (for practices in craftsmen businesses).

Without public financial support, organization of international cooperation is perceived as difficult if private resources are to be used. This mainly depends on the size of business - e.g. the Polish Craft Association includes mainly SMEs, which often do not have adequate resources to cover such an activity.

⁴⁵⁰ Ministry of Education (2011) The study on the vocational education system in Poland, Warsaw, http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=104

⁴⁵¹ Information obtained during an interview and from: <http://new.koweziu.edu.pl/wydarzenia/item/789-wizyta-przedstawicieli-w%C5%82adz-o%C5%9Bwiatowych-z-mongolii-w-koweziu>

⁴⁵² Extracted from 'Mapping Member States' external policies and tools - Country fiche Poland' (DG EAC assignment carried out by ICF).

27.4.3 Examples of country's action within International organisations

No information identified.

27.5 Issues and obstacles

- The diversity of VET systems, which is an obstacle for defining common priorities for cooperation.
- The tools promoting internationalisation of VET, such as ECVET, are not yet widely applied, even within the EU.
- High costs of cooperation: costly travels to distant countries and the lack of EU financial support for the youth exchange programmes outside the EU.
- Lack of a strategic document targeting VET specifically.
- There is no single national centre dealing with VET as a whole and no specialised research institute active in this sector (to study the needs, trends, market, also abroad).
- Craftsmen do not always want to share their unique skills (which define their position on the market, make them competitive).
- Minor impact of ministries other than the Ministry of Education on VET (with exceptions, such as Agriculture or Health), hence a strong focus on general education within VET, which limits the potential for cooperation during practical training.
- Insufficient requirements regarding organization of practical training in vocational education (limited time devoted to it).
- Lack of possibility to enter vocational training path in post-secondary school /non-tertiary with only post-secondary school available for basic **vocational school graduates**.
- The benefits of cooperation in the VET sector outside the EU are not so easy to define, as they are often more beneficial for one party (partner).

27.6 Sources of information

Register of international agreements of the Ministry of Foreign Affairs:
<http://www.traktaty.msz.gov.pl/SearchTreaties.aspx?t=DW>

The Strategy for VET development in 2010-2015 in the in Malbork Poviast,
http://www.pomorskie.eu/res/pokl/Dokumenty/Raporty/raport_9.2_01.pdf

Ministry of Education (2011) The study on the vocational education system in Poland, Warsaw, http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=104

28 Country sheet: Portugal

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tomé e Príncipe and East Timor.
- **Key types of cooperation:** financial and technical support.
- **Types of VET commonly associated:** IVET
- **Key targeted sectors:** metalmechanics, construction
- **Scale of public/private initiatives:** mainly public
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** secondary schools, private VET schools (*Escolas profissionais*), VET centres (*centros de formação profissional*) under the Employment and VET Institute (*Instituto de Emprego e Formação Profissional, IEFP*).
- **Post-secondary school /non-tertiary:** higher education institutions, secondary schools, VET centres (*centros de formação profissional*) under the Employment and VET Institute (*Instituto de Emprego e Formação Profissional, IEFP*), technological schools (*Escolas tecnológicas*), and other institutions authorised by the ministry of economy.
- There are higher education courses that focus on vocational training and advanced technical training and are oriented towards applied investigation and development. It is called Polytechnic education. Though, it is classified as ISCED 5A, falling out of the scope of this assignment.
- **Continuing VET:** Employment and VET Institute (*Instituto de Emprego e Formação Profissional, IEFP*).

28.1 Strategy / framework for action, incl. drivers

There is no specific strategy for the internationalisation of VET.

In the field of education, most of the initiatives for the internationalisation of education in Portugal target higher education and the promotion of Portuguese language and culture:

- Regarding higher education, there are initiatives in the field of professionally-oriented education, called in Portugal polytechnic education.⁴⁵³ The polytechnic institutes have their own internationalisation strategies and many have mobility protocols with different countries and in different areas of knowledge.⁴⁵⁴ For

⁴⁵³ Polytechnic education focuses on vocational training and advanced technical training and is oriented towards applied investigation and development. It is taught at Polytechnic institutes and other institutions; some of the polytechnic institutions can be integrated in universities. Information available at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Portugal:Types_of_Higher_Education_Institution_S

⁴⁵⁴ Joaquim Mourato, president of the Coordinating Council of the Higher Polytechnic Institutes mentioned in a conference (Lisbon, November 14, 2013) that these institutions have mobility protocols with more than 60

instance, the polytechnic institute of Leiria includes internationalisation as one of the strategic objectives in its Strategic Plan for 2010-2014 and it cooperates with different countries in Europe but also South America (especially Brazil), Africa (countries with Portuguese as an official language) and Asia (especially China).⁴⁵⁵ Though, the level of polytechnic education is classified as ISCED 5A and, therefore, is out of the scope of this assignment.

- The Camões Institute of Cooperation and Language, under the Ministry of Foreign Affairs, is in charge of the promotion of Portuguese language and culture in the world. It also supports projects related to VET but these are implemented in the framework of cooperation for development and, therefore, also follow out of the scope of this assignment.

In the field of employment, the Employment and VET Institute, under the Ministry of Solidarity, Employment and Social Security, has as one of its missions to participate in the activities of technical coordination developed with national and international organisations, as well as foreign countries, regarding employment and continuing VET. The actions developed by this institution are discussed in the following sections. Though, it is to be said that most of the bilateral cooperation involves developing countries making it difficult to draw the line between international cooperation and cooperation for development.

Finally, there are some initiatives from the private sector (e.g. from the National association of VET schools). These appear to be isolated initiatives, not included in strategies for internationalisation, and are often put in place in cooperation with developing countries.

28.2 Geographical scope of VET cooperation

Most of the cooperation programmes developed in Portugal target countries that have Portuguese as an official language as Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tomé e Príncipe and East Timor.

28.3 Sectoral scope of VET cooperation

As for the projects where the Employment and VET Institute (IEFP) is involved, one concerns the reconversion and modernisation of Maputo (Mozambique) VET centre of metalomechanics. Another project, developed in the Island of Mozambique, focuses on civil construction since it has as one of its goals the maintenance of the historical heritage in the island.

As for the project where the National Association of Professional Schools is involved, it targets several sectors: hospitality, food, construction, mechanics, car mechanics, clothes, fishing and agriculture.

Table 31. Sectoral scope of VET cooperation

Sector	Country of cooperation
Metalomechanics	Mozambique
Other areas: maintaining and repairing of computers, computer-aided design, administrative techniques, etc.	
Civil construction	Mozambique
Several sectors: hospitality, food, construction, mechanics, car mechanics, clothes, fishing and agriculture.	East Timor

countries. Information in Portuguese available at: <http://www.ipl.pt/media/noticias/consolidar-identidade-dos-politecnicos-e-universidades-em-portugal-atualizada>

⁴⁵⁵Information in Portuguese available at: <http://www.ipleiria.pt/internacional/pt/Paginas/internacionalizacaodoipleiria.aspx> [the information in the English version differs].

28.4 Types of cooperation activities, actors, and specific initiatives

28.4.1 Public initiatives

The Employment and VET Institute (IEFP) includes in its annual Activity Plan a section on external relations.⁴⁵⁶ The last available plan is from 2013 and it includes information on different actions including the participation of Portugal in the international competition WorldSkills⁴⁵⁷ and bilateral cooperation with countries that have Portuguese as an official language. The latter are multiannual cooperation programmes (usually with a length of three years) that address employment and VET, based on cooperation protocols signed with the homologous ministries of the relevant countries. The cooperation projects have as their structural base the Employment and Training Integrated Centres created through partnerships between the IEFP and the relevant countries.

There are other cooperation projects developed through partnerships with other entities in the countries that have Portuguese as an official language that build on technical and financial cooperation agreements. In one of the projects, for the reconversion and modernisation of Maputo VET centre of metalomechanics, two unions and two industrial associations are also involved (one from each country).

28.4.2 Private initiatives

The National Association of Professional Schools (ANESPO) has signed a protocol with the ministry of education in East Timor to adapt upper secondary VET courses from Portugal to East Timor reality.

There are also examples of international cooperation promoted by companies in the field of continuing VET. For instance the company *Paradoxo Humano* has recently developed different workshops and training courses on team leadership and safety at work in Cape Verde, Angola, Congo and Algeria. These were developed for a governmental institution in the case of Cape Verde, and for a Portuguese enterprise which operates in the rest of the countries. *Paradoxo Humano* also participated in seminars held in Cape Verde on good practices for the management of performance in the public administration.

⁴⁵⁶ IEFP activity plans available at:
<http://www.iefp.pt/iefp/sobre/Actividade/PlanoActividades/Paginas/Home.aspx>

⁴⁵⁷ WorldSkills International is a not for profit membership association open to agencies or bodies which have a responsibility for promoting vocational education and training in their respective countries or regions. Information on this association and its initiatives at: <https://www.worldskills.org/>

28.4.3 Examples of country's action within International organisations

Table 32. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PUBLIC INITIATIVES				
Project for institutional reinforcement – Subproject: Support to the training of trainers	<ul style="list-style-type: none"> - The Employment and VET Institute (IEFP), under the Portuguese ministry of employment. - The ministry of employment of Angola. 	The IEFP does a follow-up of the project.	Information not available.	Information not available.
Employment and VET Integrated Project in Cape Verde	<ul style="list-style-type: none"> - The IEFP - The ministry of employment of Cape Verde. 	The IEFP does a follow-up of the project and implements VET actions.	Information not available.	21 VET actions.
Employment and VET Integrated Project in Mozambique Subproject: Support to the employment and VET structures and transition to active life.	<ul style="list-style-type: none"> - The IEFP - The ministry of employment of Mozambique. 	The IEFP does an external audit.	Information not available.	Information not available.
Employment and VET Integrated Project in Mozambique Subproject: Cooperation agreement. Maputo VET centre of methalomechanics	<ul style="list-style-type: none"> - The IEFP - The Industrial Association of Mozambique - The Workers Association of Mozambique – Central Union - The General Union of Workers in Portugal - The Portuguese National Association of Metallurgic and Metal-mechanic industries 	Reconversion and modernisation of the centre.	Methalomechanics. Other areas: maintaining and repairing of computers, computer-aided design, administrative techniques, etc.	Maintenance and repairing of equipment and facilities, acquisition of new equipments in the fields of gas and renewable energies, renewal of computer equipment and furniture. Initial and continuous training. Etc.
Employment and VET Integrated Project in Mozambique Subproject: Island of Mozambique cluster	<ul style="list-style-type: none"> - The IEFP - The Portuguese institute of support to development 	Technical support to VET projects, particularly regarding the maintaining of the historical heritage.	Civil construction.	
Cooperation with São Tomé and Príncipe	<ul style="list-style-type: none"> - The IEFP - The ministry of employment of São Tomé and Príncipe 	Technical support, follow-up of project, support to accounting and finances.	Information not available.	Initial qualifications, professional training, professional traineeships, training in management and creation of own job.
Cooperation with Timor – Project National Centre of Employment and VET	<ul style="list-style-type: none"> - The IEFP - The ministry of employment of East Timor. 	Financial support.	Information not available.	Funding of social canteen.

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/services proposed	Examples
PRIVATE INITIATIVES				
Same as above	Same as above	Same as above	Same as above	Same as above
Agreement in the area of professional education	The National Association of Professional Schools (ANESPO) has signed a protocol with the ministry of education in East Timor.	The aim is to adapt VET courses from Portugal to East Timor reality. This measure regards upper secondary education.	Hospitality sector, food, construction, mechanics, car mechanics, clothes, fishing or agriculture.	Design of programmes, textbooks and guides for the teachers. Continuous education for teachers from East Timor in Portugal.

28.5 Issues and obstacles

NA

28.6 Sources of information

Camões Institute of Cooperation and Language (Ministry of Foreign Affairs):
<https://www.instituto-camoes.pt/cooperacao/atribuicoes-no-dominio-da-cooperacao>

Institute for employment and VET. Activities planning 2014, available in Portuguese at:
http://www.iefp.pt/iefp/sobre/Actividade/PlanoActividades/Documents/Plano_Atividades_2014/PA_2014.pdf

National association of VET schools: <http://www.anespo.pt/anespo-noticias-desc.php?id=118>

Portuguese Ministry of Education and Science. Cooperation and international relations:
<http://www.sec-geral.mec.pt/index.php/educacao-e-ciencia-em-portugal/cooperacao-e-relacoes-internacionais>

29 Country sheet: Romania

Summary box:

Key trends and data

- Strategy or framework for action in place: There is a VET strategy currently under public debate which includes a section on fostering of the international dimension of VET: 'draft Strategy for Vocational Educational and Training for 2014-2020'⁴⁵⁸
- **Key targeted countries:** no specific information found
- **Key types of cooperation:** VET mobility programmes focusing on internships and apprenticeships abroad as well as developing networks and partnerships between VET institutions and between VET providers and employers.
- **Types of VET commonly associated:** Not available
- **Key targeted sectors:** Not available
- **Scale of public/private initiatives:** Not available
- **Data on budget:** Not available
- **Data on mobility programmes:** in March 2014, 234 institutional applications were recorded under Erasmus+
- **Data on beneficiaries (e.g. number of VET students):** Not available

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:**⁴⁵⁹ Technological high-school (*Liceu Tehnologic*), Vocational education (*Învățământ Profesional*). It includes the following types of programmes:
 - Vocational education includes: vocational education with 2 years duration; and practical traineeships with 720 hours duration. In 2014-2015 the government has introduced a 3-year vocational and technical education.
 - High-school technological (vocational) path with 3/4 years duration covering the high-school grades 10 - 12/13 (ISCED 3).
- **Post-secondary school / non-tertiary:**⁴⁶⁰ Post-high school (*Școala postliceală*) and foremen school. Post-secondary non-tertiary education is 1 to 3 years long.
- **Continuing VET:** Formatori de adulți (Public/Private Training providers); Employers inside their institution; internships and specialisation programmes.

29.1 Strategy / framework for action, incl. drivers

The Romanian Ministry of Education has recently drafted a VET strategy in response to the European Commission's 2013 Country Specific Recommendations to reform the VET sector. The draft VET Strategy, which is currently under public debate, includes several objectives related to fostering of the international dimension of VET.⁴⁶¹ Under the overarching objective of 'stimulating and increasing the participation in lifelong learning', the draft strategy has a key goal to 'promote partnerships between education and

⁴⁵⁸ Ministry of Education, 2013. *Draft Strategy for Vocational Education and Training for 2014-2020*. Available at: <http://www.edu.ro/index.php?module=uploads&func=download&fileId=18118> [accessed 29.10.2014]

⁴⁵⁹ Eurypedia. Articles "Organisation of Vocational Upper Secondary Education" and "Reforms in Vocational Education and Training and Adult Learning" – Romania.

⁴⁶⁰ Eurypedia. Article "Organisation of Post-Secondary Non-Tertiary Education" – Romania.

⁴⁶¹ Ministry of Education, 2013. *Draft Strategy for Vocational Education and Training for 2014-2020*. Available at: <http://www.edu.ro/index.php?module=uploads&func=download&fileId=18118> [accessed 29.10.2014]

training institutions and business as well as to promote the mobility of young people and adults in the framework of partnerships at EU level'. There are three specific objectives under this key goal:

- Tools for promoting the quality of and accessibility to VET, development of key and transversal competences at all educational levels and for creating flexible pathways in the VET system and between education system and labour market.
- Adapting VET to the labour market needs, increasing the relevance of VET offer by anticipating labour market needs and ensuring the applicability of the learning process by developing on-the-job training through programmes for apprenticeships, internships and mobility, including smooth transition from school to work.
- Promoting partnerships / networks among social partners, companies and training providers in order to improve access and relevance of education and training in relation to labour market needs.

According to these three specific objectives, the draft strategy sets the following national targets for 2020 linked to fostering the international dimension of VET:

- Increasing the number of young people who use services for counselling, assessment and certification of skills acquired through non-formal and informal learning (including in the framework of the Erasmus+ programme);
- 50% increase of VET students enrolled in vocational mobility programmes, such as internships abroad. Notably, the indicator of progress towards this benchmark is the proportion of young people participating in vocational mobility programmes.
- 100% increase in the number of partnerships and networks between VET institutions. The indicator to measure the progress towards this benchmark is the number of partnerships and networks developed by region.
- 50% increase in the number of partnerships for apprenticeships between VET institutions and employers.

In addition, on the legislation level, there are some provisions with regards to the promotion of international cooperation and the financing of European (but not international) projects in VET; in different reports and analyses of associations dealing with VET, international cooperation is mentioned, priority being given to anticipation of needed skills, qualifications and quality of the process.

29.2 Geographical scope of VET cooperation

It is important to understand that all references to international cooperation in VET are understood as cooperation with countries members of the European Union or other neighbouring countries⁴⁶², one of them being the Republic of Moldova, with which the Ministry of National Education has strong links, maintaining the cooperation with its counterpart.

In this respect, Romania has undergone a long process of adapting its educational system, including VET, to European standards and all efforts are focused on complying with the European recommendations, particularly on the European Credit System for Vocational Education and Training (ECVET), the European Qualifications Framework for Lifelong Learning (EQF) and European Quality Assurance in Vocational Education and Training (EQAVET).

However, in the light of the definition of international cooperation provided in this study, the geographical scope of VET cooperation in Romania is rather regional and focused on EU member states.

⁴⁶² These are mostly regional initiatives, such as ERISSEE, where Romania cooperates with Albania, Bosnia and Herzegovina, The Former Republic of Macedonia, Montenegro, Serbia, etc.

29.3 Sectoral scope of VET cooperation

Most of the international projects focus on economic activities encompassed by VET, such as tourism, but there are also some initiatives for construction workers and electricians.

29.4 Types of cooperation activities, actors, and specific initiatives

Throughout the last years (but especially 2012-present, see national education law reform), there have been numerous cooperation projects at the European level, implemented in different frameworks, such as Leonardo da Vinci – regarding VET Credit System, teaching-learning process etc. and funded by the European Commission, national funds, POSDRU, and ESF. Moreover, Romania is currently participating in different European projects regarding experts' training, experience sharing - with Germany in particular (Romania is looking at the possibility of introducing a dual system based on the German/Austrian model). In this regard, the working team has already been established and there are some examples of good practices in Brasov County, where some public VET providers develop strong relations with local enterprises, offering apprenticeships and jobs to future graduates.

Furthermore, Romania participated in European-level activities, organized by the European Commission or EU Agencies including programmes such as the "Education and Professional Training 2020", mostly regarding the professional development of VET trainers, or the ET2020 Working Group on Vocational Education and Training.

Most projects however are not intended to foster international cooperation in VET *per se*, but promoting quality of VET education and training through projects with international partners (e.g. "Capacity Building for the Romanian NRP: promoting Quality-QUALVET@RO" – aiming at elaborating a communication strategy for the National Group for Quality Assurance in order to implement EQARF Recommendation, policies and instruments elaborated within EQUAVET; CALISIS- quality assurance in the continuous vocational education and training system in Romania- funded through POSDRU 2007-2013).

29.4.1 Public initiatives

Romania has signed a memorandum with the Government of Baden-Wurttemberg Land in Germany regarding the analysis of a transposition in the Romanian context of the dual system. A similar agreement was signed with Austria.

Furthermore, Romania participated in the RECOMFOR project, aimed at building a permanent network in order to facilitate mobility, as well as a common profile for the international commerce technician between 10 European countries.

Finally, Romania has actively participated in the EU Danube Strategy.

29.4.2 Private initiatives

Information is not available.

29.4.3 Examples of country's action within International organisations

Romania is part of all working groups at European level, as well as several international organisations and networks, mainly through the CNDIPT (National Centre for Technical and Vocational Education and Training Development), which is also the national reference point for EQAVET. It is, for instance part of EQARF and ERISSE – leading one of its 3 clusters – "Cluster of Knowledge on VET" and collaborates with OECD experts to an analysis of post-secondary education in Romania.

29.5 Issues and obstacles

The economic crisis has undermined reaping benefits from reforming the VET system started in 1990. In the National Reform Programme, Romania underlines several challenges for VET, mainly early school leaving, increasing the share of population aged 30+ having completed tertiary education and reducing population at risk of poverty and social exclusion. One of the most cited challenges in VET is the promotion of participation in VET, all documents referring to a strategy of guidance and counselling in this direction,

as well as incentives to promote VET and access to the labour market through this educational path. In this sense, there is a "cultural problem"⁴⁶³ regarding VET, which is rather negatively perceived as the last option for students; here, the challenge is to effectively promote VET among both pupils and parents. Finally, it is true that only recently VET started to gain more popularity, but a professional/vocational baccalaureate is already becoming a necessity for the coherence of the educational system.

Another priority identified consists in correctly assessing the skills needed on the labour market and adapting IVET, in due time, to these dynamics.

Bearing in mind these structural problems, the international dimension itself, as understood in this study, appears as a challenge. Besides the poor reputation of VET, the main problem underlined by experts regards human and financial resources: this is the greatest limitation to an enhanced international cooperation in VET.

29.6 Sources of information

- Ministerul Educației Naționale : Available at : www.edu.ro
- Ministerul Educației Naționale, « *Ordin privind aprobarea planului-cadru de învățământ pentru învățământul profesional de stat cu durata de 3 ani* », 2014.
- National Institute of Statistics, « *Romania in figures: statistical abstract* » 2013. Available at : www.insse.ro
- ReferNet Romania, « *Romania : VET in Europe – Country Report* », 2012. Available at : www.cedefop.europa.eu/vetelib/2012_CR_RO
- Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic, Ministerul Educației Naționale, « *Raportul activităților desfășurate în anul 2013 în cadrul CNDIPT* », 2013.
- National Institute of Statistics, « *Romania in figures 2013* », 2013. Available at: www.insse.ro – Other statistical Publications.
- Legea 1/2011 : Învățământul tehnologic și vocațional – Structura sistemului național de învățământ preuniversitar
- European Center for the Development of Vocational Training, « *Spotlight on VET, Romania* », 2012-2013.
- Eurypedia, « *Romania : Adult_Education_and_Training* »
- National Center for TVET Development, Romania, "*ERISEE Cluster of Knowledge on VET*"
- RECOMFOR Project Presentation

Other links:

- www.refernet.ro
- www.cedefop.europa.eu
- www.equavet.eu – Romania
- www.tvet.ro
- www.ecvet-projects.eu
- www.recomfor.eu

⁴⁶³ Opinion expressed by an expert, interviewed during this research.

30 Country sheet: Sweden

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** China, South Africa
- **Key types of cooperation:** Training of trainers, support to curriculum development
- **Types of VET commonly associated:** Upper secondary VET, continuing, training
- **Key targeted sectors:** Furniture, services, car mechanics, ICT
- **Scale of public/private initiatives:** no specific information found
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** Gymnasieskola, Folkhögskola, Kommunal Vuxenutbildning
- **Post-secondary school / non-tertiary:** Yrkeshögskola
- **Continuing VET:** Yes

30.1 Strategy / framework for action, incl. drivers

While the *Gymnasiaskola* at the upper secondary level (ISCED 3) accounts for the biggest part of VET provision, the *Yrkeshögskola* at the post-secondary non-tertiary educational level (ISCED 4) plays a substantial role in VET provision as well. The providers of *Yrkeshögskola* education may be universities, local authorities or private training companies. The Swedish National Agency for Education oversees the *Gymnasiaskola*, and the Swedish National Agency for Higher Vocational Education oversees the *Yrkeshögskola*.

In the context of lifelong learning, the general educational framework emphasises internationalisation throughout the entire educational system. However, at the policy level, there is no specific strategy for internationalisation beyond Europe in VET at either of the two educational levels.⁴⁶⁴ With regard to upper secondary VET in *Gymnasiaskolan*, internationalisation is a focal point in the general curriculum requirements set forward by the Swedish National Agency for Education. It is the responsibility of the head teacher to encourage international contacts, cooperation and exchange during the education.⁴⁶⁵ Likewise, the Swedish National Agency for Higher Vocational Education encourages the individual VET providers to incorporate an international strategy in their overall strategy.⁴⁶⁶

In terms of supporting international cooperation and mobility in VET, the main focus is on the EU and Nordplus programmes. However, other programmes that reach beyond Europe in the effort to increase internationalisation in VET are also in place, especially at the upper secondary VET level. The *Athena* programme, funded by the Swedish

⁴⁶⁴ Interview

⁴⁶⁵ Interview

⁴⁶⁶ Interview

International Development Cooperation Agency (SIDA), supports reciprocal international partnerships with VET providers in developing countries.⁴⁶⁷ The *Athena* programme gives students, teachers, school management and other teaching staff within upper secondary VET (including adult vocational training, *yrkesvux*) the opportunity for exchanges with corresponding VET institutions in developing countries for a short period only.

The *Atlas* programme is another programme funded from the national budget. A specific part of the programme called *Atlas Praktik* allows VET providers to obtain financial support for international on-the-job learning placements for their students. The programme supports placements all over the world, but placements outside of the EU/EEA area have higher priority and receive more financial support.⁴⁶⁸

A final programme is the *Globala Skolan* (Global School) programme, which is funded by SIDA. This specific programme is aimed at teachers and decision-makers in all forms of education, including upper secondary VET. The programme focuses on home internationalisation and global competence development of teachers and other educational staff, through different activities such as seminars, workshops and study travels.^{469 470}

The International Programme Office for Education and Training, which is the main government agency for supporting international cooperation and mobility in education, administers the above-mentioned programmes.⁴⁷¹ The programmes do not cover the *Yrkeshögskola*, but the possibility of extending the above-mentioned programmes to include the *Yrkeshögskola* is currently being investigated.⁴⁷²

At the *Yrkeshögskola*, a mandatory part of the study takes place in companies as on-the-job training. This placement can also be at a company abroad. The EU Leonardo da Vinci programme supports placements within the EU, but there are no programmes in place to support placement of students beyond the EU. Therefore, the schools themselves have to earmark funds for which the students can apply, if they wish to have a placement beyond the EU.⁴⁷³

To sum up, currently there is no explicit strategy for international cooperation beyond Europe in VET, but there are several programmes in place to foster VET internationalisation. The current internationalisation initiatives are driven by:

- The globalisation of the Swedish economy and the need to ensure that the Swedish skilled workforce has the skills that will allow them to work in an international and multicultural environment through mobility and internationalisation at home.
- The growing need to ensure that the local workforce in Swedish international firms have the right skills.

30.2 Geographical scope of VET cooperation

At a policy level, no specific countries beyond the EU have been indicated as priority countries for external VET cooperation. In accordance with the OECD's DAC list of countries that are eligible to receive official development assistance the geographical coverage of the *Athena* programme is developing countries, while the *Atlas* programme covers the entire world, except for the USA due to visa restrictions.

One concrete example of a VET initiative driven by a Swedish company is the automotive manufacturer Scania that has established vocational schools in Iraq and China. The goal is mainly to upgrade the skills of local staff. It can be expected that other Swedish

⁴⁶⁷ <http://www.programkontoret.se/sv/Program-och-stipendier/Program-A---O/Athena/>

⁴⁶⁸ <http://www.programkontoret.se/sv/Program-och-stipendier/Program-A---O/Atlas-praktik/>

⁴⁶⁹ <http://www.utbyten.se/sv/Program-och-stipendier/Program-A---O/Den-Globala-Skolan/>

⁴⁷⁰ Interview

⁴⁷¹ http://www.programkontoret.se/Global/program/athena/faktablad_Athena_2012.pdf

⁴⁷² Interview

⁴⁷³ Interview

companies with production or operations abroad that require skilled local workers will also engage in some degree of VET activities.

30.3 Sectoral scope of VET cooperation

There is no specific sectoral scope for the state supported programmes for VET providers and students. The main focus of the programmes is to foster a broad international and cultural understanding in VET rather than actual sectors. At the business level, the automotive manufacturer Scania has engaged in VET activities in two strategic locations.

Table 33. Sectoral scope of VET cooperation

Sector	Country of cooperation
Automotive manufacturing, furniture, services	Iraq, China, South Africa

30.4 Types of cooperation activities, actors, and specific initiatives

As mentioned above, Swedish VET cooperation beyond Europe mainly takes place through the government funded programmes that are in place. The list below presents specific public and private VET cooperation initiatives beyond Europe. The table gives an overview of the activities and actors involved. The list is not exhaustive.

- The *Athena* programmes allows upper secondary vocationally oriented VET providers in Sweden to cooperate with an equivalent VET provider in a developing country. With the programme support, the two schools essentially develop a reciprocal partnership with exchanges going both ways. The purpose of the programme is to enhance cultural and professional exchanges among students and teachers for the parties involved.^{474 475}
- An exchange lasts between 10 to 35 days and involves between 8 and 20 participants from each school (of which at least 80% should be students). The number of participants from the partner school should match the number of Swedish participants. During the exchange, students and teachers take part in the regular classes at the partner school, and home stays during the exchange are encouraged. The programme supports travel costs and most other costs related to the exchange, but the participating schools will likely have to cover a small amount themselves.⁴⁷⁶
- *Atlas Praktik*, which is a part of the overall *Atlas* programme, supports on-the-job placements abroad for upper secondary VET students. VET providers can apply for financial support to send their students abroad in a long-term job placement as an integrated part of their education. It is the VET provider that applies for programme support to be able to offer their students such placements. The programme supports placements all over the world. However, placements outside the EU/EEA area are given a higher priority and receive more financial support.⁴⁷⁷
478
- The *Globala Skolan* offers a series of workshops and seminars focusing on the global aspects of education. This programme is open to everyone involved in the school system, including head teachers, teachers, etc., from upper secondary VET. In other words, the programme focuses on enhancing internationalisation at home by promoting global development of the competences of teachers and other educational staff. Most activities are free-of-charge, except for special events such as study travels abroad.⁴⁷⁹

⁴⁷⁴ <http://www.programkontoret.se/sv/Program-och-stipendier/Program-A---O/Athena/>

⁴⁷⁵ Interview

⁴⁷⁶ <http://www.programkontoret.se/sv/Program-och-stipendier/Program-A---O/Athena/>

⁴⁷⁷ <http://www.programkontoret.se/sv/Program-och-stipendier/Program-A---O/Atlas-praktik/>

⁴⁷⁸ Interview

⁴⁷⁹ <http://www.utbyten.se/sv/Program-och-stipendier/Program-A---O/Den-Globala-Skolan/>

- At company level, Swedish companies increasingly engage in business activities in emerging markets. This also means that there is a need to upgrade the skills of the local work force to meet the requirements of the Swedish companies. Therefore, some international Swedish companies have established training centres abroad, with or without SIDA support, to ensure that the local work force have the needed skills. One of the example of firm based Vet activities come from IKEA. The Furntech initiative started in 2000, when the Swedish company IKEA had been in dialogue with the South African Ministry of Trade to start production of wooden furniture in South Africa funded initially by SIDA. Tibro Training Centre, which offers post-secondary vocational education and training, has assisted in training of trainers activities and development of curriculum in wood furniture industry. The initiative has also involved continuing training of adult South Africans who have prior experience in wood furniture production and who have wanted to start their own company. Another initiative comes from the company Scania. At Guangzhou Institute of Technology's (GIT) Dragon School, a three-year vocational training programme for heavy vehicle service technicians has been established through an initiative of Scania. The programme trains about 30 people annually.⁴⁸⁰ Manpower Sweden is also engaged in China. They are collaborating with the labour market authorities in china to develop a number of qualifications within services.⁴⁸¹

Scania is also through SIDA involved in Iraq. They have established a vocational training school in northern Iraq in 2012. The school is situated strategically according to Scania as it is located close to important trade routes into Turkey, Iran and Syria. However, the students are not only being trained for Scania's need but also to provide VET education to the young people of the region in general. More than 125 students attend the school, and classes are offered in other courses than mechanics and automotive knowledge, e.g. English and computer science.⁴⁸²

⁴⁸⁰ <http://newsroom.scania.com/en-group/2012/12/06/dragon-school-sets-training-standard/>

⁴⁸¹ <https://www.manpower.se/swe/om-manpower/nyheter/pressrelease/?id=manpower-inc-inleder-unikt-samarbete-med-kinas-arbetsmarknadsmyndighet-85768>

⁴⁸² <http://newsroom.scania.com/en-group/2012/09/04/vocational-school-offers-hope-for-the-future/>

Table 34. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry concerned/services proposed	(ies) Examples
PUBLIC INITIATIVES				
The Athena Programme	SIDA, Swedish International Programme Office for Education and Training	Funding scheme for reciprocal exchange with VET providers in developing countries at the upper secondary VET level	Not industry specific	
The Atlas Programme. One part of the programme supports on-the-job learning placements abroad	International Programme Office for Education and Training	Support for placements abroad as part of the upper secondary VET programme. Students receive credit for their placements abroad, which are integrated into their VET study. Applies to all countries in the world.	Not industry specific	
The Global School programme	SIDA, Swedish International Programme Office for Education and Training	Supports global development of the competences of teachers and other educating staff in upper secondary VET.	Not industry specific	Workshops and seminars with varying focus as well as study travels to different destinations (e.g. Uganda and Bangladesh)
PRIVATE INITIATIVES				
Establishment of local VET schools and/or programmes	SIDA, Scania VET	Establishment of local VET schools to meet Scania's demand for skilled labour and in general	Automotive manufacturing	Swedish Transport Academy was built in Northern Iraq in a collaboration between SIDA and Scania. Scania has established a three-year training programme for service technicians in collaboration with the Guangzhou Institute of Technology.

30.5 Issues and obstacles

According to the sources consulted, the process of enhancing internationalisation in VET faces the following challenges:

- By more or less decentralising the responsibility of internationalisation to the individual VET providers, the level of effort varies greatly between schools. The international activities and the use of the support programmes are mainly driven by head teachers and teachers at the individual school, some more enthusiastic than others. Essentially, this has made the efforts too fragmented.^{483 484}
- Internationalisation efforts in VET are centred round the use of EU and Nordplus programmes. Even though support programmes for cooperation beyond Europe are in place, more focus and clearer overall directions are needed from the policy level to enhance internationalisation beyond Europe.⁴⁸⁵
- The fact that the individual *Yrkershögskola* has to earmark funds for student placements beyond Europe, limits the possibilities for the students. Naturally, the focus is directed at placements in EU.⁴⁸⁶

30.6 Sources of information

Eurydice publication and website

Cedefop publication – VET in Europe Country Report

Swedish Ministry of Education and Research publication and website

Swedish International Development Cooperation Agency publication and website

Swedish National Agency for Higher Vocational Education publication and website

Swedish National Agency for Education publication and website

International Programme Office for Education and Training website

Scania Newsroom website

⁴⁸³ Interview

⁴⁸⁴ Interview

⁴⁸⁵ Ibid.

⁴⁸⁶ Ibid.

31 Country sheet: Slovenia

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No
- **Key targeted countries:** no specific information found
- **Key types of cooperation:** development cooperation
- **Types of VET commonly associated:** no specific information found
- **Key targeted sectors:** no specific information found
- **Scale of public/private initiatives:** if any, they are private initiatives.
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** 839 foreign (non EU students) in VET (1,8% out of total number of VET students)

VET in the country⁴⁸⁷

- **Upper secondary school:** srednja poklična in strokovna šola
- **Post-secondary school/non-tertiary:** višja strokovna šola
- **Continuing VET:** (CVET in Slovenia is still in the development phase)

31.1 Strategy / framework for action, incl. drivers

There is no special strategy for internalisation of VET in Slovenia.

The only efforts identified in the field lean more towards development assistance and are focused towards other ex-Yugoslav and countries in the South Eastern Europe (i.e. ERI SEE – Education Reform Initiative of South Eastern Europe network which supported establishment of the network of VET Centres in SEE) and assistance in EU accession processes. The Ministry of Foreign Affairs of the Republic of Slovenia has strategic documents for cooperation with the countries in SEE but there are no specific education strategies.

There might exist individual cooperation examples (there is a case of a VET institution in tourism industry which has established cooperation with South Korea) but there are no centralized information.

31.2 Geographical scope of VET cooperation

All existing cooperation is directed towards South Eastern Europe and possibly Austria.

31.3 Sectoral scope of VET cooperation

There are no specific preferred sectors of cooperation.

⁴⁸⁷

http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

31.4 Types of cooperation activities, actors, and specific initiatives

31.4.1 Public initiatives

All existing public initiatives in Slovenia are related towards development efforts within the South Eastern Europe (scholarships for secondary level education to young people from Western Balkans to obtain secondary technical education in Slovenia⁴⁸⁸; South Eastern Europe Regional VET Network – SEEVET-Net; Private initiatives Institute of the Republic of Slovenia for Vocational Education and Training organises study visits and maintains regular contacts with similar institutions in the region).

There are provided courses of Slovenian language for foreign students in VET schools. A number of schools have introduced Russian as a foreign language.

The Institute of the Republic of Slovenia for Vocational Education and Training has institutional and financial support for establishing international cooperation, but its focus is on the development and EU accession assistance in the South Eastern Europe region.

There have been indications⁴⁸⁹ of possible initiatives of private companies (i.e. Gorenje) in SEE countries but there is no information about these initiatives on the national level.

31.5 Issues and obstacles

Slovenia is still focused at modernisation of its VET institutions and Europeanization rather than internationalisation efforts.

The main obstacle, as also noted by the Ministry⁴⁹⁰, is the lack of initiative and interest by the business sector. VET education is the primary responsibility of the Ministry and the Institute for VET, even though the employers are included as stakeholders. There is still low awareness of the employers' interests in VET.

There are no data about possible individual/private efforts on the national level so if there is cooperation, it takes place on bilateral and institutional level.

31.6 Sources of information

- Ministry of education, science and sport website
- Institute of the Republic of Slovenia for Vocational Education and Training website
- ERI SEE (Education Reform Initiative of South Eastern Europe) website www.erisee.org
- Post-Secondary Vocational Education Act (Zakon o višjem strokovnem izobraževanju), Uradni list RS, št. 86/04 in 100/13
- *Vocational education and training in Slovenia – short description*, Cedefop, Luxembourg: Office for Official Publications of the European Communities, 2008, http://www.cedefop.europa.eu/EN/Files/4072_en.pdf
- UNESCO UNEVOC website <http://www.unevoc.unesco.org/go.php>
- Skupnost Višjih Strokovnih Šol Republike Slovenije website <http://www.skupnost-vss.si/>

⁴⁸⁸ <http://www.mapping-he.eu/programmes/ProgramDetails.aspx?&sm=1&programid=P241>

⁴⁸⁹ Interview

⁴⁹⁰ Interview

32 Country sheet: Slovakia

Summary box:

Key trends and data

- **Strategy or framework for action in place:** no
- **Key targeted countries: Visegrad 4 members:** Hungary, Poland, Czech Republic
- **Key types of cooperation:** bilateral agreements; exchange of good practice
- **Types of VET commonly associated:** specialised secondary schools, formerly called secondary vocational schools
- **Key targeted sectors:** automotive industry, hotel and gastronomy sector
- **Scale of public/private initiatives:** regional cross-border cooperation and some additional cooperation with Canada
- **Data on budget:** no specific information found
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** no specific information found

VET in the country (i.e. as covered in the fiche)

- **Upper secondary school:** apprenticeship VET schools and graduate VET colleges (EQF 3 + 4)
- **Post-secondary school /non-tertiary:** two types of higher professional schools (vyššie odborné školy: follow-up programmes led to ISCED 3 graduates and three types of "post-maturita" programmes for ISCED 3a graduates.
- **Continuing VET:** National Institute of Lifelong Learning [NÚCZV]

32.1 Strategy / framework for action, incl. drivers

In Slovakia VET programmes show only minimal levels of internationalisation, some of the main reasons for this are as follows:

- Slovakia`s historical background. Until 1989 Slovakia (formerly Czechoslovakia) was part of the "Eastern bloc" and subsequently, as was mentioned in the case of the Czech Republic, it was impossible to participate in programmes promoting European integration.
- Lack of financing the Slovakian VET system is one of the biggest issues. Slovakia has one of the lowest rates of public spending on education in the EU and inequitable public funding conditions – European funds pay different amounts in euros a day for each receiving country, which can lead to unfair situations, especially when people have to work abroad a lot – reduce the incentives for participating in international cooperation initiatives and hamper progress in this field.

Nonetheless, accession to the EU (in 2004) has improved VET and European cooperation in VET. Slovakia participates in several European programmes (e.g. Lifelong Learning Programme, EQAVET, ECVET, EQF, Europass, and QALLL). Quality assurance is also a driver for more transnational cooperation in VET.

One of the priorities of the current government is the introduction of a dual vocational training system, e.g. through bilateral cooperation with Austria and Germany. It is widely unknown, but Slovakia actually already had a broadly based dual system of vocational training before 1989, however the liberalisation and decentralisation process post-`89, as well as the subsequent workforce overflow has led to less employer engagement than was previously the case.

Although a strategy for international cooperation in VET is lacking, promoting the Slovakian VET system especially in the areas of technology and handicraft is a current priority for the Ministry of Education, Science, Research and Sport.

32.2 Geographical scope of VET cooperation

After the end of the Soviet Era, Slovakia cooperated above all with the Visegrad countries (Hungary, Poland and the Czech Republic).

Furthermore, there are several bilateral cross-border partnerships with Austria and there are cooperation projects with Belgium⁴⁹¹.

In 2007 the Central European Memorandum on cooperation in CVET was signed by Austria, Slovakia, the Czech Republic, Hungary and Slovenia.

There are two good examples of international language projects: VOLANT and ENTER. The first one occurred in the automobile sector and the second one in the hotel and gastronomy sector. However, no third, industrialised or emerging countries were involved in these projects. Global cooperation related to VET only exists with Canada in form of projects (DACUM, ITAD).

32.3 Sectoral scope of VET cooperation

Transnational VET cooperation already exists, particularly in the automotive sector and amongst their suppliers (e.g. Volkswagen, Continental and MIBA) as well as in the hotel and gastronomy sector. However, an extra European-exception is the international cooperation with Canada, for example in the projects DACUM and ITAD. Both aim to improve of VET, either from employers' perspective or by increasing the support provided for disabled people (cf. Table 41.).

32.4 Types of cooperation activities, actors, and specific initiatives

32.4.1 Public initiatives

There are three main public players in charge of VET international cooperation activities:

- The Ministry of Education, Science, Research and Sport [MŠVVaŠ]. The Ministry of Education, Science, Research and Sport is responsible for national and international projects in IVET and CVET.
- The State Institute of Vocational Education [ŠIOV] (this institute is responsible for national and international projects in IVET).
- National Institute of Lifelong Learning [NÚCZV] (this institute is competent for national and international projects in the area of CVET).

32.4.2 Private initiatives

An important sector in Slovakia is the automotive industry and their suppliers, e.g. Volkswagen, Continental and MIBA. These companies qualify their staff internationally; however, they do not appear to participate in any specific international VET cooperation initiatives.

⁴⁹¹ http://www.siov.apg.sk/en/odbormedzspoluprace2_en.html

32.4.3 Examples of country's action within International organisations

- OECD:
 - PISA, PIAAC, INES, TALIS, ECEC
- UN/UNESCO:
 - Membership in UNEVOC (Global Network for Technical and Vocational Education and Training)
- EUROPEN-PEN international⁴⁹² (worldwide network for practice firms): The Slovak Centre for Training Firms (SCCF)
- In training firms participants learn to take initiative, develop self-reliance and learn how to establish and run a company. Furthermore, they practice working in a team, taking on responsibility, developing self-initiative and improving their soft, professional and technical skills.

⁴⁹² <http://cms.europen.info/>

Table 35. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
Academy of Central European Schools [ACES] http://www.aces.or.at/start.asp?ID=120396&b=845	Governance: Intercultural Centre Vienna (AT) and Včelí dom (SK); Funding: Die Erste Osterreichische Sparkasse Foundation; Member schools in: Albania, Bosnia and Herzegovina, Bulgaria, Montenegro, the Czech Republic, Croatia, Hungary, Kosovo, Macedonia/FYROM, Moldavia, Romania, Slovakia, Slovenia and Serbia	Coordinated by the Ministry of Education on the Czech side; Goal: establish partnerships between lower- and upper-secondary schools in the participating countries, student and teacher mobility, good practice exchange, inter-cultural dialogue.	Across sectors	
Holocaust Documentation Centre [HDC]	The Federation of Jewish Religious Communities in Slovakia; The Ministry of Education of the Slovak Republic; The Government Office of the Slovak Republic; The Jewish Religious Community in Bratislava; The Milan Simečka Foundation; The Slovak Jewish Heritage Centre; The Israeli Embassy in the Slovak Republic; The Slovak National Archive; Institute of Ethnology; the SAS Historical Institute, the SAS Department of General History; The Comenius University; The Shoah Foundation Institute for Visual History at SCU Los Angeles, USA and Terezín, Czech Republic, the Wannsee Konferenz Haus, Berlin, Germany and the Yad Vashem Memorial, Israel	Goals of the HDC: The research and documentation of the Holocaust era in Slovakia. The collection of archival and other documents relating to the Jewish community and Jewish-majority relations and the Holocaust in Slovakia. Educating people about the Holocaust and phenomena related to this issue (anti-Semitism, xenophobia, intolerance and racism). Commemorative events, cooperation with the media, the professional as well as general public	CVET in the cultural sector	
DACUM http://www.siov.apg.sk/en/odbormedzspoluprace2_en.html	Canada (Saskatchewan Institute of Applied Science and Technology) Training Centres, universities, companies like AT&T, General Motors, General Electric, United Airlines and	Supporting innovation in vocational education on the basis of employers' demands. DACUM means developing a curriculum through job and occupation profiles that	Across sectors	

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
	Unilever. 30 countries all over the world.	are a basis for the development of training programmes and job descriptions.		
ITAD http://www.siov.apg.sk/en/odbormedzspoluprace2_en.html	Canada: Saskatchewan Institute of Applied Science and Technology (SIAST); Hungary (The Ministry of Education) Slovakia (The State Vocational Education Institute; testing schools; a local self-administration in Slovakia)	Enabling improvement of access to vocational education for the disabled and long-term unemployed people (e.g. Romanians) on the basis of Canadian methods and implementing strategic regional and institutional (school) planning.. The aim is providing disabled people with new educational and job opportunities. Main tasks: Training at regional level and in testing schools (strategic planning);		
EUROPEN	The Slovak Centre for Training Firms (SCCF) http://www.sccf.sk/o-nas-4.html http://www.siov.apg.sk/en/odborsccf_en.html	Implementation of new forms of education through simulation of real environment of companies and enterprising represent an important part of the Institute's activities, performed at specialized workplace of the Institute – the Slovak Centre for Training Firms. The Slovak Centre for Training Firms (SCCF) is a member of world-wide EUROPEN-PEN international network.		
PRIVATE INITIATIVES				
Not available				

32.5 Issues and obstacles

The lack of financial resources and the inequitable allocation of money to the receiving European countries are seen as key obstacles to the enlargement of international initiatives in VET.⁴⁹³

⁴⁹³ Interview

32.6 Sources of information

EQAVET (2014): Slovakia. Introduction to the VET System in Slovakia.
<http://eqavet.eu/gns/what-we-do/implementing-the-framework/slovakia.aspx>
[accessed 15.4.2014]

National Institute for Lifelong Learning (2014): <http://nuczv.sk/kontakt/> [accessed 15.4.2014]

Approaching Quality in Lifelong Learning in the Slovak Republic (national overview):
http://dialogue.eucen.eu/sites/dialogue.eucen.eu/files/P9-SK_Quality_National%20overview.pdf

Monographs of Candidate Countries, Vocational Education and Training and Employment Services in the Slovak Republic (2002):
[http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125702D004A8FD2/\\$file/Monograph%20Slovakia_EN.pdf](http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125702D004A8FD2/$file/Monograph%20Slovakia_EN.pdf) [accessed 16.4.2014]

The State Vocational Education Institute. International cooperation and international projects (2014): http://www.siov.sk/vdok_simple-information-about-projects-/9425s9990c [accessed 16.4.2014]

Department of international Cooperation. (2014):
<http://www.siov.apg.sk/siov/odbormedzspoluprace2.html> [accessed 16.4.2014]

Project ENTER SK (2014): http://www.adam-europe.eu/prj/9308/project_9308_de.pdf
[accessed 28.4.2014]

Slovakia. VET in Europe – Country Report (2011):
http://libserver.cedefop.europa.eu/vetelib/2011/2011_CR_SK.pdf [accessed 28.4.2014]

33 Country sheet: United Kingdom

Summary box:

Key trends and data

- **Strategy or framework for action in place:** No. Though, there is an international education strategy that includes VET.
- **Key targeted countries:** India, China, Kazakhstan, Saudi Arabia, Colombia, Mexico, Egypt, Tunisia, Vietnam, and South Africa.
- **Key types of cooperation:** Institutional cooperation
- **Types of VET commonly associated:** IVET
- **Key targeted sectors:** Language training; Business, commerce and market; Information technologies; Hospitality and tourism
- **Scale of public/private initiatives:** no specific information found
- **Data on budget:** According to a recent survey (Association of Colleges & British Council, 2012) on the UK skills sector, international activity is quite small in financial terms (less or much less than £1m) for the vast majority of organisations, with nearly 25% earning less than £100,000. Though, for a few organisations, international activity is worth millions of pounds. For one English College the international market is worth over £5m per annum, and for a specialist awarding organisation, over £10m per annum.
- **Data on mobility programmes:** no specific information found
- **Data on beneficiaries (e.g. number of VET students):** Estimates suggest that around 40,000 international further education students go to the UK each year.^{494, 495}

VET in the country⁴⁹⁶ (i.e. as covered in the fiche)

- **Upper secondary school:** secondary schools, further education institutions.
- **Post-secondary school /non-tertiary:** further/higher education institutions (only Scotland)
- **Tertiary institutions:** further/higher education institutions (level 5B).
- **Continuing VET:** colleges, further education colleges, independent training providers (private and voluntary sector) and higher education institutions.

⁴⁹⁴ The document *Skills Investment Statement 2011-2014: Investing in a World Class Skills System*, does not include information on VET international initiatives. The proposal on *UK Vocational Education and Training (VET) - Towards a Comprehensive Strategy for International Development* (Association of Colleges, 2012) suggests that a future UK VET international organisation, among other activities, should develop baseline data on international activity from which performance enhancement targets can be set.

⁴⁹⁵ Source: Association of Colleges (2012) based on Baldauf, B., Hogarth, T., and de Hoyos, M. (2008). *Going global? – Opportunities in the international market: final report*. Warwick Institute for Employment Research/AoC. (Executive summary available at: http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/baldauf_et_al_2008_global_es.pdf). This data should be compared with 800,000 higher education students, roughly half in the UK and half at UK university campuses abroad.

⁴⁹⁶ Source: Eurydice (2013).

33.1 Strategy / framework for action, incl. drivers

In the UK there is not a global strategy on VET.

Though, the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE) have put in place an *International Education Strategy: Global Growth and Prosperity* in July 2013, a strategy for the whole education sector including vocational qualifications. This document refers to several cooperation activities involving VET, which are addressed in the following sections of this country sheet.

Previously, in 2012, the Association of Colleges (AoC) as the contractor to BIS, developed a proposal on *UK Vocational Education and Training (VET) - Towards a Comprehensive Strategy for International Development*. This document was guided by the work of a Steering Group representing the UK VET sector and calls for a national strategy based on "greater clarity and consistency of aims across government and sustained government support for the UK VET sector; a simple, unified 'ecosystem' approach to describing and marketing our UK VET system to international customers and use of a single brand".

The document underlines some aspects that could contribute to a strong UK international strategy on VET:

- UK awarding bodies and qualifications are widely recognised;
- Many colleges and companies are already successfully offering education and training to international students in the UK or in their home countries;
- The UK's government quality assurance agencies covering both awards and the delivery of learning programmes are known for their rigour and transparency.⁴⁹⁷

The document states that a national strategy would help to present the different components of UK VET as a coherent system, easy to understand for potential customers.

The drivers for international cooperation in VET are of a double nature:

- Commercial (the recent reduction in public funding reinforces the need to look for other sources of funding)
- Educational: international cooperation contributes to support people to be successful in an increasingly globalised labour market

These drivers are similar in the case of higher education. In higher education, the development of research is also of great importance; in VET, the equivalent would be the production of knowledge concerning industry.

As for the drivers for individual organisations, according to a survey conducted by the Association of Colleges and the British Council in 2012, organisations in the skills sector in the UK⁴⁹⁸ informed on the following motivations to engage in international activity: to earn a margin/profit from it (83% of the 83 associations that answered the question); to enrich the experience of their UK-based learners (76%); to raise their profile (75%); to enrich the experience of their UK-based staff (68%); Government encourages it (includes funding agencies) (30%); and other motivations (12%).

⁴⁹⁷ Though, it is noted that, at this moment, none of the government inspectorates in charge of VET has a remit to work internationally.

⁴⁹⁸ The survey was responded by 100 organisations, including colleges (74), sector skills bodies (14), work-based learning providers (7) and awarding organisations (2). These develop activities in different levels, including Master's Degree (9.5% of activities are implemented for this level) that would be out of the scope of this report.

Lastly, the country's added value compared to other players in the field⁴⁹⁹ comes from the English language, a demand-driven and flexible approach and, as a consequence, a good potential for development.

33.2 Geographical scope of VET cooperation

The UK has identified eight priority countries and one region to be the primary focus of our international education partnerships as a whole: China, India, Brazil, Saudi Arabia, Colombia, Turkey, Mexico, Indonesia and the Gulf.⁵⁰⁰

In the document *UK Vocational Education and Training (VET) - Towards a Comprehensive Strategy for International Development*, the following countries and regions are specifically mentioned: South-East Asia, China, India, the Middle East and South America, particularly Brazil. There are also initiatives that target countries in North Africa and partnerships with the United States, Australia and Canada.

The cooperation with some countries reflects historical relations (as in the case of India) but it mostly responds to the demand for skills. In developing economies, with skills shortage, the UK can bring more added value. A good example is China. In some cases the demand is focused on specific sectors; for instance, in Brazil there is a great demand for English language teaching. Furthermore, international cooperation in VET builds on links already established in higher education. Lastly, UK government encourages the entrance in specific markets.

According to the survey conducted by the Association of Colleges and the British Council in 2012, organisations in the skills sector in the UK are engaged in cooperation activities involving many different countries. After the EU/EEA countries, the countries with which the UK cooperates more frequently are India (56 out of 90 associations that answered the question), and China (51). These are followed by Pakistan (38), other Asian countries (37), Saudi Arabia (35), Europe non-EU/EEA (35), other Middle East (33), Gulf States (32), Japan (32), South East Asia, Nigeria, Russia, Malaysia, Central Asia, South Africa, other Africa, other South America, Brazil, USA, Maghreb, Iraq, Ghana, Australia, Caribbean, Canada, Egypt, other Central and North America, New Zealand and other Australasia.

33.3 Sectoral scope of VET cooperation

According to interviewees, as for colleges, VET international cooperation has mainly concerned:

- Language training;
- Business, commerce and market;
- Information technologies;
- Hospitality and tourism.

It also concerns other areas in which the UK has a good reputation as creative industry and fashion.

Among the awarding bodies, there are also interesting experiences of internationalisation in the areas of business, marketing, secretarial and administration studies (promoted by the Institute of Chartered Secretaries and Administrators⁵⁰¹), or beauty therapy (promoted by the Confederation of International Beauty Therapy and Cosmetology⁵⁰²).

⁴⁹⁹ The document *UK Vocational Education and Training (VET) - Towards a Comprehensive Strategy for International Development* identifies as strong competitors Australia, Canada and Germany.

⁵⁰⁰ According to *International Education Strategy: Global Growth and Prosperity* (BIS & DfE, 2013) and the Eurypedia (article: Institutions providing adult education and training).

⁵⁰¹ <https://www.icsa.org.uk/about-us/our-governance>

⁵⁰² <http://www.cibtac.com/>

The following table includes some of the sectors targeted by current cooperation activities:

Table 36. Sectoral scope of VET cooperation

Sector	Country of cooperation
Creative industry, Fashion, Global entertainment and media, Food supply chain	India
Automotive*	China, Egypt, South Africa, Vietnam
Tourism*	China, Egypt, Vietnam
Fashion and textiles*	Tunisia
Creative industries*	China
IT services*	China
Business services*	China
Business and administration, Beauty, Fashion, Information technology	Saudi Arabia
Beauty therapy, spa, wellbeing, diet and nutrition, sports therapy	Australia, China, Hong Kong, India, Indonesia, Japan, Malaysia, Mauritius, New Zealand, Qatar, Singapore, South Africa, St. Lucia, Thailand or the United Arab Emirates.

* *International Skills Partnerships funded by the British Council.*

According to the survey conducted by the Association of Colleges and the British Council in 2012, "English language" is the most frequent curriculum area in which respondents are focusing (63% from the 84 respondents). This is followed by: business/entrepreneurship (56%); creative and media (45%); management (44%); health and care (41%); engineering/manufacturing (39%); hospitality/catering (39%); ICT (37%); teaching and related (36%); construction and built environment (24%); land-based (8%).

33.4 Types of cooperation activities, actors, and specific initiatives

The UK establishes the following key priority areas of intervention in the internationalization of VET: students' recruitment for the UK; delivering teaching overseas; partnerships; consultancy; and working with UK awarding bodies.

According to the survey conducted by the Association of Colleges and the British Council in 2012, organisations in the UK are involved in the following types of international activities:⁵⁰³

- Teaching international students in the UK (75.5% of the respondent organisations were involved in this type of activity);
- Staff exchange (41.5%);
- Student exchange (39.4%);
- Institutional twinning (34.0%);
- Research/Consultancy/Technical assistance – for profit (31.9%);
- Teaching international students outside the UK within educational institutions (27.7%);
- Research / Consultancy / Technical assistance – on a non-profit basis (27.7%);
- Cultural activity, including charitable / philanthropic (19.1%);

⁵⁰³ It also includes activities developed in cooperation with EU/EEA countries.

- Teaching international students outside the UK via e-learning (16.0%);
- Teaching international students outside the UK on employer's premises (13.8%);
- Other (23.4%).

As for the actors, the Department for Business, Innovation and Skills (BIS) is the Ministerial Department with policy responsibility for international education. There are two main sources of government support for the internationalisation of the education sector:

- The BIS/UKTI (UK Trade & Investment) Education UK Unit. It supports companies and institutions involved in large scale commercial opportunities.
- The British Council. It promotes educational opportunities and cultural relations.

The International Education Council, established in July 2013, advises on the international education strategy and works with the government and the industry to support the UK education sector. It meets 3 to 4 times a year and its members include stakeholders from across the education sector. The following are the most relevant in the field of VET:

- The Association of Colleges, representing colleges.
- TVET UK. Organisation dedicated to international business development. It has a varied membership of organisations involved in the technical and vocational education sector.
- The British Educational Suppliers Association which represents UK-based companies that supply goods and services to the education sector. Its members include manufacturers and distributors of equipment, materials, teaching aids, books, consumables, furniture, technology, ICT hardware and digital content.
- The Federation of Awarding Bodies (FAB), the trade association for vocational awarding bodies in the UK.

Other UK Skills stakeholders include: the Association of Employment and Learning Providers (AELP), Colleges Wales / Colegau Cymru, Scotland's Colleges, Colleges Northern Ireland, English UK, GTA England, the 157 Group, the International Skills Standards Organisation (INSSO), and the UK Commission for Employment and Skills (UKCES).

The table presents the main cooperation activities, actors, and specific initiatives. The mapping is not exhaustive. The table has been broadly split between initiatives launched by public actors and examples of initiatives initiated by the private sector. The text below provides an overview of the content of the more detailed table below.

33.4.1 Public initiatives

This section includes information on initiatives driven or supported by the UK government. Though, many of these initiatives include also private providers.

The document *International Education Strategy: Global Growth and Prosperity* identifies some policies that are relevant for the whole education sector, including VET:

- The UK-India Education and Research Initiative (UKIERI) is a five year intergovernmental programme with the objective of enhancing the education and research relationship between UK and India. The first phase ran from 2006 to 2011 and phase two will run from 2011-2016. The budget of this programme is of £5 million per year and focuses on four strands: Leadership Development, Innovation Partnerships, Skills Development, and Enhancing Mobility.
- The UK-China Partners in Education Action Plan is a three year intergovernmental programme with the objective of enhancing the education

and skills relationship between China and the UK. It was launched in October 2011 at the 6th UK-China Education Summit. The budget of this programme is of around £4 million per year and it focuses on four strands: *Higher Education: Building Partnerships and Promoting Mobility, Vocational Education: Developing Vocational Education and Skills Training, Basic Education: Raising School Standards and Language Cooperation: Promote Mandarin learning in UK and English in China.*

- From 2008, the British Council⁵⁰⁴ has supported international skills partnerships between the UK and other countries that aim at enhancing skills and employability. This programme supports initiatives to develop industry-led curricula, enhance the quality of training, improve employer engagement approaches, aid the development of progression routes, help shape national skills strategies, etc. It has supported around 70 projects in over 30 countries.

The Education UK Unit, working with English UK, the British Council and others is looking into opportunities to deliver English language teaching at scale in Kazakhstan. Activities could include a consortia backed by government providing, among other, support for teacher training, especially in vocational education and in key sectors such as energy and engineering.

Those institutions are also involved in the promotion of cooperation with Saudi Arabia, Malaysia, Indonesia, Mexico and Colombia. In Saudi Arabia, the UK has links with the Technical and Vocational Training Corporation, and the UK government encourages the establishment of new colleges in partnership with private sector partners.⁵⁰⁵ A consortium of UK further education colleges has recently secured a contract to develop a vocational training college in Saudi Arabia, with the support of UK Export Finance (UKEF).

The British and Malaysian Prime Ministers have recently agreed on a partnership in education with an emphasis on vocational skills and research partnerships. The government of Malaysia would like to benchmark Malaysian National Occupational Skills Standard with UK's and also UK-Malaysia Dual Certification.⁵⁰⁶

Furthermore, an education and corporate training trade mission to Indonesia and Malaysia is foreseen for June 2014.⁵⁰⁷

In 2013, the Universities and Science Minister led a UK education sector delegation on a visit to Colombia and Mexico to explore opportunities for partnerships with these countries. These would include offers in English language, higher education, student mobility, vocational training and teacher development.

33.4.2 Private initiatives

A consortium of UK further education colleges has recently secured a £75 million contract to develop a vocational training college in Saudi Arabia. This consortium includes the North East Surrey College of Technology, Highbury College, Burton and South Derbyshire College (BSDC), University of Hull and Birmingham City University.

⁵⁰⁴ The British Council has been included under public initiatives since it works closely with all UK governments and devolved administrations and it is a recipient of significant public funds. Though, it is a registered charity operationally independent from the UK government.

⁵⁰⁵ For more information, please see UK Trade & Investment. Saudi Vocational Education and Training (VET) Market Opportunities (14 May 2013) http://www.coneq.org.uk/Saudi_docs13/SaudiArabia-Education-Training.pdf

⁵⁰⁶ For more information, please see UK Trade & Investment. Education & skills training opportunities in Malaysia. Sector briefing. 2013. <http://www.tvetuk.org/wp-content/uploads/Malaysia-Education-and-Training-Sector-Report-2013.doc>

⁵⁰⁷ For more information, please see UK Trade & Investment website <http://www.ukti.gov.uk/export/sectors/educationtraining/event/723760.html>

Awarding bodies also develop actions for internationalisation mainly with commercial purposes. It is the case, for instance of the Institute of Chartered Secretaries and Administrators (ICSA), or the Confederation of International Beauty Therapy and Cosmetology (CIBTAC). The CIBTAC provides courses in many different countries, including Australia, China, Hong Kong, India, Indonesia, Japan, Malaysia, Mauritius, New Zealand, Qatar, Singapore, South Africa, St. Lucia, Thailand or the United Arab Emirates. ICSA has a membership spread through 72 countries and is governed by an international council. Apart from the UK and the Republic of Ireland, it is organised in eight divisions or territories: Australia, Canada, China (including Hong Kong), Malaysia, New Zealand, Singapore, Southern Africa and Zimbabwe.⁵⁰⁸

33.4.3 Examples of country's action within International organisations

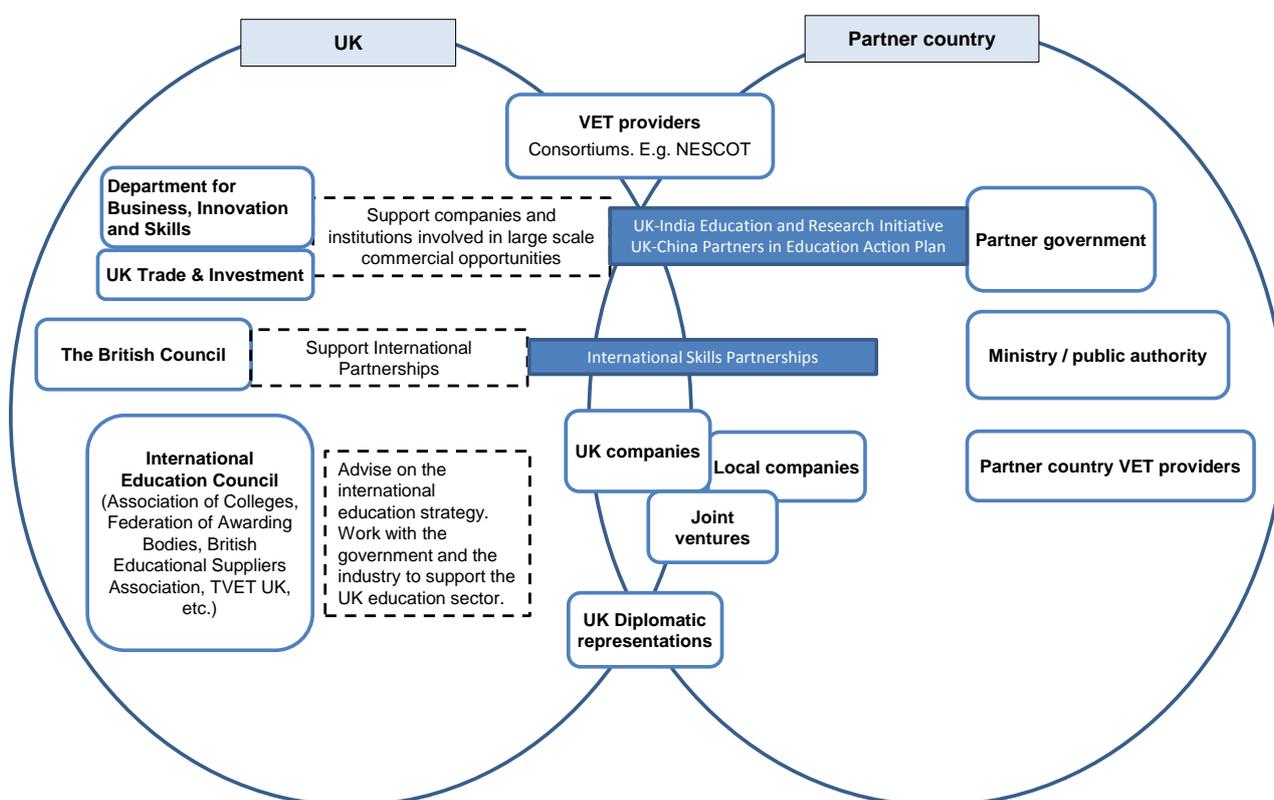
Table 37. Detailed overview table

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
PUBLIC INITIATIVES				
UK-India Education and Research Initiative	Governments of UK and India.	It is a five year intergovernmental programme with the objective of enhancing the education and research relationship between UK and India. It was launched in 2006. It was extended to the period 2011-2016.	Creative industry Fashion Global entertainment and media Food supply chain	Project "Train the trainer": Partnership to re-engineer two courses on Creative & Digital Media and Fashion Design. Partnership for the creation of a Virtual Learning Environment on media and animation. Partnership for the development of a course on best practices to optimise the Supply Chain Management in the Global Fashion Industry.
UK-China Partners in Education Action Plan. Strand 2: Vocational education: Developing Vocational Education and Skills Training.	Governments of UK and China. Ministry for Skills (UK) and Ministry for Education (China)	It is a three year intergovernmental programme with the objective of enhancing the education and skills relationship between China and the UK. It was launched in October 2011.	Not specified.	Piloting a UK apprenticeship programme in Tianjin. Partnerships between institutions, including a mobility project for VET institutions principals.
International Skills Partnerships	Funded by the British Council Different actors depending on the project. Currently, there are ongoing projects in Egypt, Tunisia, China, Vietnam and South Africa.	Created in 2008, these partnerships aim at enhancing skills and employability. This programme supports initiatives to develop industry-led curricula, enhance the quality of training, improve employer engagement approaches, aid the development of	Automotive Creative media Clothing Chemical Banking and finance Tourism Fashion and textiles Mechanical engineering Electrical engineering	The Edinburgh College and the Egyptian Tourism Federation have a partnership for curriculum development and the promotion of employer engagement in the tourism sector. Walsall College and East Cape Midlands FET College (South Africa) have a partnership for curriculum

⁵⁰⁸ Source: ICSA annual report and financial statements 2012-2013. Available at: <https://www.icsa.org.uk/assets/files/pdfs/Annual%20Reports/icsa-annual-report-2013.pdf>

Type of activity	Actors	Initiative(s)	Industry (ies) concerned/ services proposed	Examples
		progression routes, help shape national skills strategies, etc.	E-commerce IT services, creative industries	development, teacher training and employer engagement in the ICT and automotive sectors.
PRIVATE INITIATIVES				
Running the women's College in the Saudi Arabian City of Jeddah.	NESCOT Consortium: North East Surrey College of Technology, Highbury College, Burton and South Derbyshire College (BSDC), University of Hull and Birmingham City University	College fully equipped with state-of-the-art facilities and smart classrooms. Courses are based on an innovative curriculum and are developed in collaboration with industry.	Business and administration Beauty Fashion Information technology	Not available
Internationalisation strategy of the Confederation of International Beauty Therapy and Cosmetology (CIBTAC)	The CIBTAC is an awarding body, from the private sector.	Provision of courses in many different countries, as Australia, China, Hong Kong, India, etc.	Beauty therapy, spa, wellbeing, diet and nutrition, sports therapy.	Not available

Figure 4. Overview graph of the main VET cooperation initiatives, types of activities, and main actors involved in those.



33.5 Issues and obstacles

The document *International Education Strategy: Global Growth and Prosperity* (BIS & DfE, 2013) identifies the following challenges in the internationalisation of the whole education sector:

4. Lack of coordination between agencies and actors;
5. Many schools, universities and colleges have a charitable status. Although this model has many strengths, it is not structured for growth;
6. The visa regime. The UK wants to make sure that prospective students know that the UK is open for business and fully welcomes all genuine students;
7. Competition from new types of provider, namely multi-national companies that operate across the world;
8. Stronger country-to-country competition;
9. Changing customer relationships between countries with a demand for education and countries looking to supply it. In many cases, suppliers will have to reach students in their home countries.

More specifically on VET, the interviewees identified the following issues and obstacles:

- Financial constraints. Many of the initiatives require important up-front investment. For instance, in the case of the recent contract to develop a vocational training college in Saudi Arabia, the bidders were asked to provide substantial performance and advance payment bonds, and parent company guarantees. The Education UK Unit working with the UK college consortium brought in the UK Export Finance, who worked closely with the colleges and their banks, so that the contract was successfully secured.
- As also mentioned in BIS & DfE (2013), the UK has a robust visa system that can be challenging when recruiting students.
- The representative from the Federation of Awarding Bodies mentions difficulties in explaining the UK VET system in other countries.
- There is a need to promote the articulation of VET offer and further cooperation among partners in the UK. According to the representative of the Association of Colleges, this would be best done through partnerships, and a designated unit to support opportunities in this area could bring added value.
- The need to scale up UK international cooperation in VET.

As for the difficulties encountered by individual organisations, according to the survey conducted by the Association of Colleges and the British Council in 2012, organisations in the skills sector in the UK informed on the following constraints to engage in international activity: lack of resources (excluding staff) (47% of the 81 associations that answered the question); lack of trained/experienced staff (40%); lack of knowledge/expertise required (28%); not part of their mission/potential diversion from their mission (12%); lack of confidence (7%); Government discourages it (includes funding agencies) (7%); not important enough to them/they expect better returns on other activity (5%); other constraints (35%). These other constraints include issues concerning the UK Border Agency, investment issues, internal issues, and more specific issues.

Regarding the possibility of moving up the initiatives at the transnational/EU level, the representative of the Association of Colleges considers that this could be done, especially in the case of big markets as China and India. Though, it would be a significant challenge.

33.6 Sources of information

Association of Colleges (2012). UK Vocational Education and Training (VET) Toward a Comprehensive Strategy for International Development.

http://www.aoc.co.uk/en/about_us/what_we_do/aoc_announcements/index.cfm/id/6F731A05-7476-4634-9FE058D5AF4059B5/page/1

Association of Colleges & British Council (2012). Skills Sector International Activity. A study of current UK engagement. Available at

<http://www.aoc.co.uk/en/international/general-information-resource/>

BIS (2011). UK-China Partners in Education - Action Plan.

<http://news.bis.gov.uk/Resource-Library/UK-China-Partners-in-Education-Action-Plan-120a.aspx>

BIS & DfE (2013). International Education Strategy: Global Growth and Prosperity.

<https://www.gov.uk/government/publications/international-education-strategy-global-growth-and-prosperity>

British Council. International skills partnerships.

<http://www.britishcouncil.org/learning-skills-for-employability-project-skills-partnerships-2.htm>

Eurydice (2013). The structure of the European education systems 2013/14: schematic diagrams.

http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

NESCOT Consortium project. <http://www.nescot.ac.uk/news/2013/09/27/nescot-consortium-opens-womens-college-in-saudi-arabia/>

UKIERI UK-India Education and Research Initiative. <http://www.ukieri.org/index.html>

International organisations/forum sheets

1 ASEM (Asia-Europe Meeting)

Summary box - Key trends and data

- **Topics related to VET discussed within ASEM:** Qualifications frameworks within each region; Quality assurance practices and tools; Improving the Attractiveness TVET; Engaging Business and Industry in Education; interregional dialogue between TVET practitioners at sectoral level
- **Key interested countries:** Germany, Austria, Denmark, France, the Netherlands, China, Indonesia, Vietnam, Philippines, Malaysia
- **Key types of cooperation:**, symposiums and workshops
- **Types of VET commonly associated:** initial and continuous VET
- **Key targeted sectors:** none in particular so far
- **Scale of public/private initiatives:** Not applicable
- **Data on budget:** ASEM Education Secretariat (AES)' personnel is paid for by the host ministry (BMBF from 2009 to 2013) and VET symposiums were funded by the ministry of education in the host country.
- **Data on mobility programmes:** Not applicable
- **Data on beneficiaries (e.g. number of VET students):** Not applicable

1.1 Background information on ASEM

The Asia-Europe Meeting (ASEM) is an interregional forum which consists of the 28 EU Member States, Switzerland and Norway, the European Union, the 10 members of ASEAN, the ASEAN Secretariat, China, Japan, the Republic of Korea, India, Mongolia, Pakistan, Australia, Russia, New Zealand and Bangladesh⁵⁰⁹. Established in 1996, ASEM aims to deepen relations between Asia and Europe in the context of a multipolar world order. The European Commission is one of the founding ASEM partners. In 2014, following alignment with the provisions of the Lisbon Treaty, the 'European Union' (EU) became a member of ASEM, with the European External Action Service as the permanent coordinator for the EU⁵¹⁰.

ASEM intervenes in the following three areas: the Political Pillar, the Economical Pillar and the Social, Cultural and Educational Pillar. The responsible ministers of the ASEM member states, representatives of the European Commission, and the ASEAN Secretariat meet every two years to define future cooperation objectives and agree on output-oriented activities⁵¹¹. The role of this Conference of Ministers is to facilitate political commitment, set the policy agenda and steer the activities of this dialogue process. Observers (e.g. international organisations) may attend the meetings on invitation of the host country. In addition to biennial ministerial meetings, political, economic, and socio-cultural meetings and events also take place at various levels.

1.2 ASEM's framework for international cooperation in VET

Strategy

Initiatives in the field of VET take place under the Social, Cultural and Educational Pillar and more specifically under the ASEM education process. Higher education has been on the top of the agenda and technical vocational education and training (TVET)

⁵⁰⁹ Full list at: <http://www.aseminfoboard.org/members.html>

⁵¹⁰ http://eeas.europa.eu/asem/index_en.htm

⁵¹¹ <http://www.asem-education-secretariat.org/en/>

was added at a later stage⁵¹². This reflects the general trend that international cooperation focused first and foremost on higher education. Adding TVET on ASEM's agenda has reportedly been driven mainly by Germany and China as both have recognised the value of dual training in VET in developing a competent workforce as factor of comparative advantage at global level.

EU countries' wish to add VET to ASEM's agenda has been motivated rather by high youth unemployment. Austria, Denmark, France, the Netherlands, Indonesia, Vietnam, the Philippines and Malaysia have also been strong participants in ASEM symposiums and workshops on VET. ASEM has thus been used as a forum to promote cooperation on VET - at multilateral level, in addition to existing bilateral initiatives. Working at the multilateral level is particularly valued by small countries, e.g. Denmark, the Netherlands, as this increases their leverage. Considering that ASEM is an information exchange forum which in some cases produces policy recommendations, discussing VET set the topic higher raised ASEM member countries' awareness of the topic and on what exists in each region.

Discussions have focused on how and to what extent higher education and TVET could contribute to developing high-quality human resources and increase the mobility of students and staff within and between the ASEM regions. Considering the heterogeneity of educational systems across both regions and gaps in knowledge and understanding of the respective qualifications frameworks and credits, the ASEM Education Process has discussed how to make higher and VET systems in Asia and Europe compatible in order to increase exchange and mobility⁵¹³. Discussions have also focused on ways to improve the attractiveness of VET, in comparison to higher education. This is more of an issue in Asian countries, than in Europe, where an academic qualification is more prestigious than a VET one.

At the 2011 Third Asia-Europe Meeting of Ministers for Education (ASEMME3), Lifelong Learning including Technical and Vocational Education and Training (TVET) and Engaging Business and Industry in Education (alongside Quality Assurance and Recognition and Balanced Mobility) were thus identified as key work areas of the ASEM Education Process. The above priority areas of work were re-affirmed at the Fourth and most recent (May 2013) Asia-Europe Meeting of Ministers for Education (AEMME4)⁵¹⁴.

Actors

Each Ministerial Conference has been supported by a rotating ASEM Education Secretariat (AES) which coordinates ASEM educational activities and provides progress reports on the implementation of these activities. The AES was established in 2009 and was hosted by the German Academic Exchange Service (DAAD) and funded by the Federal Ministry of Education and Science (BMBF) from 2009 to 2013. It is currently hosted by the Ministry of Education and Culture Indonesia.

At stakeholder level, a continuous dialogue is established with policymakers, thematic experts and other stakeholders discussing education topics. Key partners in the ASEM regions are listed below. Experts meet regularly to share experiences, present examples of good practice, and contribute to policy discussions and the implementation of reform measures. Most initiatives for bringing these experts together are taken by different ASEM member states with the support of the AES.

The last two partners are relevant to TVET and the rest to higher education:

⁵¹² ASEM Education Secretariat, *From Copenhagen to Kuala Lumpur - Stocktaking Report of the ASEM Education Process - 4th Asia-Europe Meeting of Ministers for Education (ASEMME4)* Kuala Lumpur, 13-14 May 2013, p. 11.

⁵¹³ ASEM Education Secretariat, *From Copenhagen to Kuala Lumpur - Stocktaking Report of the ASEM Education Process - 4th Asia-Europe Meeting of Ministers for Education (ASEMME4)* Kuala Lumpur, 13-14 May 2013, p. 11.

⁵¹⁴ <http://www.asem-education-secretariat.org/en/24366/>

- The Asia-Europe Foundation (ASEF),
- the ASEM Lifelong Learning Hub (ASEM LLL Hub),
- the ASEAN University Network (AUN),
- the European Network for Quality Assurance in Higher Education (ENQA),
- the European Student Union (ESU),
- the European University Association (EUA),
- the European Association of Institutions in Higher Education (EURASHE),
- the Organisation for Economic Co-operation and Development (OECD),
- the United Nations Educational, Scientific and Cultural Organization (UNESCO),
- UNESCO-UNEVOC International Centres for Technical and Vocational Education and Training,
- the Southeast Asian Ministers of Education Organization's (SEAMEO) Regional Centre for Vocational & Technical Education & Training (VOCTECH) (SEAMEO VOCKETCH Regional Centre), which is dedicated to the enhancement of vocational and technical education and training in South East Asia.

These organisations are consulted in order to identify points of shared interest and whether agendas can be coordinated. They also support the process of identification of key experts in the preparation of symposiums, workshops and other types of meetings.

In the area of VET, there have been few specific programmes, surveys and studies launched by ASEM.

*Figure 5. Structure of the ASEM Education Process*⁵¹⁵



⁵¹⁵ ASEM Education Secretariat, *From Copenhagen to Kuala Lumpur, Stocktaking Report of the ASEM Education Process*, 4th Asia-Europe Meeting of Ministers for Education, p. 8.

1.3 Examples of initiatives and their results

Most discussions within the ASEM education process, and thus emerging initiatives, are on higher education. The following section presents topics related to VET discussed within ASEM meetings and initiatives taken.

Reporting in 2011 on the implementation of tasks set at ASEMME1 (Berlin 2008) and ASEMME2 (Hanoi 2009), the ASEM Education Secretariat indicated that:

- Discussions had clearly demonstrated that quality assurance issues in higher education and in VET were high on the political and institutional agenda in Asia and Europe. Indeed good quality institutions and study programmes create trust between institutions, a pre-requisite to strengthen mobility between the two regions. It was therefore suggested to link the existing European Network for Quality Assurance in VET (ENQA-VET) with initiatives in Asian countries in order to exchange experience and practices on quality assurance in VET.
- Recognizing that qualifications frameworks facilitate the transfer and recognition of qualifications across different countries and education and training systems, recognition of qualifications was another key area of discussion. Considering large differences in the understanding of learning outcomes between Asia and Europe and within each regions also, one Asian country had suggested establishing an ASEM Qualifications Framework following the EQF LLL⁵¹⁶.

In January 2011, China hosted the first ASEM Technical and Vocational Education Symposium in Qingdao, China. The theme was "How to Improve the Attractiveness and Employability of TVET in the Current Global Economic Situation". 220 delegates from EU and Asian countries and the ASEM Education Secretariat discussed their national strategies, national policies and national systems to enhance TVET reform and development, and shared their experiences. The symposium agreed that:

- they should implement measures to put TVET into a more important position, notably to support the country's economic development
- a key challenge lies in making TVET more attractive to potential students as a way to maximise their employability
- Dialogue and cooperation, on curriculum reform, standards and quality assurance, personnel exchange, research and lifelong learning, etc., among members at national, industrial and TVET institutional levels are to be developed.

In view of the above, the symposium recommended that⁵¹⁷:

- the ASEM TVET Symposium be made a regular event in order to establish and enhance an international TVET policy dialogue mechanism
- an expert group be established in order to elaborate the development of joint TVET initiatives.
- good practices be shared between Asia and Europe on cooperation models between multinational enterprises and local vocational schools
- Asian and European member countries be encouraged to conduct bilateral and multilateral TVET technical assistant programmes

⁵¹⁶ ASEM Education Secretariat, 2011 Status report, p. 13.

⁵¹⁷ ASEM Education Secretariat, From Berlin 2008 via Hanoi 2009 to Copenhagen 2011, *Status Report of the ASEM Education Secretariat for the 3. Asia-Europe Meeting of Ministers for Education (ASEMME3) Copenhagen, 9/10 May 2011*, p.7.

- Asian and European member countries be supported to cooperate in areas such as curriculum and teacher professional development, quality assurance, recognition of prior-learning experience and learning methods
- best practices be documented particularly those reflecting industry-school partnerships which can be shared by all participating countries.

This fed into discussions at the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) in Copenhagen in May 2011, where the Chair's conclusions included⁵¹⁸:

- a request to the Senior Officials and the ASEM Education Secretariat to provide the ASEMME4 with a systematic overview of existing qualifications frameworks models. It was specified that a wide range of National Qualifications Frameworks was already documented through a 16 country study by the ILO and through international inventories published at regular intervals by Cedefop (Working Papers on NQF development in Europe), ETF (Inventory of NQF developments) and UNESCO;
- a request to document best practices in VET, particularly those reflecting industry/school partnerships;
- a suggestion to establish an expert group in order to elaborate the development of joint VET initiatives.

The above recommendations translated into two ASEM events: a symposium held on TVET in February 2012 in Berlin and a workshop on TVET in the Tourism and Hospitality Sector in November 2012 in Vienna. Those are detailed below.

Another symposium was planned in Vietnam in late 2012 or early 2013 on the inclusion of informal and non-formal learning into frameworks. This symposium did not take place however. Austria stepped in with the suggestion to host a workshop in the Tourism and Hospitality Sector, in order to maintain a momentum and also as it considered that its VET in the hospitality sector would be of interest to showcase within ASEM.

The February 2012 ASEM Symposium Technical and Vocational Education and Training gathered 60 experts in Berlin to exchange information on the state of development in ASEM member states of National Qualifications Frameworks (NQFs), the key tool to translate levels and qualifications between systems, improve comparability of content and use of qualifications for the final users (labour market, companies and professionals) and in turn support mobility across regions. The event was organised by the ASEM Education Secretariat and BIBB's Department for Internationalisation of Vocational Education and Training. Three working sessions explored similarities, differences, and good practice in what were called the "demand", "development" and "decision & implementation" phases of NQFs across the two continents. Participants explored:

- the conflicting demands of education and employment when developing NQFs⁵¹⁹
- the strengthening of social partners' involvement in the development and implementation of NQFs
- the inclusion of informal and non-formal learning into frameworks
- the possibility to bring stakeholders from Europe and Asia from the same sector (such as tourism) together to exchange experience on Sectoral Qualifications Frameworks⁵²⁰.

⁵¹⁸ 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) Copenhagen, 9/10 May 2011, "Shaping an ASEM Education Area", Conclusions by the Chair.

⁵¹⁹ <http://www.bibb.de/en/60900.htm>

The November 2012 “ASEM Workshop on TVET in the Tourism and Hospitality Sector” in Vienna was organised by the Austrian Federal Ministry of Education, the Arts and Culture (BMUKK), with support from the ASEM Education Secretariat. The workshop was hosted by the MODUL University Vienna and the MODUL Tourism College, two leading Austrian institutions in secondary and tertiary education for the tourism and hospitality sector. 60 TVET experts from 17 ASEM member states in Asia and Europe and from international organisations as UNEVOC, UNESCO and the European Training Foundation, and SEAMEO VOTTECH and the ASEM Education Secretariat attended⁵²¹. Participants concluded that, considering that the global scope of the tourism and hospitality industry:

- TVET curricula and certifications needed to be both competency-based and internationally comparable in order to ease the transfer of credit and credentials between ASEM countries and regions
- a continued and intensified interregional dialogue between TVET practitioners at sectorial level was needed, e.g. between national and regional administrations, social partners, universities, TVET schools and colleges as well as industry associations representing tourism and hospitality sectors. Co-operation areas identified were: development of curricula, standards, and learning outcomes; education of teachers and trainers; the development of TVET systems; enhancement of work based learning; comparable qualification frameworks that would facilitate credit transfer or certification of qualifications in the region.
- cross-referencing mechanisms between the European Qualifications Frameworks and emerging regional qualifications frameworks in Asia should be further discussed and developed.

The 4th Asia-Europe Meeting of Ministers for Education (ASEMME4) took place in Kuala Lumpur in May 2013. Priorities and additional activities for the post-ASEMME4 period were identified; most concerned higher education; the following related to VET:

- Malaysia expressed its will to assist in the documentation of best practices in VET and to cooperate with the relevant EU networks and the SEAMEO Regional Centre for Lifelong Learning⁵²².
- ETF, Cedefop, UNESCO-TVET and UNESCO-UIL announced they would co-produce a worldwide inventory of NQF developments. This inventory would be structured around a thematic chapter and a country chapter.
- Germany also offered to organize an expert seminar to exchange experiences and lessons learnt in the field of dual education.

The DAAD and the BIBB held this seminar mid-April 2014⁵²³. Presentations covered the characteristics of a selection of German dual study programmes, site visits at a German higher education institution and at the partner German company offering placements. International cooperation opportunities in the field of dual vocational training for SMEs in the Baltic Sea Region were also presented. On the Asian side, school-based systems experiences and good practices from Brunei Darussalam,

⁵²⁰ Conclusions of the ASEM Symposium Technical and Vocational Education and Training, Berlin 27 – 28 February 2012, http://www.asem-education-secretariat.org/imperia/md/content/asem2/events/2012_tvete_berlin/2012_tvete_wrap_up_final.pdf

⁵²¹ Conclusions of the ASEM Workshop on TVET in the Tourism and Hospitality Sector Vienna, 20 – 21 November 2012, http://www.asem-education-secretariat.org/imperia/md/content/asem2/events/2012_tvete_vienna/20121220_asem_workshop_final_conclusions.pdf

⁵²² ASEM Education Secretariat, *From Copenhagen to Kuala Lumpur - Stocktaking Report of the ASEM Education Process - 4th Asia-Europe Meeting of Ministers for Education (ASEMME4)* Kuala Lumpur, 13–14 May 2013, p. 46.

⁵²³ <https://eu.daad.de/veranstaltungen/aktuell/uebersicht/de/24187-asem-expert-seminar-1-0-01-0-01/>

Malaysia, Philippines were presented and work-based systems in China, India, and Indonesia were also showcased⁵²⁴.

It is planned that Latvia will host the Fifth Asia-Europe Meeting of Ministers for Education (ASEMME5) in 2015 and Korea the ASEMME6 in 2017.

Recently the integration of higher education and VET, leading to double (higher education and VET) diplomas, and the role of polytechnics and dual/corporate universities in this (in Malaysia, Thailand, Hong Kong, Germany and Austria, e.g. Mercedes and Bosch academy which is now accredited as a university), has been discussed within ASEM. This would support the promotion of VET attractiveness. This could lead to partnerships between such EU and Asian institutions.

The Regional Centre for Higher Education and Development working for the Southeast Asian Ministers of Education Organization's (SEAMEO) has been working on developing a regional, Southeast Asian Quality Assurance Framework⁵²⁵. ASEAN has also been working from 2013 towards the development of a regional, Southeast Asian Qualifications Reference Framework - which would also reference VET qualifications⁵²⁶.

As far as future activities are concerned, an expert group meeting to discuss possibilities for developing a pilot joint curriculum in TVET tourism and hospitality is planned to take place in Bali. The following five countries are participating to it: Belgium, Brunei, Germany, Lithuania and Malaysia.

1.4 Conclusion and policy pointers

Discussions within the ASEM Education process have largely focused on higher education. Attention to technical vocational education and training was added to the agenda from 2011 onwards and remain comparatively more limited in scope, with the aim of discussing how to develop a qualified and employable workforce and increase the mobility of VET students and staff and graduates, within, and between, the ASEM regions.

Discussions on VET which have occurred within ASEM have focused on:

- Understanding the respective qualifications frameworks and credits within each region and working towards the mutual recognition of qualifications, in view of large differences between Asia and Europe (and within each regions) in the understanding of learning outcomes, although this remains a long-term objective
- Improving the Attractiveness and Employability of TVET
- Engaging Business and Industry in Education
- Quality assurance practices and tools, comparing the existing European Network for Quality Assurance in VET (ENQA-VET) with initiatives in Asian countries
- interregional dialogue between TVET practitioners at sectorial level

Activities conducted have centred on:

- the launch of a few symposiums and workshops on TVET

⁵²⁴ https://eu.daad.de/medien/eu/veranstaltungen/ASEM/neu_programm_asem_expert_seminar.pdf

⁵²⁵ SEAMEO RIHED, *A Study on Quality Assurance Models in Southeast Asian countries: towards a Southeast Asian Quality Assurance Framework*, 2012. http://www.rihed.seameo.org/wp-content/uploads/2013/FrequentlyRequested/SEAMEO_RIHED_QA_in_SEA_report_2012.pdf

⁵²⁶ Andrea Bateman, Bateman & Giles Pty Ltd and Dr Mike Coles, Mike Coles Ltd, *Consultation Paper - ASEAN Qualifications Reference Framework Education and Training Governance: Capacity Building for National Qualifications Frameworks*, May 2013.

- Based on the information reviewed so far, it seems that an expert group to elaborate the development of joint VET initiatives has been established.

CEDEFOP and the ETF - European Training Foundation were the EU representatives at ASEM's symposiums and expert meetings and were present as observers and speakers. However further collaboration and information exchanges with the current, Indonesia-based, ASEM Education Secretariat may be opportune.

1.5 Sources

Desk research:

- ASEM Education Secretariat website
- ASEM info board website
- BIBB website
- DAAD website
- EEAS website
- ASEM Education Secretariat, *From Copenhagen to Kuala Lumpur - Stocktaking Report of the ASEM Education Process - 4th Asia-Europe Meeting of Ministers for Education (ASEMME4)* Kuala Lumpur, 13–14 May 2013
- ASEM Technical and Vocational Education Symposium Declaration of Qingdao (Qingdao·11-12/1/2011)
- ASEM Education Secretariat, *From Berlin 2008 via Hanoi 2009 to Copenhagen 2011, Status Report of the ASEM Education Secretariat for the 3. Asia-Europe Meeting of Ministers for Education (ASEMME3)* Copenhagen, 9/10 May 2011
- 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) Copenhagen, 9/10 May 2011, "Shaping an ASEM Education Area", Conclusions by the Chair
- Conclusions of the ASEM Symposium Technical and Vocational Education and Training, Berlin 27 – 28 February 2012
- Conclusions of the ASEM Workshop on TVET in the Tourism and Hospitality Sector Vienna, 20 – 21 November 2012
- SEAMEO RIHED, *A Study on Quality Assurance Models in Southeast Asian countries: towards a Southeast Asian Quality Assurance Framework*, 2012
- Andrea Bateman, Bateman & Giles Pty Ltd and Dr Mike Coles, Mike Coles Ltd, *Consultation Paper - ASEAN Qualifications Reference Framework Education and Training Governance: Capacity Building for National Qualifications Frameworks*, May 2013

2 ILO – International Labour Organization

Summary box - Key trends and data:

- **Strategy or framework for action in place:** Yes
- **Key interested countries:** all ILO member countries
- **Key types of cooperation:** research, technical cooperation, policy advice and advocacy
- **Types of VET commonly associated:** all levels- reflecting the realities of the economies; workforce development
- **Key targeted sectors:** depends upon the given economy/country.
- **Scale of public/private initiatives:** Not applicable
- **Data on budget:** No
- **Data on mobility programmes:** not available
- **Data on beneficiaries (e.g. number of VET students):** not available

2.1 Background information on ILO

The International Labour Organisation (ILO) is one of the United Nations specialised agencies. It was created in 1919, as part of the Treaty of Versailles that ended World War I. The driving forces for its creation arose from security, humanitarian, political and economic considerations. These are well reflected in its Constitution's Preamble which listed areas of improvement. Some of these are still of relevance today comprising for instance:

- Regulation of the hours of work including the establishment of a maximum working day and week;
- Regulation of labour supply, prevention of unemployment and provision of an adequate living wage;
- Protection of the worker against sickness, disease and injury arising out of his employment;
- Protection of children, young persons and women;
- Provision for old age and injury, protection of the interests of workers when employed in countries other than their own;
- Recognition of the principle of equal remuneration for work of equal value;
- Recognition of the principle of freedom of association;
- Organisation of technical and vocational (TVET) education, and other measures.

Since its establishment the organisation has undertaken actions to promote social justice and human and labour rights worldwide. Overall, the ILO builds on the four following strategic objectives:

- To promote and realize standards and fundamental principles and rights at work;
- To create greater opportunities for women and men to decent employment and income;
- To enhance the coverage and effectiveness of social protection for all;
- To strengthen tripartism and social dialogue.

Today, it helps advance the 'creation of decent work and the economic and working conditions that give working people and business people a stake in lasting peace, prosperity and progress'⁵²⁷. To support its goals, the organisation can build on a solid expertise and knowledge on the world of work gained over more than 90 years. It serves its constituents - and society as a whole - in a variety of ways, including:

- Formulation of international policies and programmes to promote basic human rights, improve working and living conditions, and enhance employment opportunities
- Creation of international labour standards backed by a unique system to supervise their application
- An extensive programme of international technical cooperation formulated and implemented in an active partnership with constituents, to help countries put these policies into practice in an effective manner
- Training, education and research activities to help advance all of these efforts⁵²⁸

Its global research agenda which is being currently supported is aimed to identify policy approaches that help improve employment and social outcomes, support recovery from the global financial crisis and boost sustainable economic growth.

It covers four main topics:

- employment and the quality of jobs
- returns on investment in social security
- inequality, instability and employment
- international labour standards and socially inclusive globalisation

In 2014, the organisation brings together 185 out of the 193 United Nations member states.

Definition of VET

ILO refers to Technical and Vocational Education and Training (TVET) when dealing with vocational education. As denoted above, an important element⁵²⁹ of the organisation's strategic approach to TVET is that actions are guided by the need to better bridge educational and labour market considerations. This need is being exacerbated in the current context of economic downturn.

ILO's governance⁵³⁰

ILO's decision making processes builds on consultative processes which actively involve governmental representatives as well as employers' and employees' unions for the purpose of social and economic progress. The governance structure of the ILO, where workers and employers together have an equal voice with governments in its deliberations, is a key feature (and strength) of the organisation. This helps ensure that the views of the social partners are closely reflected in ILO's labour standards, policies and programmes.

Compared with the governance structure of other international organisations, the ILO model can be seen as different from this encountered at OECD and closer to this of UNESCO for instance (see full study report for further information).

The organisation encourages this tripartism within its constituents and member States by promoting a social dialogue between trade unions and employers in formulating,

⁵²⁷ <http://www.ilo.org/global/about-the-ilo/mission-and-objectives/lang--en/index.htm>

⁵²⁸ <http://www.ilo.org/global/about-the-ilo/mission-and-objectives/lang--en/index.htm>

⁵²⁹ As confirmed during an interview.

⁵³⁰ Further details available at <http://www.ilo.org/global/about-the-ilo/who-we-are/lang--en/index.htm>

and where appropriate, implementing national policy on social, economic, and many other issues.

The International Labour Organization (ILO) carries out its work through three main bodies:

- the International Labour Conference⁵³¹,
- the Governing body and;
- representatives of member States, comprising governments', employers' and workers' representatives.

The work of the Governing Body and of the representatives is supported by tripartite committees covering major industries as well as by committees of experts on the application of standards, with special meetings convened with representatives on topics ranging from vocational training, management development, occupational safety and health, industrial relations, workers' education, to special problems of young workers, etc.

2.2 ILO's framework for international cooperation in VET

The organisation has started focusing on TVET as from the early 2000's, building on international labour standards agreed by the Organization's tripartite members, most recently the Human Resources Development Recommendation, 2004.

Its interest in the sector grew in prominence and culminated with the adoption of a **conceptual and policy framework linking skills development to improved productivity, employment growth and development** in 2008⁵³².

This framework advised countries to sustain 'this virtuous circle by: matching training to labour market demands, providing opportunities for lifelong learning, and using skills development to drive innovation and thus future job growth. It also supported that the potential benefits of training are jeopardized in the absence of job-rich growth'⁵³³.

The framework has guided the **research, technical cooperation, policy advice and advocacy** of the organisation until now.

In September 2009, the organisation was invited by G20 decision makers (during the Pittsburgh Summit) to develop a **training strategy**, working with its constituents and in consultation with other international organisations (e.g. including OECD, UNESCO and the World Bank).

*'G20 Training Strategy builds on the ILO's conceptual and policy framework to link skills development to employability, productivity and social inclusion, and looks at the ongoing use of the G20 Training Strategy to build cooperation with other international organizations and to support skills for employment strategies of low-income countries (LICs)*⁵³⁴.

⁵³¹ The ILO organises the International Labour Conference in Geneva every year in June, where conventions and recommendations are crafted and adopted. Also known as the parliament of Labour, the conference also makes decisions about the ILO's general policy, work programme and budget.

⁵³² Resolution on skills for improved productivity, employment growth and development, International Labour Conference (ILC), 97th Session, 2008.
http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_098017.pdf

⁵³³ Follow-up on the implementation of the ILO-G20 Training Strategy, ILO's governing body meeting 15-30 March 2012. This document notably provides information on the work of the Office to extend the outreach of the ILO's conceptual and policy framework on skills development to improve productivity, employment growth and development through the work of the G20 and outlines the follow-up to related conclusions of the recurrent discussion on employment.

⁵³⁴ Ibid.

The G20 Training Strategy inspired by 2008 ILO's strategy

The G20 Training Strategy aims at building bridges between the world of education and training and the world of work. It articulates why a skills strategy is needed, outlines a conceptual framework for such a strategy, and assembles the essential building blocks of a robust training strategy – including the roles of social partners⁵³⁵.

The table set out below outlines the compliant features among ILO and G20 strategic frameworks.

Table 38. Summary of the ILO skills development framework and the G20 Training Strategy

	ILC⁵³⁶ 2008 framework for skills for improved productivity, employment growth and development	G20 Training Strategy: A skilled workforce for strong, sustainable and balanced growth, 2010
Conceptual framework	<ul style="list-style-type: none"> Match supply to current demand for skills Help workers and enterprises adjust to change Anticipate and deliver skills needed in the future; sustain a dynamic development process 	<ul style="list-style-type: none"> Broad-based good quality general education Matching training to the labour market Continuous learning to enable adjustment to change Anticipating and preparing for the skills needs of the future
Features of the virtuous circle	<ul style="list-style-type: none"> Continuous and seamless pathways of learning Development of core skills Development of higher skills Portability of skills Employability 	<ul style="list-style-type: none"> Continuous and seamless pathways of learning Development of core skills Development of higher skills Portability of skills Employability
Success factors	<ul style="list-style-type: none"> Full involvement of social partners Policy coherence by linking education research and skills development to labour markets, social policy, technology, public services, trade, investment and macroeconomic policies Attention to gender equality 	<ul style="list-style-type: none"> Lifecycle perspective of skills development for children, young people and older workers Policy convergence so that skills and employment policies are viewed together Coordination mechanisms to connect basic education to technical training, labour market entry and lifelong learning; communication between employers and training providers; and integrating skills development policies with labour market, social protection, and industrial, investment, trade and technology policies

⁵³⁵ Follow-up on the implementation of the ILO–G20 Training Strategy, ILO's governing body meeting 15-30 March 2012.

⁵³⁶ ILC stands for International Labour Conference.

	ILC ⁵³⁶ 2008 framework for skills for improved productivity, employment growth and development	G20 Training Strategy: A skilled workforce for strong, sustainable and balanced growth, 2010
Recommendations	<p>Recommended areas of action:</p> <ul style="list-style-type: none"> Skills development at the workplace and along value chains Skills development to help manage global drivers of change Early identification of current and future skills needs to feed into sectoral development strategies Link education, skills development, labour market entry and lifelong learning Skills development for social inclusion of target groups 	<p>Building blocks for effective implementation of national skills policies:</p> <ul style="list-style-type: none"> Anticipating skills needs Participation of social partners Sectoral approaches Labour market information and employment services Training quality and relevance Gender equality Broad access to training and skills utilization Financing training Assessing policy performance

Source: ILO⁵³⁷

In 2008, the G20 leaders acknowledged that their framework would require national policies “to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health, and infrastructure ... [and that] successful employment and training programs are often designed together with employers and workers.”

In order to feed into the G20 strategy, ILO gathered recommendations from its members. This was carried out through a **global dialogue forum** using social dialogue to strengthen sectoral approaches to training and from African national employer organisations on entrepreneurship education, TVET accessibility and quality, and partnership between policy-makers, educators and employers. The ILO-ITC’s Meeting of Experts on **Skills on Global Training Strategy** and Regional Meetings by ILO-CINTERFOR and APEC (all held in March 2010) also collected good practices from additional countries.

In addition, the **Inter-Agency Group on TVET**⁵³⁸ which brings together ILO, the European Commission⁵³⁹, the European Training Foundation (ETF), OECD, UNESCO, the World Bank and the regional development banks was set up. To date, this working group has facilitated consultations with other international organisations on various topics such as:

- linking basic education to TVET – with UNESCO,
- lessons from national TVET and youth employment policies – with and in OECD countries,

⁵³⁷ Follow-up on the implementation of the ILO-G20 Training Strategy, ILO’s governing body meeting 15-30 March 2012.

⁵³⁸ The Interagency Group on Technical and Vocational Education and Training (IAG-TVET) was established in 2009 to share research findings, coordinate joint research endeavours, and improve collaboration among organizations working at the international and national levels.

⁵³⁹ At the EU level, ILO has also taken part in the advisory group on the EC strategy: New Skills for New Jobs.

- other organisations' skills strategies (e.g. World Bank's Skills Toward Employability and Productivity (STEP) or OECD's Programme for the International Assessment of Adult Competencies (PIAAC));
- contributing to the development of the G20 Skill Indicator Database, etc.

As a follow-up of the above global dialogue forum, the G20 representatives mandated ILO to develop a training strategy that would 'help generate strong, sustainable and balanced growth'. In this purpose, the organisation worked with employers and workers, consulted with other international organisations (OECD and UNESCO notably).

The resulting draft document 'A skilled workforce for strong, sustainable and balanced growth: A G20 Training Strategy'⁵⁴⁰, was endorsed by the G20 Employment and Labour Ministers' Meeting (Washington, DC, April 2010) and the final document submitted to the Toronto G20 Summit in June 2010.

In addition, as an outcome of the G20 Seoul Summit of 2010, a multi-year Action Plan on Development⁵⁴¹ was designed. It invited international organisations to work together to support developing countries, in particular low-income countries, "to continue to develop employment-related skills that are better matched to employer and market needs in order to attract investment and decent jobs." In this remit, no financial resources were provided by G20. To date, the G20 has rather looked to implement the action plan through more coherent delivery of support by the international organisations involved and through a knowledge-sharing strategy.

Within this framework, ILO has coordinated the **Human Resource Development (HRD) pillar** of the Seoul Multi-Year Action Plan since 2010. The latter brings together other international organisations such as OECD, UNESCO and the World Bank.

⁵⁴⁰ <http://www.oecd.org/g20/topics/employment-and-social-policy/G20-Skills-Strategy.pdf>

⁵⁴¹ <http://www.g20.utoronto.ca/2010/g20seoul-development.html>

G20 Strategy's Human Resource Development (HRD) pillar

- The HRD pillar coordinated by ILO builds on two main actions:
 - **Development of a set of internationally comparable skills for employment indicators.** The goal is to equip policy-makers with a set of indicators that measures not only skills acquisition but also their use in order to inform the design and monitoring of skills policies. The conceptual framework brings together indicators on skills supply and demand, skills mismatch, and outcomes in terms of employment and productivity. Consultations with international experts and practitioners from low-income countries (LICs) will review a proposed set of indicators based on their relevance, feasibility, comparability and timeliness. The database is likely to be made available by the end of 2014.
 - **Support for a set of pilot LICs to implement their skills for employment strategies.** A few countries were invited to pilot the G20 effort based on the criteria of having already asked international organisations for support and of these organisations having mobilised some resources in response. Action plans have been agreed through national tripartite workshops which helped fix steps to be taken by ministries and the social partners to accelerate the implementation of national strategies so as to better link skills to employment, to improve the collection and use of skills, and to improve policy coherence.

Source: ILO⁵⁴²

In 2010, the potential for expanding the outreach of the ILO's work on skills and employability through the G20 was recognised⁵⁴³ and ILO was formally requested to continue to document what works in TVET (in its member countries) under what circumstances and with what resources and to improve the dissemination of this information.

In 2011, the organisation started reflecting upon this priority objective jointly with its members and partner institutions. This led to the development of the **global public-private knowledge-sharing platform on skills for employment** (Global KSP). Further information on this tool and key achievements to date are outlined in the next section.

The work on skills development is one area of contribution to the ILO's Decent Work Agenda⁵⁴⁴. This is being implemented in line with the above-mentioned four strategic objectives, with gender equality as a cross-cutting objective⁵⁴⁵.

The Agenda sets priorities on the social, economic and political agenda of countries and the international system. *In a relatively short time this concept has forged an international consensus among governments, employers, workers and civil society that productive employment and Decent Work are key elements to achieving a fair globalization, reducing poverty and achieving equitable, inclusive, and sustainable development*⁵⁴⁶.

The organisation implements the Agenda support through integrated Country Programmes developed in coordination with its members. The organisation also operates with other partners to provide in-depth expertise and key policy instruments for the design and implementation of these programmes. This approach enables it to

⁵⁴² Follow-up on the implementation of the ILO-G20 Training Strategy

⁵⁴³ Conclusions concerning the recurrent discussion on employment, ILC, 99th Session, 2010, para. 33

⁵⁴⁴ Decent work agenda, <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--de/index.htm>

⁵⁴⁵ Ibid.

⁵⁴⁶ Ibid.

provide 'support for building the institutions needed to carry them forward and for measuring progress. The balance within these programmes differs from country to country, reflecting their needs, resources and priorities'⁵⁴⁷.

Against this background, ILO's scope of intervention targets all participant countries. The types of actions vary from one beneficiary country to another (i.e. against the profile of individual countries – high/medium/low income- and individual needs).

The interviewee mentioned that actions targeting high/medium income countries usually consist of 'knowledge sharing' activities whilst those addressed to low income countries are more tailored to individual needs and focus on local cooperation/technical assistance.

Examples of recent activities carried out at country level have included for instance:

- Police advice sessions on apprenticeship models in Greece, Cyprus and Lithuania
- Country reports (e.g. part of the 'growth with equity' collection as the newly released Spanish report 'Growing with quality jobs' or the Portuguese one on 'Tackling the job crisis')
- Development of India's Labour Market Information System which includes providing technical assistance in measuring India's informal economy as well as reviewing India's labour statistics.
- Implementation of projects under the Training for Rural Economic Empowerment in Benin and Zimbabwe, being taken forward in national rural development strategies.
- Support for the implementation of the National Skills Development Policy in Bangladesh, including through building up Industry Skill Councils..
- Application of the Skills for Trade and Economic Diversification programme in Egypt, Jordan, and Viet Nam.

2.3 Examples of initiatives

As mentioned above, ILO's actions in the TVET sector focus on:

- research/research dissemination,
- technical assistance policy advice and;
- capacity building.

In the field of research dissemination, an interesting example is this of the Global Public-Private Knowledge Sharing Platform on Skills for employment (Global KSP)⁵⁴⁸.

The Global KSP is a collaborative platform which brings together relevant knowledge products (i.e. evidenced-based research and documented experience) on skills for employment of each of the partner organisations. In addition to key sources from ILO in the area, relevant outputs from OECD, UNESCO, the World Bank but also governments, employers' and workers' unions, TVET institutions and other international organisations (e.g. those involved in the Inter-Agency Group on TVET), etc. are disseminated online.

One of the main purposes of the tool is to foster mutual learning among policymakers, the private sector, TVET institutions, academic institutions, bilateral agencies, and other international organisations that have experience using skills development to improve employability and productivity so as to potentially design new policies and respond to new national circumstances and needs.

⁵⁴⁷ Ibid.

⁵⁴⁸ <http://www.skillsforemployment.org>

Key objectives of the Global KSP

The Global KSP uses the G20 Training Strategy as its foundation and builds on it by:

- demonstrating how training and skills strategies and policies and systems work;
- sharing valuable lessons learned more widely and more readily to inform policy choices;
- saving time and resources; and,
- helping to cast a wider net in capturing the experience and lessons learned from adopting policies in new ways and responding to new national circumstances and needs⁵⁴⁹.

The tool builds on a 'pyramid of knowledge products' as reflected below. The main principle is to offer user friendly system that helps users with different profiles and levels of interest (e.g. policy advisors, employers, training institutions, academics, etc.) find what they need. Its structure builds on the themes of the G20 Training Strategy and its building blocks correspond to actual policy dilemmas. Users can also search by region, country, economic sector, and source of information.

Figure 6. Pyramid of knowledge products



Source: ILO

Within each of the eight main types of knowledge products listed above, a further filtering is offered allowing users to find information on the following themes:

- Policy convergence
- Anticipating future skills needs
- Participation of social partners
- Employer organisations
- Worker organisations
- Sectoral approaches
- Labour market
- Information and employment services
- Training quality and relevance
- Qualifications frameworks
- Teacher training
- Portability of skills and lifelong learning
- Access to training and skills utilisation
- Youth employability

⁵⁴⁹ Ibid.

- Apprenticeships
- People with disabilities
- Migrant workers
- Older workers
- Financing training
- Assessing policy performance
- Other

The Global KSP does not attempt to be exhaustive, nor intend to be a repository of information on the full range of relevant documentation and tools on skills development or technical and vocational education and training (TVET). Rather, its aim is to operate an information exchange focusing on evidenced-based research and documented experience on the specific issue of skills development for employment.

Another research dissemination tool is the database developed by the **ILO Inter-American Centre for Knowledge Development in Vocational Training (ILO/CINTERFOR⁵⁵⁰)** which is seen as a successful network of TVET institutions throughout Latin America. This has been maintained and kept updated for more than 40 years.

With regard to research as well as technical assistance, policy assistance-related activities, the **themes** explored by the organisation are wide but usually relate to employment development considerations. Both desk research and interview informed on examples of themes (not exhaustive) which receive particular attention at the moment within the organisation:

- **Apprenticeship schemes/models** (e.g. the Global Apprenticeships Network (GAN) – see below - or recent study analysis on SMEs needs/strategies in light of existing apprenticeship schemes and recommendation for policy makers and practitioners). It is important to note that the ILO has actively supported the launching of this network which is coordinated by the International Organisation of Employers (IOE).

⁵⁵⁰ <http://www.oitcinterfor.org/en/general/about-ilocinterfor>

The Global apprenticeships Network (GAN)

The Global Apprenticeships Network is a business-driven alliance, managed by the International Organization of Employers, aimed to ensure skills for business and enhancing employment opportunities for youth.

The network brings together private sector companies, business federations and associations to:

- share good practices,
- advocate and;
- commit to action around youth employability and skills development.

The initiative is driven by business leaders who will use this network to promote apprenticeship and other quality on-the-job training worldwide. Business leaders will be also strengthening their companies' competitive strategies by investing in their workforces.

Member companies include: Telefonica, Jundal Steel, Randstad, Huawei, Adecco, etc.

Those commit to the following principles:

- Strengthening commitment and visibility of the company's workforce engaged in apprenticeship and internships as part of the company's human capital development strategy.
- Share best practice in the areas of apprenticeships, internships, mentoring and on-the-job training.
- Encourage a network of committed companies, at global and local level, to support effective knowledge sharing action programmes and partnerships and to scale up international cooperation to this effect.

- Skills analyses for employment-related policy formulation
- Research work and events on anticipating skill needs for green jobs (e.g. work in this area is actively supported by ILO as part of the G20 HRD pillar and the Inter-Agency Working Group on Greening TVET in skills development). An example of capacity building event in the area is the ILO Academy on the Green Economy⁵⁵¹.

⁵⁵¹ This learning event which will be held in Torino (Italy) in October 2014 is meant to build capacities on the green economy and to equip policy-makers, technical staff and practitioners with the knowledge and skills needed for the promotion of environmentally sustainable and socially inclusive economies.

Policy recommendations to meet skills needs for green job

In January 2013, ILO as coordinator of the HRD pillar issued a working document outlining a set of policy recommendations to meet skills needs for green job. Strong emphasis is being on the role of TVET in the area as the following recommendations suggest:

- **Include greening TVET in the post-2014 education and sustainable development agendas:** the role of TVET is likely to increase in the next set of global education and development goals following the Millennium Development Goals, the Education for All objectives and two years after the Rio+20 conference. Greening TVET should be further strengthened as a catalyst for cross-sector planning and implementation of programmes in areas such as climate change, biodiversity and disaster risk reduction.
 - **Foster mutual learning for greening TVET and skills development:** e.g. by compiling information about policy measures taken at different levels of government in collaboration with private sector and their effectiveness, including through the Global Public-Private Knowledge Sharing Platform on Skills for Employment.
-
- Work and events on **skills recognition** in light of migration policies ('brain gain'), etc.
 - Examples of recent/ongoing research and dissemination tools developed by the organisation that are potentially of relevance to inform international cooperation policies or practices are outlined in the box below.

Recent/ongoing research and tools developed by ILO in TVET

- **Skills for Trade and Economic Diversification (STED). A Practical Guide.** Addresses anticipation of skill needs in promoting trade strategies and in exporting industries.
- **Anticipating skill needs for green jobs: A practical guide.** - Addresses methods of identification of skill needs for a greener economy / sustainable development.
- **Guidelines for inclusion of skills aspects into employment-related analyses and policy formulation.** – Prepared for the integration of skills analysis into NEPs-related analysis. Follows the same cycle of policy formulation and implementation as the one used in the guide on NEPs’ formulation.
- **The implementation and impact of national qualifications frameworks; Report of a study in 16 countries** – documents the need to maintain engagement of employers and to adequately anticipate lead times and costs involved in qualification frameworks
- **Guide to upgrading informal apprenticeship** – reflects experience in mainly African countries on improving this main means of accessing training by upgrading skills of master craftspersons, paying attention to safety and health, addressing occupational segregation by gender, and improving working conditions and recognition of acquired skills
- **Compendium of 6 tools on Skills Anticipation and Matching** (collaboration between ILO, ETF and Cedefop), which includes the following guides:
 - **Guide on Foresights, Scenarios and Forecasts of Future Skill Needs** - addresses quantitative and qualitative identification of future skill needs at a macroeconomic level.
 - **Approaches to Skills Anticipation and Matching at Sector Level** - addresses methods, processes and institutional mechanisms of skills identification and anticipation at sectoral level.
 - **Practical Guide for Employment Service Providers in Skills Anticipation and Matching** –addresses the role of PES and PrEA in skills anticipation and matching including LMI collection and use.
 - **Practical Guide on the use of labour market information for matching and anticipation of skills** –provides guidance on principal data, data sources and indicators that can answer a limited number of policy questions in the field of overcoming or preventing skills mismatch.
 - **Guide on establishment surveys to identify and anticipate skill needs** – provides guidance on the implementation of surveys among employers (establishments) on skill shortages and gaps, recruitment difficulties and training measures.
 - **Guide on tracer studies** – addresses training providers and helps them to design and implement surveys among their graduates on their employability and skills’ use/gaps.

2.4 Conclusion and policy pointers

The interviewee stressed that the organisation has gained a sound knowledge of the TVET sector (through its research activities and active involvement in different settings/working groups worldwide) and significant experience when it comes to assisting countries in the development or monitoring of TVET-related policies.

Its coordinating role of the HRD pillar of the G20 training strategy and active involvement in the inter-agency working on TVET (e.g. on work relating to the development of a 'Skills Indicator Database') among other things make that the organisation is very much familiar with wider policy agendas such as the above G20 training strategy or, at the EU level, the EU 2020 strategy.

According to the interviewee, funding is one of the main constraints faced by the organisation. Time is another one (e.g. the tight timeframe often given to technical assistance activities does not help get a real ownership on both sides (provider/beneficiary) in the end).

Regarding budget, the interviewee estimates that co-constructive approaches (e.g. bringing together ILO and the EC) could for instance be supported by EC funding (via ESF).

2.5 Sources of information (literature and name of interviewees)

- ILO's website <http://www.ilo.org/global/about-the-ilo/mission-and-objectives/lang--en/index.htm>
- Global Knowledge Sharing Platform on Skills for Employment, www.skillsforemployment.org
- ILO documents including:
 - Resolution on skills for improved productivity, employment growth and development, International Labour Conference (ILC), 97th Session, 2008. http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_098017.pdf
 - Decent work agenda, <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--de/index.htm>
 - Follow-up on the implementation of the ILO-G20 Training Strategy, ILO's governing body meeting 15-30 March 2012
 - Set of policy recommendations to meet skills needs for green jobs prepared on the request of G20 Development Working Group (DWG) Human Resource Development Pillar Inter-Agency Working Group on Greening Technical and Vocational Education and Training and Skills Development, January 2013
 - Summary record of discussions: one day workshop on 'moving forward on skills issues in G20 agenda: reviewing the present status and suggestions for way forward'
 - Summary record of the Sub-Regional Workshop on Apprenticeship Systems in Europe, 9-12 December 2013, Geneva, Switzerland
- CINTERFOR website <http://www.oitcinterfor.org/en/general/about-ilocinterfor>

3 OECD - Organisation for Economic Co-operation and Development

Summary box -Key trends and data:

- **Strategy or framework for action in place:** in place since 2007- negotiated on an on-going basis with the Education Committee
- **Key interested countries:** broad OECD country participation
- **Key types of cooperation:** policy reviews, expert meetings, conferences policy seminars, research, documentation, data collection, publications
- **Types of VET commonly associated:** primarily upper and post-secondary
- **Key targeted sectors:** no specific priorities
- **Scale of actions** no specific information found
- **Data on budget:** Yes
- **Data on mobility programmes:** not applicable
- **Data on beneficiaries (e.g. number of VET students):** not applicable

3.1 Background information on OECD

OECD, the organisation for Economic Cooperation and Development, was officially founded in 1961. The number of participating countries which now accounts for 34 members⁵⁵² has steadily increased over years.

The main purpose of the organisation is to work with governments on a broad range of thematic issues so as to foster prosperity and fight poverty through economic growth and financial stability whilst focusing on environmental and social implications.

Decision-making power is vested in the OECD Council which brings together one representative per member country, plus a representative of the European Commission.

The Council meets regularly at the level of permanent representatives to OECD and decisions are taken by consensus. These meetings are chaired by the OECD Secretary-General. The Council also meets at ministerial level once a year to discuss key issues and set priorities for OECD work. The work mandated by the Council is carried out by the OECD Secretariat.

Committees

Representatives of the 34 OECD member countries meet in specialised committees to advance ideas and review progress in specific policy areas, such as economics, trade, science, employment, education or financial markets.

There are about 250 committees, working groups and expert groups. Some 40,000 senior officials from national administrations go to OECD committee meetings each year to request, review and contribute to work undertaken by the OECD Secretariat

Vocational Education and Training (VET) in OECD

VET in the OECD is mainly dealt with the Directorate for Education and this for Employment. Meanwhile, VET-related issues have been also tackled through the LEED (Local Economic and Employment Development) programme.

⁵⁵² <http://www.oecd.org/about/membersandpartners/list-oecd-member-countries.htm>

The first explicit reference to VET is found in a report published in 1994 on initial VET, based on the results of a conference held in 1991. By then, key policy pointers related to: problems with early tracking;

- a new agenda in manufacturing requiring changes in curriculum; and,
- lack of permeability between VET and general education.

Thematic reviews offering a cross-national perspective on particular themes of common interest started to be carried out in 1995 focusing on the theme of transition from school to working life with focus on youth at risk⁵⁵³.

This was followed by other reviews linked to the International Adult Literacy Survey (IALS) and also based on other multi-country reviews.

As the agenda on lifelong learning became more prominent in the policy discourse, two major initiatives with indirect reference to VET were undertaken. The first one was qualification frameworks for lifelong learning, with a dissemination conference held in 2005. The other major initiative was on recognition of informal and non-formal learning. The outcomes of recognition of prior learning were published in a synthesis report in 2010.

3.2 OECD's framework for international cooperation in VET

Background to the VET policy initiatives

In January 2007, an informal meeting of ministers of education was held in Copenhagen with vocational education being the only theme on the agenda. The meeting occurred at the initiative of the Danish Minister of Education. At the meeting, the U.S. representative underlined the necessity for OECD countries to take steps to improve labour force skills to meet global competition – particularly by developing creative, team-working, and design skills.

The meeting concluded with a broad agreement on developing a **stronger basis for comparisons of VET systems**, building on what had been accomplished through the OECD review of school-to-work transition. This would include systems' characteristics and definition of key terminology (e.g. work-based learning or school-based VET, regarding articulation between VET systems and effective transitions to labour markets, etc.) and better comparable data.

This meeting was the first event that paved the way towards a VET policy agenda within the organisation. In February 2007 a proposal for work along two lines was presented to the Education Committee and to the CERI governing board. A questionnaire was also circulated to countries inviting countries to set out their policy priorities for work on VET and propose case studies of innovation in VET.

The proposal presented at the February meeting included an outline of **two strands of work**:

- one to be undertaken respectively by OECD Education in the form of country reviews of initial VET Systems under the title of Learning for Jobs, and;
- the other to be undertaken by OECD CERI on innovation in VET systems.

Based on the results of these meetings, the proposal was slightly revised and presented again to the Education Committee and CERI's governing board in April 2007⁵⁵⁴. Participants were invited to agree on the proposals for work and on the establishment of a group of national experts reporting to CERI Governing Board and the Education Policy Committee to guide the work. They were also asked to confirm whether they would participate (and if so, how).

⁵⁵³ <http://www.oecd.org/edu/skills-beyond-school/transitionfrominitialeducationtoworkinglife-homepage.htm>

⁵⁵⁴ EDU/EDPC/CERI(2007) Background country information (CERI's note on initiative on systemic Innovation 2For Official Use English - Or. English For Official Use EDU/EDPC/CERI(2007)2

In the **proposal presented to the Education Committee and CERI's governing board** references were made to both previous work on VET undertaken in the early 1990's and more recent lifelong learning-related one. The proposal also included explicit references to **ongoing cooperation with the European Commission** on: recognition of non-formal and informal learning and on qualification frameworks - and their role in promoting lifelong learning.

The **proposal on innovation in VET** prepared by CERI was a continuation of previous CERI work on knowledge management, on national reviews of education R&D, and on evidence-based policy research. The strand on innovation built directly on the latter (drawing on CERI's long experience of analysing innovation and good practice) and on work on innovation carried out by other OECD directorates (e.g. the Directorate on Science, Technology and Innovation (STI)⁵⁵⁵ and the Directorate for Employment, Labour, and Social Affairs on the delivery of health innovation).

The two strands of work were foreseen to build on a common analytical phase involving four elements:

- An initial literature review on key issues in VET;
- A mapping exercise designed to summarise, in internationally comparative form, main VET statistics and the characteristics of VET systems in OECD countries (the latter turned out not to be feasible due to the quality of data);
- An analysis of a key policy questions in VET drawing on the literature review;
- The preparation of an analytical framework for approaching innovation systems and policies in VET.

As part of this first phase, professor Norton Grubb (Grubb 2006) from Berkeley prepared a background paper identifying a range of policy questions which could be of interest to countries.

The VET policy review entitled "Learning for Jobs"⁵⁵⁶ was from the outset intended to cover a number of questions, focusing on:

- Efficiency and equity objectives of VET provision to meet labour market requirements;
- Respective roles of occupation-specific and broader education and training in meeting labour market needs (i.e. including employee flexibility to meet changing labour market requirements);
- Respective roles of initial and continuing VET in providing individuals with skills needed in labour markets;
- Forecasting and anticipation of future skills needs, and at which levels (regional, national global);
- Mechanisms for certification;
- Partnerships between providers, governments, employees and employers in planning, delivering and evaluating VET; institutional arrangements to involve the social partners at local and national levels;
- Conditions (including economic incentives) for employers to offer apprenticeships, traineeships and work placements; the balance between school-based and work-based vocational training in terms of employment and economic benefits for participants, and costs;

⁵⁵⁵ i.e. and its analysis of the governance of innovation systems; the Oslo Manual for the collection of data on innovations at institutional/firm level and its resulting scorecard.

⁵⁵⁶ <http://www.oecd.org/education/innovation-education/learningforjobs.htm>

- Inclusion of relevant cross-curricular and broad cognitive skills in VET - providing the foundation for job flexibility and lifelong learning; pathways from VET to tertiary education;
- Incentives and mechanisms for VET trainers and training institutions to develop and update their skills and equipment to meet labour market needs (and reduce drop-out);
- Efficient delivery of VET, minimising drop-out;
- The existence of benchmark systems effective in measuring country differences and successes regarding these themes; and if such systems exist could they be transferred and used in other country contexts.

Against this background, the key drivers for setting up a VET policy agenda (i.e. including implicit reference to international cooperation in the sector) are to be seen in light of:

- a strong economic impetus with focus on the circumstances where VET contributes to the quality of human capital, and the characteristics of high quality VET systems responsive to changing globalisation dynamics.
- the VET agenda built on the recognition of signs of emerging pressure on VET systems, showing a discrepancy between the rhetoric regarding the benefits of work-based learning and apprentice places and the actual availability and the quality of such opportunities.
- Lack of data and diversity of VET systems made international comparison difficult.

From 2007 until January 2014 approximately 30 countries have benefitted from a VET policy review and more than 3000 system representatives have been interviewed. According to interviewees these measures 'are setting a de facto global benchmark for vocational education and training policy reviews'.

Definition

With regard to how VET is understood within the organisation, an interviewee explained that OECD in its dialogues does not meet countries with a definition of what VET is. In reality, it is up to countries in the context of each review to define what VET is/is not. In the U.S., the term 'vocational education' for example has typically not been used, but rather the term CTE – career technical education or workforce development. Since vocational education comprises many levels and forms, an operational definition is used for the purposes of the OECD review *Learning for Jobs*:

Definition of VET ⁵⁵⁷

Vocational education and training (VET) includes education and training programmes designed for, and typically leading to, a particular job or type of job. It normally involves practical training as well as the learning of relevant theory. It is distinct from (academic) education – for example in mathematics, which is relevant to a very wide range of jobs.

In the United States the usual term for vocational education and training is *career and technical education (CTE)*. Education and training for some high level professions such as medicine and law meets the definition but is not normally described as VET.

Initial VET includes programmes mainly designed for and used by young people (we propose those under 30) at the beginning of their careers and commonly before entering the labour market. It includes many upper secondary and tertiary programmes.

Continuing VET is all other sorts of VET, including enterprise training of employees and training provided specifically for those who have lost their jobs.

These definitions and distinctions inevitably leave some blurred edges, since programmes can meet some of the relevant criteria but not all of them (for example programmes designed for direct labour market entry but which rarely result in that outcome).

3.3 Examples of initiatives and their results

3.3.1 The 'Learning for Jobs' initiative

The *Learning for Jobs* initiative was specifically developed to improve the evidence base about the characteristics of responsive VET systems. Initially, a comprehensive survey on VET systems was sent out to participating countries. The outcomes of this multi-country survey were never published due to data quality. The initiative also aimed to help countries identify a set of policy options which could improve the responsiveness and attractiveness of their VET systems, taking into account that there is not a single best model that will work across countries.

The *Learning for Jobs* review applied a common methodology, building on key questions emerging from initial literature review and from the priority questions that were identified at the ministerial meeting, at the Education Committee meeting, and at the CERI Governing Board Meetings in February and in April 2007. The initiative ran from 2007- 2010,

The initiative included an international questionnaire on VET systems, literature reviews of previous OECD studies, and academic literature on topics such as costs and benefits of VET, and analysis of available VET indicators. Sixteen reviews have been conducted in the following countries: Australia, Austria, Belgium (Flanders), the Czech Republic, Germany, Hungary, Ireland, Korea, Mexico, Norway, Sweden, Switzerland, the United Kingdom (England and Wales), and the United States (South Carolina and Texas). Special studies were conducted in Chile and the People's Republic of China.

Some key lessons learnt for this exercise are outlined in the box set out below:

⁵⁵⁷ OECD Learning for Jobs (OECD 2009)

Examples of key lessons learnt

- The importance of strong partnerships; when this is not embedded in institutional structures, it is necessary to find ways to gradually build tri-partite cooperation, for example through a sectoral or a regional approach;
- The notion of work-based learning - and for that matter apprenticeship - covers many different forms of vocational education which may vary substantially in terms of quality and relevance;
- The importance of nationally recognised standards, but with a negotiated element of local flexibility;
- Adequate core academic skills, particularly literacy and numeracy, improve quality and relevance when built into vocational programmes;
- Effective, independent, proactive career guidance backed by solid career information;
- Avenues of progression from initial vocational programmes to higher level vocational and academic programmes are critical to improve attractiveness;
- Initial vocational education should not only target youth; provision suitable to adults with working and home commitments should also be offered as part of coherent frameworks for lifelong learning;
- Better and comparable data on vocational programmes and outcomes of these are needed at all levels.⁵⁵⁸

3.4 The 'Systemic Innovation in VET' (CERI study)

Whereas the above had a clear labour market-focus, OECD CERI initiated an exploratory comparative study on VET in 2007, which built on CERI's previous knowledge management activities as well as on OECD's broader work on service innovation. In practice, OECD CERI put together a small expert group which contributed to the conceptualisation of the study with the involvement of Young Foundation, Danish Technological Institute's Centre for Business and Policy Analysis, and the OECD CERI Australian country representative.

The analytical framework aimed at providing the background and the necessary tools for the comparative investigation of innovation systems and policies⁵⁵⁹ in VET. Following this approach, a systemic analysis of innovation in VET, as opposed to the study of the emergence of discrete initiatives, was designed to focus on:

- Competing concepts of innovation in VET: how is innovation defined and understood in different VET systems? Why should innovation in VET systems be fostered?
- The dynamics of innovation in VET from a knowledge management perspective: what are the main models of innovation in VET in OECD countries? What are the systemic factors involved?
- Innovation policies in VET: from the perspective of evidence-based policy research, how are innovation policies designed? What is the role of research

⁵⁵⁸ Links to working papers and final report: <http://www.oecd.org/edu/skills-beyond-school/publicationsworkingpapersblogsandvideos.htm>

⁵⁵⁹ OECD-CERI defines systemic innovation processes as: any kind of dynamic system-wide change to add value to educational processes and outcomes. In the methodology applied, the focus was in particular on processes of change, where systemic innovation aims to improve: the operation of systems; their overall performance and the perceived satisfaction of the main stakeholders with the system as a whole.

evidence in nurturing innovation policies? How are these policies monitored and evaluated?

- Innovation indicators in VET: can innovation in VET be operationalised and accounted for? What would a system of indicators in this area look like? Would it be useful for benchmarking countries and monitoring progress over time?

The rationale for choosing VET systems as the topic of analysis was that these are often at the centre of policy debates at times of economic crises and rising unemployment, as it is a widely held assumption that a well-functioning training system can protect against unemployment, especially among youth. The crisis had started at the time, and the study was seen as an opportunity for countries to examine how equipped their VET systems were to deal with change and to innovate. A participatory approach was chosen by letting the countries identify relevant cases themselves.

The underlying idea was that the review, through the dialogues with stakeholders, would stimulate the development of feedback mechanisms about:

- what worked/ did not;
- what was perceived as a key for both continuing innovative development and the transfer of innovation across VET systems.

The role of systemic innovation in developing a long-term strategy for VET was argued to be an essential element in responding to the crisis and a necessary component accompanying immediate, short-term cuts/stimulus packages.

The methodology followed for this initiative and key lessons learnt are outlined in the box below.

Methodology followed and key lessons learnt

Methodology (3 distinct activities):

- **Part One - Analytical framework:** Part of this work was undertaken jointly with OECD Education. The activity laid the theoretical foundation in terms of literature review, definitions, and a proposed model of analysis. All of these activities were undertaken by CERI and the small expert group.
- **Part Two - Empirical and comparative work:** The empirical analytical work took place in six countries (Australia, Denmark, Germany, Hungary, Mexico, and Switzerland). Countries were asked to identify two or three cases of innovation, which formed part of the exploratory review. The case studies were to include a full policy cycle. The methodology was developed through a series of workshops with CERI staff and the external experts. Parallel to the reviews, seminars were held with national policy makers to create an iterative policy learning cycle.
- **Part Three: Recommendations:** The country exploratory reviews were written up in country reports with policy recommendations. The initial findings were presented at the end of the review.

Lessons that emerged - and of relevance to the planned VET system reviews

The OECD CERI study showed that such a systemic approach to innovation is characterised by some of the following features:

- A clear policy to support VET research in light of national priorities, both at policy and practitioner levels;
- An evolving framework for sustaining top-down and bottom-up innovations in VET, including monitoring and evaluation mechanisms that can contribute to the generation of new knowledge about VET policies and practices;
- A unified knowledge base that includes VET research evidence and the new knowledge emerging from the assessment of innovations, including links to international knowledge bases on these topics;
- Regular efforts to synthesise and disseminate new knowledge on effective VET policies and practices, so as to challenge the status quo of the system, set new horizons, and contribute to incremental change;
- Capacity building (structural and personal) to enable all the elements above.

Another finding emerging from the CERI initiative was that although the education sector can be characterised as a knowledge industry, it is not common practice for reform measures to draw on the formal knowledge base, nor for initiatives to be piloted and systematically evaluated to provide the best possible platform for scaling and mainstreaming.⁵⁶⁰

3.5 The 'Skills Beyond School' initiative

The *Learning for Jobs* policy reviews were later followed-up by the *Skills Beyond School* policy review, focusing on post-secondary VET.⁵⁶¹ The interest in VET at the post-secondary level emerged from a growing number of countries developing vocational education systems at the post-secondary level, and in response to technological change driving the need for a workforce with more advanced skills at the technician level.

⁵⁶⁰ For more information- and country reports see <http://www.oecd.org/edu/ceri/systemicinnovationinvocationaleducationandtraining.htm>

⁵⁶¹ <http://www.oecd.org/edu/skills-beyond-school/skillsbeyondschool.htm>

Ten countries⁵⁶² opted for a **full country review**, involving a comprehensive analysis of the post-secondary vocational education and training system or a selected part of that system. The cycle of reviews started in Switzerland, Korea, and Denmark in 2011. Those countries that participate in a full country review prepare a background report outlining:

- The strengths of the country system, including innovations and reforms of general interest and significance;
- Analysis of the main policy challenges; and
- Policy recommendations to assist the country's efforts in development of their post-secondary vocational education and training system.

Seven other countries⁵⁶³ went for a **partial review**. These countries have prepared a background report which is followed by a short OECD visit resulting in a written brief on key strengths of and challenges to the system. This option is designed to assist countries to understand their own country's system better in an international context – but also allows for the possibility of subsequent translation of the exercise into a full country review.

Both the review *Learning for Jobs and Skills Beyond School* feed into OECD's horizontal initiative on skills, which builds on PIAAC.

In preparation for the reviews for *Skills Beyond School* a number of working papers were prepared. These include:

- Preparation of a set of country profiles;
- A scoping paper covering career guidance issues;
- A paper on access and drop-out;
- A working paper on labour market demand for postsecondary VET- linked to the OECD skills strategy

Topics addressed in the *Skills Beyond School* policy reviews include:

- *Funding and governance* - What types of institutional funding and governance arrangements are in place and do they offer incentives for providers to respond to labour market needs, innovate and deliver quality training, and encourage the right balance between vocational and academic programmes?
- *Matching supply and demand* - What mechanisms are in place to enable providers to respond to labour market needs both in the mix of programmes they offer and in the content of each programme? What are the most effective ways to blend programmes and workplace learning?
- *Ensuring quality* - Are there quality assurance tools that are particularly suitable for postsecondary vocational programmes? How can career management arrangements for teachers and trainers ensure that they have the right mix of skills, including relevant industry experience?
- *Access and equity* - How can selection criteria and student support and guidance ensure flexible pathways of entry, while maximising successful completion? How can common principles be developed for the funding of postsecondary education?

At the present time, *Learning Beyond School* is still not completed. Earlier this year, the Education Committee proposed that the activities on VET would continue, focusing on a new strand of work: work-based learning. This is planned to start in 2014.

⁵⁶² Austria, Denmark, Egypt, Germany, Israel, Korea, the Netherlands, Switzerland, UK (England), and the United States (with special case studies in three states).

⁵⁶³ Belgium (BEnl), Canada, Iceland, Romania, Spain, Sweden, UK (Northern Ireland and Scotland).

According to the information obtained, the European Commission (DG EAC) may be involved in the work whilst a number of countries have already committed to participating. It is expected that this work will take another form, not building on country reviews as the core, but rather looking at other methodologies than reviews, building also on the rich literature on work-based learning. Currently the work is at a very early stage of planning, so it could change considerably over the next months.

The work on country skills strategies is not directly linked to VET, but is more an outcome of PIAAC. At the latest Education Committee Meeting there was not much support for this activity.

3.6 Conclusion and policy pointers

Inconsistency in data on VET still makes it complex to carry out comparative studies. International bodies can play a leading role in further development of comparable data, which are critical to evidence based policy making.

The different methodologies applied in VET country reviews raise important questions about how VET policy reviews should be designed so that they encourage and support follow up action based on findings and recommendations.

Given the large number of country reviews OECD has conducted at this stage, it could be of value to bring together OECD staff, CEDEFOP and external experts currently involved in the DG EAC/CEDEFOP country review exercise- to discuss strategic approaches to development of VET systems (for the purpose of international cooperation in the sector among other things) through policy learning such as reviews.

3.7 Sources of information (literature and name of interviewees)

- EDU/EDPC/CERI(2007) Background country information (CERI's note on initiative on systemic Innovation 2For Official Use English - Or. English For Official Use EDU/EDPC/CERI(2007)2
- Grubb Norton (2006) Vocational Education and Training. Issue for Thematic Reviews. OECD
- www.oecd.org/edu/skills-beyond-school/43900508.pdf
- Kuzera Malgortzata Learning for Jobs. The OECD international Survey of VET Systems: first results and Technical report
- OECD (1999). *Preparing Youth for the 21st Century: The Transition from Education to the Labour Market*
- OECD (2000). *From Initial Education to Working Life - Making Transitions Work*
- OECD (2007): *Issues Paper - Informal Meeting of OECD Education Ministers on Vocational Education and Training*, Monday 22 January to Tuesday 23 January 2007, Denmark.
- OECD CERI (2009) Systemic Innovation in VET- Working out Change. <http://www.oecd.org/edu/ceri/workingoutchangesystemicinnovationinvocationaleducationandtraining.htm>
- OECD (2009) *Learning for jobs: Initial Comparative report*. Final report was published under same title in 2010: <http://www.oecd.org/edu/skills-beyond-school/publicationsworkingpapersblogsandvideos.htm>; <http://www.oecd.org/edu/skills-beyond-school/skillsbeyondschool.htm>
- Own notes (Hanne Shapiro) from CERI Reviews and expert group

4 UNESCO - United Nations Educational, Scientific and Cultural Organization

Summary box - Key trends and data

- **Strategy or framework for action in place:** Strategy 2009-2015 in place.
- **Key interested countries:** All Member countries support actions aimed at developing and emerging economies
- **Key types of cooperation:** Policy reviews, normative instruments, country clustering on TVET topics, expert meetings, symposiums, workshops, documentation and reporting activities
- **Types of VET commonly associated:** all levels- reflecting the realities of the economies, including the informal economy
- **Key targeted sectors:** depends upon the given economy; recognition of the importance of agriculture and fisheries in many countries and the crafts sector as part of the informal economy
- **Scale of public/private initiatives:** Not applicable
- **Data on budget:** Not available
- **Data on mobility programmes:** Not applicable
- **Data on beneficiaries (e.g. number of VET students):** Not applicable

4.1 Background information on UNESCO

The United Nations Organization for Education, Science and Culture (UNESCO) was founded on 16 November 1945.

UNESCO has 195 Members and eight Associate Members. It is governed by the General Conference and the [Executive Board](#). The Secretariat, headed by the [Director-General](#), implements the decisions of these two bodies.

The Organization has more than 50 [field offices](#) around the world. Its [headquarters](#) are located in Paris, France. UNESCO has a small TVET Unit at the head offices in Paris.

4.2 UNESCO's framework for international cooperation in VET

UNESCO first made reference to TVET in the *Recommendation Concerning Technical and Vocational Education* of 1962 (revised in 1974 and 2001), and in the *Convention on Technical and Vocational Education* of 1989. The primary purpose of these publications has been to seek to influence the policies and strategies of member states. After the 1999 Seoul Congress, it was anticipated that the Seoul Recommendations on TVE would become the 'core of a new UNESCO global strategy for TVET' (UNESCO, 1999a). However, neither the strategy document nor the ambitions associated with the planned long term programme for the development of TVET were implemented.

The UNESCO's strategy on VET promotes international cooperation on TVET in different ways. One of the core elements of the strategy is the provision of high level policy advice, which has been supported also through country cluster activities. Furthermore, in the implementation of TVET strategy UNESCO underlines the necessity of taking a holistic approach to TVET, which will "require harmonized interventions with key partners in countries, in line with the Paris Declaration and United Nations reform efforts."⁵⁶⁴ As a vital part of its strategy, UNESCO has actively aimed to establish a

⁵⁶⁴ <http://unesdoc.unesco.org/images/0018/001833/183317e.pdf>

systematic cooperation and improved coordination with international agencies engaged in TVET. The existing UNESCO regional networks and the UN *International Centre for Technical and Vocational Education and Training* (UNEVOC) networks worldwide form the infrastructure for regional cooperation as well as bilateral and trilateral institutional cooperation between national education ministries, including South-South, South-North and South-South-North cooperation and as a means of achieving global impact.

Also, in relation to the monitoring of TVET, UNESCO has taken actions to strengthen cooperation on statistics. Finally, the Shanghai Consensus,⁵⁶⁵ which contains the recommendations and outcomes of the third global conference on technical and vocational education held in Shanghai in 2012 makes explicit reference to the importance of providing adequate platforms for international exchange on policies, instruments and approaches supporting and benefiting from South-South and North-South-South cooperation.

4.3 Conceptualisation of vocational education and training in the context of UNESCO's overall strategy and mission for education

The 2001 UNESCO and ILO's General Conference on Technical and Vocational Education and Training referred to TVET as "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life" (UNESCO and ILO, 2002).

In recent years, the term 'skills development' has emerged in UNESCO documents. In these definitions, TVET - sometimes also known as Vocational Education and Training (VET) or Career and Technical Education (CTE) - can be regarded as a means of preparing for occupational fields and effective participation in the world of work. It also implies lifelong learning and preparation for responsible citizenship. In its broadest definition, TVET includes technical education, vocational education, vocational training, on-the-job training, or apprenticeship training, delivered in a formal and/or non-formal way.

4.4 The TVET agenda in UNESCO

4.4.1 Background and context

All nations in the world are faced with the challenge of improving the capacity of their workforce to respond to their own national development needs and to the demands of a rapidly changing, more globally competitive world. The programmes for universal primary education launched following the Jomtien and Dakar conferences are now leading to rapid increases in the number of young people completing primary school in developing countries. There is already enormous pressure on secondary and vocational systems, which are still very small in many countries. International experience shows that accommodating an increasingly diversified student population calls for the provision of a variety of learning pathways, including in technical and vocational subjects.

Nowadays TVET is regarded as an instrument in creating new employment opportunities and income-generating activities in the formal and informal sectors of the economy, the need for which has become more acute due to the financial crisis. TVET can play an important role in economic development and poverty reduction if due attention is given to customizing or targeting education and training provision to local needs.

⁵⁶⁵ http://www.unevoc.unesco.org/fileadmin/user_upload/docs/Shanghai_Consensus.pdf

At the request of Germany and with the strong support of many member states, the 179th session of the Executive Board of UNESCO in April 2008 decided to develop a UNESCO Strategy for TVET. It was proposed that the strategy should include: the scope, fields of action, and vital aspects of TVET, such as its linkages to employment and self-employment; the UNESCO role in country-specific TVET needs assessment and consultation complementary to other providers; the dissemination of best practices in TVET in different training locations in both the formal and informal sectors; the integration of TVET into secondary education; and finally a review of the internal coherence of the present configuration of TVET staffing and financial resources across different UNESCO units, sections and offices. This was followed by a series of meetings with country representatives and international organisations feeding into the presentation of a strategy, which was presented to the 181st Session of the Executive Board in April 2009.

A Strategy for Technical and Vocational Education and Training (TVET) was adopted in 2009 by the 181st session of its Executive Board (181 EX/Decision 8). The strategy focuses on action in three core areas:

- Provision of upstream policy advice and related capacity development;
- Conceptual clarification of skills development and improvement of monitoring;
- Acting as a clearinghouse and informing the global TVET debate.

The progress achieved in school enrolment worldwide, as a logical consequence, is an underlying driver for the increased policy prioritisation regarding access to and quality of TVET for the increasing number of young people that complete primary and secondary education. UNESCO emphasises in one of its policy documents on TVET in the Southern African Development Community (SADC) region, the importance of strengthening the linkages between education and social and economic sustainable development, so that technical and vocational education can be promoted in order to offer practical skills and broader competences, to open pathways to higher education, and to improve employability and entrepreneurship (UNESCO, 2011).

4.4.2 Underlying drivers

UNESCO is currently at a crucial point regarding the 2001 revision of the recommendations concerning technical and vocational education. The Shanghai conference in 2012 proposed to revise existing normative instruments or to develop new or better suited to a changing world of work, and to ensure better visibility and support for TVET as an integral part of the post-2015 agenda (UNESCO, 2012). The revision will mirror a broader definition to include TVET technical and vocational education spanning from ISCED level 2 to 5 and to expand the scope of TVET to mirror the diversity of contexts in which TVET occurs.

Underlying drivers are three interrelated sets of demands that impact TVET reform and provision:

- Economic demands - in order to drive economic growth and to benefit from technological advance and from globalisation, new types of skills are needed including entrepreneurial skills and ICT skills.
- Social demands - TVET plays a critical role to improve equity, enhance access to education in rural areas and in the informal economy, and to improve gender equality.
- A third set of drivers relate to sustainable development - a topic and a priority that is still in the making in TVET policies.

4.4.3 Aims of UNESCO's TVET programme

- Assist Member States in integrating "employability skills" in national education systems;
- Improving TVET systems;

- *Education for All* (EFA) Goal 3 related to “appropriate learning and life skills”;
- Promoting long-term strategies and solutions, inclusive and rights-based approaches (EFA Goal 6 on quality of education);
- Supporting the development of national normative and legislative frameworks and standards for TVET.

UNESCO cooperates with a broad range of partners in the implementation of the TVET strategy:

- UNESCO Member States (ministries of education, ministries of labour, training institutions);
- UN Agencies: International Labour Organisation (ILO), United Nations Development Programme (UNDP);
- World Bank;
- European Training Foundation (ETF);
- International Donor Agencies: United States Agency for International Development (USAID), UK Department for International Development (DFID), German Society for International Cooperation (GIZ), Canadian International Development Agency (CIDA);
- Regional Development Banks: Inter-American Development Bank (IADB), Asian Development Bank (ADB), African Development Bank (AfDB);
- Private Sector & NGOs.

4.4.4 Key Targets of the Strategy for TVET

Target for core area 1:

- 15-20 countries benefitted from policy review and policy advice by the end of the strategy period;
- Methods for systematic coordination with other international agencies implemented;
- Revamping UNEVOC network: evidence of south-south, north-south and south-south-north coordination.

Targets for core area 2:

- Joint (interagency) position paper regarding skills;
- Key indicators for TVET;
- Evidence for support to Member States for collection and analysis of TVET Labour Market (TVET/LM) data;
- Evidence for supporting the monitoring of EFA goal 3;
- Report on normative instrument implementation and key recommendation delivered (1989 TVET Convention).

Targets for core area 3:

- Revamp UNEVOC network;
- Scale-up South-South cooperation;
- Regional offices collect and disseminate standardized information on TVET;
- Evidence of dynamic world debate on TVET and skills;
- Thematic reviews implemented: TVET and gender, TVET and marginalised, TVET and sustainable development;
- World Report on TVET;
- Third International Congress on TVET implemented.

4.5 Examples of initiatives and their results

Within the current strategy on TVET, UNESCO has implemented several initiatives. It is worth noticing that UNESCO's activities on international cooperation in TVET spans different groups of system actors comprising the whole policy cycle from high level policy advice to the implementation and sharing of promising practices. To sum up, key activity areas comprise:

- High level policy review and strategic advice in preparation of TVET policy reform - typically with the use of external experts;
- Providing institutional support to implement reforms - typically in cooperation with country donor initiatives;
- Development of normative instruments and tools to support effective reforms and high quality in TVET provision;
- Building capacity on the ground at system and practitioner level through the UNEVOC network⁵⁶⁶.

Activities are typically organised as bilateral support, although country clustering with the regional UNEVOC centres plays an enabling role, and through inter-agency collaboration. The ICT infrastructure facilitated by the UNEVOC network plays a central role in outreach.

In 2012 UNESCO held the Third International Congress on TVET, which took place in Shanghai. The conference set the stage for a renewed debate on the role of TVET in the 21st century, providing a forum for discussion on the challenges faced by the TVET systems and the appropriate responses to them. One of its important outcomes was the production of a set of key recommendations to governments and other TVET stakeholders in UNESCO Member States, presented under seven strands (known as the Shanghai Consensus, UNESCO 2012):

1. Enhance the relevance of TVET
2. Expand access and improve quality and equity
3. Adapt qualifications and develop pathways
4. Improve the evidence base
5. Strengthen governance and expand partnerships
6. Increase investment in TVET and diversify financing
7. Advocate for TVET

4.5.1 TVET policy review and advice

With the launch of the current strategy period, UNESCO began to offer high level policy advice targeting developing and emerging economies. The TVET Policy Review is not an attempt to provide ready-made policy recommendations; instead, it takes place upon government request and should be regarded as a part of on-going policy dialogue among various stakeholders. As of the beginning of 2014, eight policy reviews had been conducted in Africa and in South East Asia, and more requests are pending. The policy reviews are typically prepared and organised in collaboration with the regional UNEVOC centres. The reviews take about 1-2 weeks depending upon the size of the country and the scope of the review. As an innovative feature, the review is followed by a working seminar with all the key stakeholders to discuss findings and to define shared priorities, time plan, and policy and financial implications. Common guidelines have been developed to support the review teams.⁵⁶⁷ Following the Shanghai Conference, UNESCO has seen a growing demand for this form of support, which is however highly resource-consuming.

⁵⁶⁶ <http://www.unevoc.unesco.org/go.php>

⁵⁶⁷ unesdoc.unesco.org/images/0018/001874/187487e.pdf

4.5.2 Normative Instruments

One of UNESCO's roles in the field of TVET is to make internationally recognised standards known to its Member States. UNESCO transmits this information through normative or standard-setting instruments which are to assist countries in their reform efforts, and the instruments therefore have a strong international dimension embedded. UNESCO is responsible for two normative instruments in the field of TVET: the Convention on Technical and Vocational Education (1989), and the Revised Recommendation concerning Technical and Vocational Education (2001), which aim to provide policy-makers with advice on improving their national TVET policies and systems. The normative instruments are usually documents developed following extensive technical consultation at the international level.⁵⁶⁸ As foreseen by the UNESCO Strategy for TVET (2010-2015), an independent study on the impact of the two normative instruments was conducted in 2011 and submitted to the Executive Board. The review of the normative instruments resulted in a proposal for a revision particularly to take into account rapid demographic and technological changes, which are taking place; and the deepening concerns relating to youth unemployment, underemployment, social inequalities including gender inequality, and peace and sustainable development. The review stressed that this calls for more integrated approaches to policy areas such as education, training and employment in a lifelong learning perspective. Furthermore, the review found that new agendas such as "greening TVET", "youth employability", "youth engagement" and significant conceptual developments such as "technical and vocational skills development" and lifelong learning for all, increasingly implies a transversal dimension for the development of skills and competencies across the education and training sector supported by systems of lifelong career development. The review has been followed by an extensive consultation with stakeholders based on the analysis of UNESCO's review of global TVET trends and issues, the outcomes of the Third International Congress on TVET and other meetings and conferences convened by UNESCO. The proposal for revision of the UNESCO Strategy for TVET is planned for June 2015.

As mentioned, the revised recommendations concerning technical and vocational education are currently being revised to reflect the role of TVET in the changing world of work, and taking into account also the dynamics of globalisation. UNESCO also monitors skills developments and provides input on these issues to G20.

4.5.3 Youth transitions to labour market

In cooperation with the Pôle de Dakar, UNESCO is developing a diagnostic tool to support youth transition to labour markets. The Pôle de Dakar of the International Institute for Educational Planning (IIEP – UNESCO) is a platform for expertise in education policy analysis. The Pôle works with ministries in charge of education and offers technical expertise to all African countries upon request by partner governments, as part of an overall approach to national capacity building. Across Africa the challenge of youth unemployment is expected to grow in the coming years with a growing number of youth entering labour markets. The situation is furthermore aggravated by an underdeveloped private sector in many African countries combined with an insufficient match between educational supply and labour market demands.

To meet these challenges, *Pôle de Dakar*, the Regional UNESCO Office for the Development of Education in Africa (BREDA), and the TVET unit at UNESCO Headquarters have joined forces to work with member countries to develop an integrated approach to better match education supply and the prospective labour market demands in a given country to facilitate the transition to labour markets for the youth population. The initiative builds on a three-year action plan. It will identify which actions and instruments are needed to strengthen the effectiveness of the institutional arrangements in the nexus between education/training and employment,

⁵⁶⁸ http://portal.unesco.org/en/ev.php-URL_ID=13059&URL_DO=DO_TOPIC&URL_SECTION=201.html

including training of the relevant actors. It will furthermore establish sustainable and harmonised methods for data collection and analysis in support of youth transition. Once the diagnostic tool is developed it will be tested in two countries to assess its feasibility.⁵⁶⁹

4.5.4 Support to implementation of TVET reforms

The TVET UNESCO unit has faced new demands to support capacity development, and is engaged in ongoing policy dialogue on TVET. Capacity Development for Education for All (CapEFA) is an extra-budgetary funding mechanism and programme approach financed by the governments of Denmark, Finland, Italy, Norway, Sweden and Switzerland. It grew out of efforts to strategically support countries' thematic and operational needs and provide them with a more focused UNESCO engagement in the campaign for Education for All. Within the Dakar Framework of Action, which makes several references to basic vocational training, countries are provided with institutional support initiatives ranging from curriculum reform to training of trainers activities.

4.5.5 Regional clustering - achieving outreach and scale

Following the Shanghai conference in particular, the UNESCO TVET Unit at central head offices have faced increased demand for support. To meet these needs, the Paris unit works closely with the regional UNEVOC centres, organising regional initiatives that match regional priorities and needs and stimulating sharing of emerging best practices. To enable genuine sharing and collaboration at the regional or sub-regional level, system actors participate in an ongoing process where they are given compulsory assignments to share and further develop current best practice in particular areas. The processes also focus on how to monitor developments and concurrently adapt measures through regional indicators.

The SADC region in sub-Saharan Africa is one of the regions for which a five year strategic framework has been elaborated. The overall objective of the SADC TVET Regional Strategic Framework is "the improvement of TVET to contribute to the development of relevant human resources to drive socio-economic development, inclusion and technological advancement in the region". Based on an assessment of TVET in the region, the regional strategic framework/programme of action was developed with a proposal for the operationalisation of key intervention areas, which will enable SADC states to work together to achieve this objective.

A central theme within the strategy is the strengthening of partnerships for peer learning and capacity development to support system development in TVET and skills development in the region. All interventions proposed are based on the principle that member states retain responsibility for all activities at national levels. The SADC programme of action provides overarching support as defined by the SADC mandate in the strategic intervention areas. SADC member states confirmed that two principles apply across the whole strategy:

- "Interventions must build on sectoral and national excellence in the region, where this exists.
- The strategy and interventions must use existing structures wherever possible."

The strategic areas for intervention presented in this programme of action were identified from the priorities identified by national stakeholders and through the regional analysis within the regional review carried out as part of the SADC/UNESCO Assessment and review of the status of TVET in the region⁵⁷⁰. The top ten strategic priorities identified by national stakeholders (in order of frequency) were:

⁵⁶⁹ Internal working document, UNESCO.

⁵⁷⁰ <http://www.feti.ac.za/publications/Status%20of%20TVET%20in%20SADC%202013.pdf>

1. TVET Management Information Systems (MIS) and monitoring and evaluation capacity
2. Staff development (including teacher training)
3. Funding
4. Qualifications Frameworks
5. Provider institution development
6. National governance and co-ordination
7. TVET for the informal economy
8. Quality Assurance
9. Open and Distance Learning (ODL)
10. Industry involvement

4.5.6 Regional qualification frameworks

Trans-border mobility and global developments regarding national qualification frameworks provide the basis for a new initiative which mainly focuses on portability of TVET skills. Together with selected regional UNEVOC centres in South East Asia, in the SADC region, and in Latin America, stakeholders are meeting to find common grounds and design a joint process which is inclusive and can contribute to the post-2015 agenda and to a broader TVET agenda of economic development through portability of skills at the regional level. The work involves defining learning descriptors, defining qualifications, and ascertaining which quality criteria are important in the process of recognition of qualifications - including informal and non-formal learning.

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is based in Bonn, Germany. It is one of eight educational centres within UNESCO.

The UNESCO-UNEVOC International Centre works in close cooperation with Paris Head office for TVET. The centre acts as a broker of UNESCO's international programme on technical and vocational education and training. It also works to support UNESCO's mandate for Education for All and Education for Sustainable Development.

The International Centre achieves this through taking action to strengthen and upgrade the worldwide UNEVOC Network (Flagship Programme), with particular reference to:

- Stimulating international and regional cooperation concerning human resource development;
- Promoting UNESCO normative instruments and standards;
- Promoting good and innovative practices in TVET;
- Knowledge sharing;
- Mobilising expertise and resources;
- Strengthening partnerships with other relevant agencies;

The centre is central to UNESCO's partnering strategy and the aim to place TVET on the global development agenda (e.g. post-2015 debate). They work with a range of international agencies for example on Green Skills and the inter-agency work on indicators for TVET.

In 2010 UNESCO-UNEVOC hosted the first meeting of the Inter-Agency Working Group on TVET Indicators. The Working Group on TVET Indicators is a sub-group of the Inter-Agency Working Group on TVET, which includes representatives of the Asian Development Bank (ADB), the European Training Foundation (ETF), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD), UNESCO, and the World Bank (WB). The group seeks to establish a set of TVET indicators related to policy development with the aim of improving TVET management. This latter activity situates TVET in a broader global agenda on TVET reform and the role of TVET in changing the nature of global specialisation (Gereffi et al., 2011).

The UNEVOC centre runs a digital platform as the core of their dissemination strategy. It provides access to a bulletin, an e-library, to promising practices, and to a database on TVET systems worldwide. In addition, it facilitates the *e-Forum*. This is an on-line debate forum between global TVET experts and practitioners. In the *e-Forum*, participants have the opportunity to:

- discuss relevant issues for TVET policy-makers, researchers and practitioners;
- announce international conferences and workshops;
- inform colleagues on publications and other resources;
- inquire for materials that would be useful for their work, and that may be available abroad, e.g. curriculum materials, samples of legal texts, etc.;
- find partners for international cooperation in research and development.

4.6 Conclusions and policy pointers

In recent years UNESCO has had severe budget cuts, which also have affected their education activities. The TVET Unit in UNESCO head offices in Paris together with the UNEVOC centre have nevertheless managed to support relevant actions in the area of international cooperation despite limited budget and staff. The methodology adopted for TVET reviews has its strengths in its broad definition of TVET including apprenticeships in the informal sector, and its strong focus on situating VET in broader economic development and sustainable livelihood of the individual. According to an interviewee, the workshops following a policy review provide the opportunity to thoroughly discuss, analyse, and contextualise findings as the basis for development of action plans that can enable political buy-in and commitment.

Another key to UNESCO's success and impact is their ability to pool resources through collaboration with regional UNESCO nodes and other international agencies, and the commitment of key staff. The normative instruments that UNESCO has launched are aimed to provide guidelines on standards pertaining to TVET, similar to initiatives by the European Commission. Secondly, their strategy to provide support to regional clusters to jointly work on particular challenges is a way to further outreach and accelerate development, which has wider implications. An example is the SADC network, where the expectations are that the collaboration on a regional qualification framework will also stimulate inter-regional mobility through recognition of skills. A third and central mechanism to create outreach and impact occurs through the UNEVOC network and the moderated e-Forum, which is highly active. The model is interesting because it involves researchers, practitioners and policy makers.

4.7 Sources

- Gereffi, Gary; Fernandez-Stark, Karina; Karina, Psilos, Phil (2011). *Skills for Upgrading: Workforce Development and Global Value Chains in Developing Countries*, available at <http://www.cggc.duke.edu/gvc/workforce-development/>
- Pôle de Dakar/ UNESCO (2013). *Presentation de l'appui relatif au diagnostic prospectif education/formation/emploi* - unpublished working paper.
- UNESCO (1962). *Recommendation concerning Technical and Vocational Education* (Revised 1974 and 2001), UNESCO, Paris.
- UNESCO (1989). *Convention on Technical and Vocational Education* UNESCO, Paris.
- UNESCO (1999a). 'Establishment of an international long-term programme for the development of technical and vocational education and training', 30th Session, General Conference, 30C/17, UNESCO, Paris.
- UNESCO (1999b). *Second International Congress on Technical and Vocational Education. Final Report*, 26-30 April 1999, Seoul.

- UNESCO (2001). *Revised recommendation concerning technical and vocational education*, UNESCO, Paris.
- UNESCO (2010). TVET policy review guidelines- prepared by Hanne Shapiro, Danish Technological Institute.
<http://unesdoc.unesco.org/images/0018/001874/187487e.pdf>
- UNESCO (2011). Assessment and Review of Technical and Vocational Education and Training (TVET) in the SADC Region and Development of a Regional Strategy for the Revitalisation of TVET.
- UNESCO (2012). *Shanghai Consensus, recommendations* Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training, 'Transforming TVET: Building skills for work and life' Shanghai, People's Republic of China,
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Final_General_Report_English.pdf
- UNESCO 2013 37/C 44 - Preliminary study on the technical and legal aspects relating to the desirability of revising the 2001 revised recommendation concerning technical and vocational education (TVET),
<http://unesdoc.unesco.org/images/0022/002226/222614e.pdf>

5 World Bank

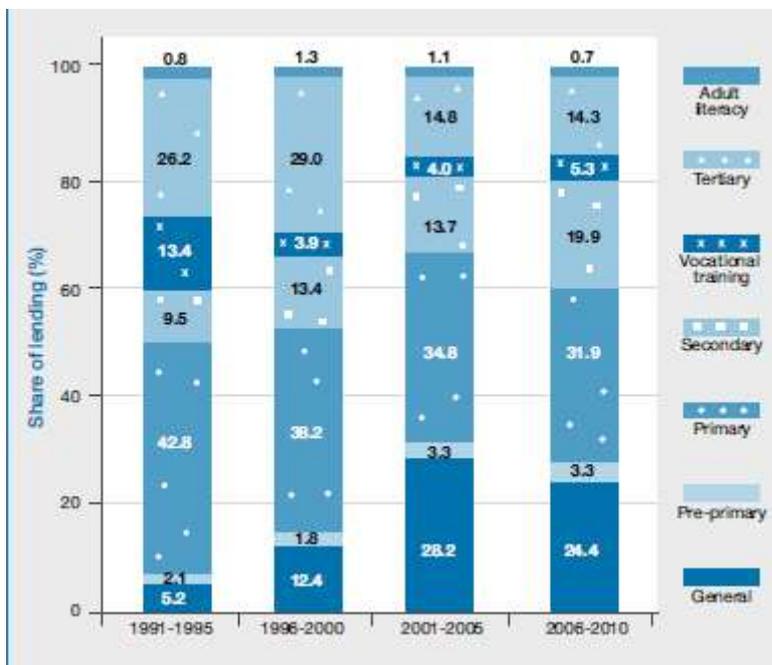
Summary box -Key trends and data:

- **Strategy or framework for action in place:** Yes
- **Key interested countries:** Developing/ Emerging Countries
- **Key types of cooperation:** Financial cooperation
- **Types of VET commonly associated:** TVET, Workforce Development
- **Key targeted sectors:** Agriculture, Transport, etc.
- **Scale of actions** driven by trade and economic growth as opposed to development assistance: All project target development assistance
- **Data on budget:** Yes
- **Data on mobility programmes:** not applicable
- **Data on beneficiaries (e.g. number of VET students):** Not applicable

5.1 Background information on the World Bank

The World Bank Group has been supporting educational development for nearly 50 years (World Bank 2011 p.46). Support is provided for different sub-sectors of education, including VET. However, VET does not seem to be the main focus of current activities (see also Figure 1 below): “Since 2000, for example, the share of education funding for tertiary education and vocational education has declined, while the share of >general education< funding—which benefits several education levels—increased” (World Bank 2011 p.48).

Figure 7. Share of Bank Educational Lending by Subsector, 1991-2010



Source: World Bank 2011 p.49

The World Bank has two main goals: to end extreme poverty within a generation and boost shared prosperity. To achieve this aims, education is one of the key strategies

the World Bank is following, also to target the UN Millennium Development Goals (MDGs)⁵⁷¹. These goals are:

1. To eradicate **extreme poverty and hunger**;
2. To achieve **universal primary education**;
3. To promote **gender equality and empowering women**;
4. To reduce **child mortality rates**;
5. To improve **maternal health**;
6. To combat **HIV/AIDS, malaria**, and other diseases;
7. To ensure environmental **sustainability**;
8. To develop a global partnership for development

5.2 World Bank's framework for international cooperation in VET

Strategy

As the activities of the World Bank are focused on developing countries, the employed VET strategies and projects are also concentrated on developing countries and development policy. The driver for international cooperation in VET of the World Bank is to use VET to contribute to the economic growth.

The World Bank policy paper on VET (1991) focuses four main strategies:

- strengthening primary and secondary education,
- encouraging private sector training,
- improving effectiveness and efficiency in public training,
- training and equity.

A study, commissioned by the World Bank in the early 1990's (Middleton et. al 1993), for example, analysed skills training in developing countries and focussed on economic efficiency which is seen as a prerequisite for equity. This study also rises the dual problem, developing countries are faced with, while developing strategies for increasing the access to 'middle-level skills': they need to improve productivity under resource constraints and have to respond to high demands of public education, including improving the access to and quality of basic education (Middleton 1993 p.3).

Recent strategies, such as 'The World Bank Education Strategy 2020 – Learning for All', are built on the premise that people learn throughout life, not simply during the years that they spend in formal schooling (World Bank 2011 p.25). The following key findings that are presented as the basis for the strategy directly address VET:

- Learning outcomes are not only measurable in terms of reading and writing but also in skills and competences. Specific technical or vocational skills related to an occupation are also important for success in the labour market.
- To prevent youth drop out from school, it is necessary to give young people alternative learning opportunities to consolidate their basic knowledge and competencies, and then equip them with technical or vocational skills that promote employment and entrepreneurship.

The World Bank will focus on the following two priorities in education over the next decade (World Bank 2011 p.31):

- to strengthen the capacity of education systems to achieve learning goals: This can be achieved by aligning governance, management, financing, and performance incentive mechanisms to produce learning for all. The World Bank is committed to provide operational, financial, and technical assistance that help its partner countries achieve national development goals by making their education systems more effective. "With respect to TVET⁵⁷², policymakers will

⁵⁷¹ The World Bank is "committed to helping achieve the MDGs because, simply put, these goals are our goals"

⁵⁷² Technical Vocational Education and Training.

need to create sound governance structures and a regulatory framework that maintain a dynamic balance between skills supply and demand, as well as design financially sustainable and socially equitable programmes” (World Bank 2011 p.36).

- to contribute to building a high-quality global knowledge base on education systems: The World Bank is committed to “support the development and use of regular education data. It will support efforts by partner countries to measure both student achievement (i.e., learning outcomes) and the overall performance of education systems on a regular and systematic basis, and to use such data to inform education policies and investments (World Bank 2011 p.38). Since improving the labour-market relevance of education is an objective of the strategy, a framework and tools to measure the skills and competencies of a country’s labour force will be developed. “One aim of these efforts is to increase the share of education projects that include labour-market objectives and thereby improve the acquisition of workforce skills” (World Bank 2011 p.44).

The World Bank Group contributes to development in three principal ways (World Bank 2011 p.60):

- knowledge generation and exchange, together with policy debate (System assessment and benchmarking tools; Learning assessments; Impact evaluations & analytical work);
- financial and technical support to client countries (Technical support for system strengthening; Results-oriented financing; Multisectoral approach); and
- strategic partnerships (UN agencies, donor community, private sector, civil society organisations).

To support the implementation of the Education Strategy 2020 ‘Learning for All’, presented in May 2011, the World Bank commenced a multi-year programme to support countries in systematically examining and strengthening the performance of their education systems. The SABER (System Approach for Better Education Results) initiative is building a toolkit of diagnostics for examining education and training systems and their component policy domains. SABER Workforce Development is one of the domains of this programme. It aims to research how workforce development systems might bring skills supply and demand into closer alignment (Tan et.al. 2012 p.v).

Workforce Development (WfD) is defined as:

- enabling individuals to acquire the knowledge, practical skills and attitudes for gainful employment (including self-employment) or improved work performance in a particular trade or occupation
- providing employers with an effective means to communicate and meet their demand for skills⁵⁷³ (Tan et. al. 2012 p. 4).

The SABER WfD aims at creating a systematic approach for documenting and assessing countries policies and institutions relating to WfD. First, the SABER focuses on those parts of the system with an explicit mission of enabling individuals to acquire job-relevant skills, either through initial or continuing education and training. Second, the focus is on employers as users of skills (Tan et.al. 2012 p. 4). The conceptual Framework of the SABER WfD is based on the diversity of stakeholders in workforce development, as well as the diversity of the perspectives, experiences, and priorities and targets to create a common understanding of concepts and terms, backed by evidence on how the system functions. The conceptual framework for SABER WfD

⁵⁷³ Definition by U.S. National Governors Association

identifies three functional dimensions of policies and institutions that affect workforce development outcomes:

- **Strategy:** The alignment of workforce development with a country's national goals for economic and social development.
- **System oversight:** The governance arrangements that shape the behavior of key stakeholders, including individuals, employers, and training providers.
- **Service delivery:** The mechanisms for managing the provision of services in the field (World Bank 2014)⁵⁷⁴.

Figure 8. SABER WfD: dimensions, policy goals, actions



Source: Tan et.al. 2012 p.34

For these functional dimensions policy goals and actions have been developed, as well as a data collection instrument (DCI) to document the existence of policies and their scope, as well as evidence on policy implementation and feedback loops to inform policy adjustments and improvements. The WfD policies are benchmarked to four stages: latent (limited engagement), emerging (some instances of good practice), established (systemic good practice) and advanced (systemic good practice meeting global standards) (Tan et. a. 2012 p 35).

The SABER-Workforce Development aims to foster reforms in countries that make their workforces more competitive and attractive to investors. After a pilot phase, first countries, as Bulgaria, Iraq, Uganda and Malaysia have started to use the SABER framework (World Bank 2014 p.575).

The World Bank sees the challenges in creating and sustaining adequate job opportunities as one of the major challenges for all countries. To meet this challenge, the World Bank sees the need of preparing and enabling people to acquire and succeed in jobs through skills development. Skills matter for better jobs and improved welfare and productivity: "Countries with a more highly skilled workforce, as reflected

⁵⁷⁴ The World Bank. 2014. SABER in Action. http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_WfD.pdf

⁵⁷⁵ The World Bank. 2014. SABER in Action. http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_WfD.pdf

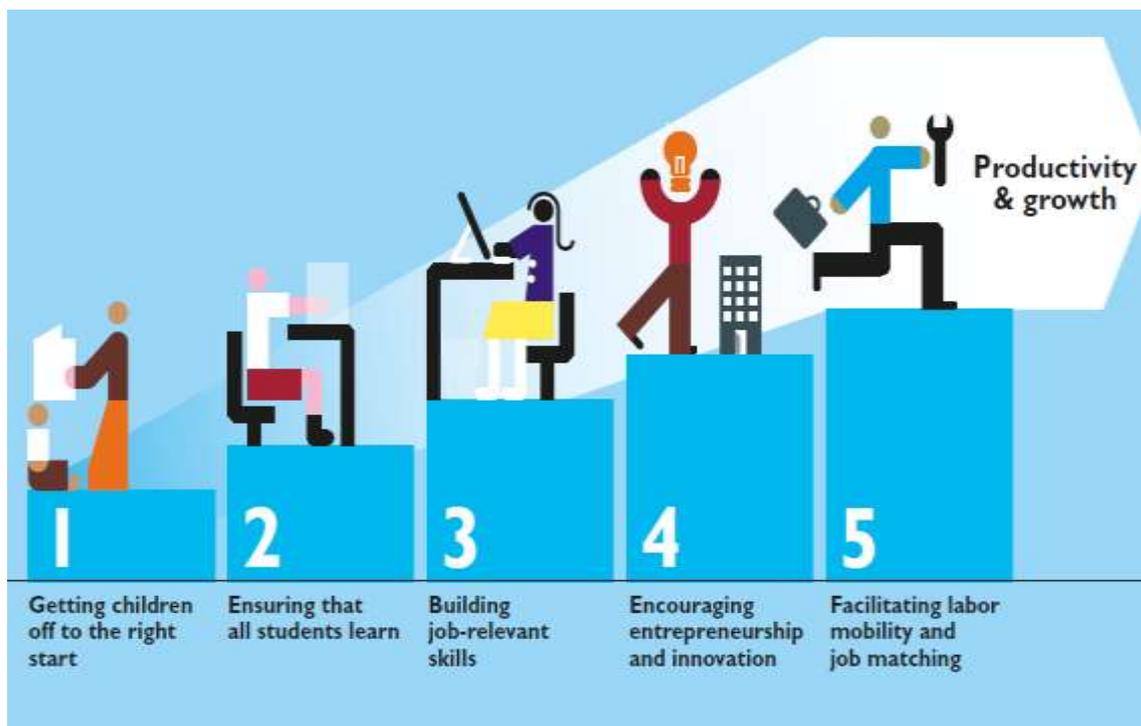
in test scores on international assessments, have seen faster economic growth. Yet many developing countries lack the skilled citizenry required to grow their economies more rapidly"⁵⁷⁶. At the same time, there is growing evidence of persistent mismatches in skills demand and supply (Tan et. a. 2012 p xi). Following this, a need for the capacity to learn new skills is seen essential in a globalised economy.

The World Bank developed the conceptual framework 'Skills Towards Employment and Productivity' (STEP), that aims to help policymakers, analysts, and researchers think through the design of systems to develop skills that will enhance productivity and growth. The framework guides the preparation of diagnostic work on skills and design of policies across sectors to create productive employment and promote economic growth (The World Bank 2010 pp.1).

The framework focuses on five interlinked steps:

- Step 1: Getting children off to the right start
- Step 2: Ensuring that all students learn
- Step 3: Building job-relevant skills
- Step 4: Encouraging entrepreneurship and innovation
- Step 5: Facilitating labour mobility and job matching

Figure 9. The conceptual framework: Skills toward Employment and Productivity (STEP)



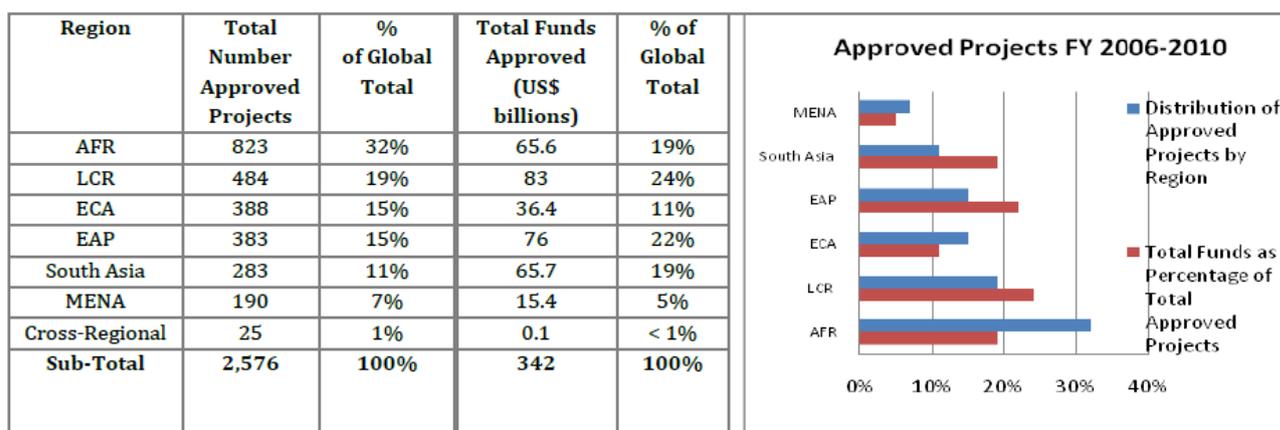
Source: *The World Bank 2010*

Geographical scope of VET cooperation

The report on Skills Development and Training in the context of Official Development Assistance (ODA) provides an overview of all the projects approved by the World Bank Group during the fiscal years 2006-2010. The African region accounted for the largest number of approved projects across all sectors, while the Latin American and Caribbean Region had the largest amount of total funds approved (ODA 2011 p. 4).

⁵⁷⁶ <http://www.worldbank.org/en/topic/socialprotectionlabor/brief/skills-for-jobs>

Figure 10. Approved projects: 2006-2010



Source: Skills Development and Training, ODA 2011

Sectoral scope of VET cooperation

Projects concerning skill development initiatives have been identified in up to 15 sector boards⁵⁷⁷ of the World Bank. Operations in all of the World Bank's network are believed to support WfD, through sector-specific vocational training or through broad interventions aiming at improved competitiveness, worker productivity or poverty reduction (Gotur/Gome 2013 p.8).

The distribution of projects and funds of the World Bank between 2006 and 2010 by sector shows, that the agriculture and rural development sector had the highest number of approved projects in the field of skills development and training. In most regions, the skills development and training represented at least 10% of each regions portfolio of approved projects, in South Asia even more than 20%. The largest total amount of approved funds across all regions has been invested in the transport sector (about 67.1 billion USD). The lowest funds approved have been invested to Social Development (5.8 billion USD) and Poverty Reduction (2.6 billion USD) (Valerio/Vasconcellos 2011 p. 6). To summarise, skill development and training absorbs a significant share of investments in most non-educational sectors, on average across all by Valerio/Vasconcellos examined sectors over one fifth of total investments (Valerio/Vasconcellos 2011, p.27).

5.3 Examples of initiatives and their results

Skills development and training programmes of the World Bank are generally short of duration, ad-hoc in nature and restricted to a narrow set of competencies. The majority aims to strengthen the public sector's capacity to design, execute, monitor and evaluate programmes and policies while a smaller number of programmes sought to enhance capacity of public and private enterprises to develop, adapt and commercialise new technologies. This is done:

- mainly by on-the-job training sessions, targeting government staff, private-sector employees and NGO and SME staff;
- less commonly by skill development programmes offered at local universities or through online modules, seminars, workshops and study tour;

⁵⁷⁷ A sector board is the governing body of a sector, constituted by the managers of the regional sector management units and the sector anchor, as well as representatives of other relevant vice presidencies; the sector board is chaired by the director of the relevant sector anchor and is responsible for the sector strategy, quality including knowledge, learning and operational quality, and human resources management of sector staff including staff recruitment, mentoring, deployment, and promotion (IEG 2012 p. xiii)

- by investments in training generally to support and/or complement national workforce development initiatives, despite the lack of advanced skill development programmes (Valerio/Vasconcellos 2011, p. 28)

Not all of the World Banks vocational education projects are directly linked to education, however, projects are related to workforce development as TVET or skills development. The type of cooperation depends on the country they are cooperating with. It depends on the countries demands and the countries government strategy⁵⁷⁸.

Types of cooperation activities include:

- The World Bank cooperates with national and regional authorities.
- The project cooperation consists of funding, facilitating, monitoring and evaluation of the projects.
- The World Bank commissions and/or coordinates studies to collect and analyse data on VET⁵⁷⁹.
- The World Bank proposes financial, advisory and technical services to help countries to identify priorities and reach development goals⁵⁸⁰.
- The priorities on VET are set in the development of market demand-led initiatives.

The following table presents examples of ongoing projects:

Table 39. Examples of ongoing projects

Activity	TVET Project China	VET Project India
Purpose	Improve quality and relevance of TVET	Improvement of employment outcomes of graduates.
Actors	Peoples Republic of China, Province of Yunnan	Government of India
Target groups	Students, teachers, school management	Students, teachers, companies
Funding	World Bank and others ⁵⁸¹	World Bank and others ⁵⁸²
Communication	World Bank Representatives	World Bank Representatives
Dissemination channels	Peoples Republic of China	Government of India
Up-take scale	---	---
Nature of Cooperation	Bilateral	Bilateral
Lessons learnt	---	---

Source: Project Database on www.worldbank.org⁵⁸³

The aim of the World Bank projects is to enhance the VET systems in the target countries.

The following box presents examples of projects (not exhaustive) carried out by the World Bank in the field of international cooperation in VET. A recent overview report

⁵⁷⁸ Interview Alexandria Valerio

⁵⁷⁹ For example the SABER project

⁵⁸⁰ Project cycle of The World Bank:

<http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,contentMDK:20120731~menuPK:41390~pagePK:41367~piPK:51533~theSitePK:40941,00.html>

⁵⁸¹ Other funding is not specified.

⁵⁸² Other funding is not specified.

⁵⁸³ Project in Yunnan: <http://www.worldbank.org/projects/P122008/yunnan-technical-vocational-education-training-project?lang=en>; Project in India: <http://www.worldbank.org/projects/P099047/india-vocational-training-improvement-project?lang=en>

by Gotur and Gome (2013⁵⁸⁴) shows, that just in the sectors of education and social protection 93 projects related to skills development from 2002-2012 can be found. Meanwhile, relevant projects can also be found in other sectors.

⁵⁸⁴ Gotur, Manorama; Gomez, Viviana. 2013. Overview of World Bank support for workforce development trough operations in human development 2002-2012.

TVET Project in China, Yunnan⁵⁸⁵

What: The objective of World Banks TVET Project in Yunnan is to improve the quality and relevance of technical and vocational education and training to produce skills that respond to the labour market demand.

How: The project has two components:

- improving the quality and relevance of TVET programmes in project schools.
- strengthening provincial capacity in coordination, policy development, and monitoring and evaluation

Examples:

TVET school projects have six components:

- strengthen school-industry collaboration
- develop Competency-Based Training (CBT) standards
- develop school-based CBT curriculum and teaching learning materials
- train school managers and teachers and develop student and teaching assessment systems;
- upgrade key instructional facilities and equipment; and;
- support disadvantaged non-project TVET schools

TVET Project in Mozambique⁵⁸⁶

- **What:**

- The aim of the TVET project in Mozambique is to facilitate the transition of the existing TVET system to a demand-led training system to provide beneficiaries with more market relevant skills and improved economic opportunities.

- **How: the project aims at:**

- reforming the governance and management structures for the training system and develop options for the reform of a system of financing in collaboration with the relevant industry representatives and social partners.
- establishing a Standards-based Qualification and Assessment System.
- addressing quality problems
- promoting innovation and initiatives for the improvement of quality and relevance of training
- increasing access to employment-oriented TVET for underserved population groups

Project to improve VET India⁵⁸⁷

What: The project focus on the improvement of employment outcomes of graduates from the vocational training system

How: The project aims to make the design and delivery of training more demand responsive by

- improving quality of vocational training,,
- promoting systemic reforms and Innovations
- providing support for management, monitoring and evaluation,

- **Examples:**

⁵⁸⁵ <http://www.worldbank.org/projects/P122008/yunnan-technical-vocational-education-training-project?lang=en>

⁵⁸⁶ Training <http://www.worldbank.org/projects/P125283/additional-financing-technical-vocational-education-training?lang=en>

⁵⁸⁷ <http://www.worldbank.org/projects/P099047/india-vocational-training-improvement-project?lang=en>

The project will focus on:

- quality and relevance of training imparted in 400 eligible Industrial Training Institutes (ITIs)
- upgrading training of ITI instructors
- providing incentive funds to States to reward good performance in project implementation
- improvements in system management
- implementation of reforms through training of policy planners, managers and administrators
- project monitoring (computer based)
- project evaluation

System Approach for Better Education Results (SABER)⁵⁸⁸

What: The SABER initiative helps the World Bank and its development partners to collect and analyse information on policies and identify actionable priorities for strengthening education systems.

How: SABER

- highlights key policy choices for stakeholders
- provides new data on policies and institutions
- assesses and benchmarks education policies and institutions

Examples:

- Vocational education and training is part of SABER, mainly analysed in the field of "Workforce Development"
- SABER is used operationally in various countries as Nigeria, Nicaragua, Angola, Ethiopia, Vietnam, Jordan, mainly to analyse educational systems.

Skills Measurement Study (STEP)

What: The Skills Toward Employment and Productivity (STEP) Skills Measurement Study provides precise information about skill and their links to labour market to shape policies and strategies for skills development.

How: The project provides

- an individual survey to collect data on skills
- an employer survey
- Implementation in targeted countries: Bolivia, Colombia, Ghana, Laos, Sri Lanka, Ukraine, Vietnam, Yunnan province (China)

Policy Research (VET in Turkey)

What: Research on impacts of vocational training for unemployed population in Turkey⁵⁸⁹

How:

- providing first randomised experiment of a large scale vocational training programme for general unemployed population
- trace longer-term impacts up to three years post-training evaluation of impact of Turkish National Employment Agency's vocational training programmes

⁵⁸⁸ <http://saber.worldbank.org/index.cfm?indx=8&tb=7>

⁵⁸⁹ Hirshleifer et. al 2014, pp3

5.4 Conclusion and policy pointers

Gotur and Gomez (2013 p.20) state a list of challenges, they have detected in the projects, analysed in their report:

- Workforce development is a complex endeavour, given the nexus of school and work, multiple sectors and ministries, public sector and private sector, and skills demand and supply, all within unclear and fragmented institutional arrangements.
- Projects with a large scale of project partners take risks of unforeseen events.
- On the *political* front:
 - anticipating and addressing political economy risks did not go far enough to ensure success
 - high-level political support did not necessarily transfer down to lower levels
- On project *design*:
 - weak private sector participation in training design and provision
 - modest success with institutional reform where institutions were not equal to the reforms envisaged
- On implementation:
 - delays resulting from inadequate consensus with key stakeholders
 - dependence on other donors' funds that did not materialize
 - lending instruments that lacked the flexibility needed for progress
- In many cases, projects got off to a slow start, unable moreover to adequately detect problems in the absence of well-defined indicators, baseline data and targets.

5.5 Sources of information (literature and name of interviewees)

- Almeida, Rita; Behrman, Jere; Robalino, David. 2012. *The Right Skills for the Job? Rethinking Training Policies for Workers*. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/13075>
- Education International.2009. Literature Review. Vocational Education and Training. http://download.ei-ie.org/Docs/WebDepot/091213_VET_Literature_EDITED%20AA.pdf
- Hirshleifer, Sarojini; McKenzie, David; Almeida, Rita; Ridao-Cano, Cristobal. 2014. The Impact of Vocational Training for the Unemployed. Experimental Evidence from Turkey. The World Bank. Development Research Group. Policy Research Working Paper 6807.
- Independent Evaluation Group. 2012. The Matrix System at Work. Evaluation of the World Bank's Organizational Effectiveness. http://ieg.worldbankgroup.org/Data/reports/matrix_eval.pdf
- Gotur, Manorama; Gomez, Viviana. 2013. Overview of World Bank support for workforce development through operations in human development 2002-2012.
- Middleton, John; Ziderman, Adrian; Van Adams, Arvil. 1991. Skills for Productivity: Vocational Education and Training in Developing Countries. The World Bank
- Middleton, John, Ziderman, Adrian; Van Adams, Arvil. 1993. Vocational and Technical Education and Training. The World Bank.
- Psacharopoulos. G. 2006. World Bank Policy on Education: A Personal Account. In: International Journal of Education Development. 26.pp 329-338.

- Tan, Jee-Peng; Lee, Kiong Hock; Valerio, Alexandria; McGough, Robert. 2012. What Matters in Workforce Development: An Analytical Framework for the Pilot Phase. SABER- Systems Approach for better Education Results. Workforce Development 6. The World Bank.
- The International Bank for Reconstruction and Development / The World Bank. 2011. Learning for All. Investing in People's Knowledge and Skills to Promote Development.
- The World Bank Project Circle: <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,contentMDK:20120731~menuPK:41390~pagePK:41367~piPK:51533~theSitePK:40941,00.html>
- The World Bank Project Database: <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,menuPK:41389~pagePK:95863~piPK:95983~tgDetMenuPK:228424~tgProjDetPK:73230~tgProjResPK:95917~tgResMenuPK:232168~theSitePK:40941,00.html>
- The World Bank. 2013. The What, Why and How of the Systems Approach for Better Education Results (SABER) http://siteresources.worldbank.org/EDUCATION/Resources/278200-1290520949227/7575842-1365797649219/SABER_Overview_Paper_4_17.pdf
- World Bank. 2010. Stepping up Skills. For more Jobs and higher productivity. http://www.skillsforemployment.org/wcmstest4/groups/skills/documents/skpccontent/mwdf/mday/~edisp/fm11g_002234.pdf
- Valerio, Alexandria/ Vasconcellos, Bernardo. 2011. Skills Development and Training. Official Development Assistance. Report.

Case studies

1 Austria: MODUL tourism school

Identity card:

- **Category/field of action:**
 - cooperation with and between VET organisations
 - cooperation aimed at individuals
- **Key objectives:**
 - know-how building in the sector of tourism and hospitality
 - development of international profile of the MODUL tourism school
 - recognition by universities and companies
- **Starting-end date:**
 - Service Platform MODUL: 2003- ongoing
 - ICHM (International Course in Hotel Management):1991- ongoing
- **Leading organisation:** MODUL tourism school (Vienna, AT)
- **Key partner(s) involved:** Advantage Austria (Foreign Trade Office at the Austrian Chamber of Commerce), Chamber of Commerce Vienna
- **Main target countries:** focus: China, Iran, European countries
- **Funding:** no data available
- **Beneficiaries:**
 - ICHM programme: 20-25 students/year
 - Service Platform MODUL: depending on the project
- **Weblink:** <http://www.modul.at>

1.1 Context/ rationale/ why have we chosen this specific initiative?

The MODUL tourism school has been chosen for this case study for the following reasons:

- The MODUL tourism school is involved in diverse international VET projects in the sector of tourism and hospitality.
- The MODUL tourism school is involved in a wide range of cooperation activities and support services.
- The MODUL tourism school has a long tradition of international cooperation.

The predecessor of the MODUL tourism school was founded in 1908 as a "Vocational School for the Restaurant, Hotel and Coffee Brewing Trade". Today the MODUL offers secondary and post-secondary education in hospitality and tourism (www.modul.at).

The MODUL tourism school is a private institution under public law and is owned and operated by the Vienna Chamber of Commerce. It has about 600 regular students, studying in three programs: Secondary School of Hospitality and Tourism, Diploma Course in Hospitality and Tourism Management and International Course in Hotel Management (www.modul.at).

The MODUL tourism school targets the sector of tourism and hospitality. It works in close cooperation with the MODUL University, which was developed by the MODUL Service Platform, and the MODUL research company. Being tourism and hospitality an international sector by definition, for the MODUL tourism school it was always important to act in an international context.

The key activities of the MODUL tourism school related to internationalization are:

- The International Course in Hotel Management (ICHM) was started in 1991 to build up know-how for the international tourism sector and to strengthen the international profile of the MODUL tourism school.
- The MODUL Service Platform was established in 2006 to create a framework for ongoing international projects and to extend international activities.

International Course in Hotel Management

The International Course in Hotel Management (ICHM) was founded in 1991 and is a four semester full-time program in English, in accordance with the laws of the Austrian Ministry of Education.

The course is open for students from a wide range of countries and offers theoretical and practical training. Students enrol in compulsory and elective courses, according to the curriculum of the ICHM. In summer, between the second and third semester, students have to take an internship.

Graduates are awarded the "Diploma in International Hotel Management" which is acknowledged by the Vienna Chamber of Commerce, the Austrian Ministry of Education and affiliated universities. Graduates are also qualified to apply for an Austrian Business License ('Gewerbeschein') allowing to open a restaurant or to start a business in Austria.

Admission Process

To start at the ICHM, students have to fulfil the specific admission requirements: they either need an Austrian higher education entrance examination ("Matura") or an internationally accepted equivalent or at least three years of proven experience in the hospitality industry. Also good results on internationally accredited English exams (TOEFL, IELTS) are required (MODUL-Brochure).

Students send their documents to the MODUL tourism school via e-mail or mail. After a formal check of these documents they are invited to an interview, which can be conducted either face to face in Vienna or via phone. After the interview the decision is taken by the head and staff of the ICHM, and those who are selected receive a letter of acceptance. Foreign students have to apply for a visa at the Austrian Embassy in their home country.

Students enrolled in the ICHM programme

Most students are aged between 20 and 30 years, however there are also older students enrolled. Students are from all over the world. The largest groups come from Asia, India, Kenya, Zimbabwe, Nigeria, Iran and China. Students from Europe and Austria often have an international family background. In former years, the numbers of students from Austria and international students were balanced, during the last years the foreign student population has been growing.

Each year 20-25 students enrol at the ICHM program. They have to pay a tuition fee of 12,000 Euro for the two year program.

Service Platform MODUL

The MODUL tourism school runs the "Service Platform MODUL", which aims at transferring know-how and offering services in the field of further education and consulting in hospitality and tourism abroad (www.modul.at). It was founded in 2003, to provide a framework for already existing projects and to develop a broad portfolio, including further education programmes and the development of educational institutions, curricula and universities.

The services offered by the "Service Platform MODUL" include support for:

- Setting up an educational institute;
- Development of curricula for existing or new educational institutes;
- Quality enhancement for existing educational institutes and tourist operations;
- Drawing up plans for regional development;
- Seminars for managers, teachers, trainers and students;
- Accreditation of educational institutes.

The development of the MODUL University in Vienna is considered to be the "masterpiece" of the MODUL Service Platform.

The MODUL Service Platform targets to develop international programmes and projects in the sector of tourism and hospitality. Main targeted countries are China, Iran, USA, United Arab Emirates, Tunisia, Japan, Kazakhstan, Ukraine, Montenegro and Croatia.

Example: MODUL programme at the Beijing Business School

MODUL Tourism College has designed and accredited the international programme at the Beijing Business School (BBS) in 2006. Each year 60-70 students start a four year program in hotel- and restaurant management. The program is acknowledged by the Chinese Ministry as a model school for vocational schools in Beijing.

The MODUL tourism school cooperates with the BBS in several ways:

- Representatives from the BBS management and selected teachers were trained by the MODUL team in Vienna at the MODUL tourism school. Additionally a one-week teachers training seminar was held at the BBS to enhance the general teaching competence of the teachers as well as to brush up their knowledge and skills in restaurant service.
- MODUL representatives evaluate the BBS regularly as a part of quality control. This evaluation is done every two years, combined with regularly reports and evaluation visits. Following the evaluation, the school is re-accredited as a MODUL school every two years.
- Teachers from the MODUL tourism school in Vienna and former MODUL students act as "MODUL Experts" and teach at the BBS. For example, a graduate from a MODUL programme acts as a teacher and trainer in Western cuisine at the Beijing Business School (www.modul.at).

Other examples of services offered by the MODUL Service Platform include the provision of further education programmes for Chinese teachers in Vienna, qualification programmes for Iranian hotel managers and cooperation and study exchange programmes with the New York City College.

Funding

None of the interview partners was able to provide detailed information on the financing of the MODUL tourism school.

The school is mainly financed by the Viennese Chamber of Commerce, public funds and tuition fees.

Students of the ICHM program pay 12.000 Euros for their education, which is a part of the budget of the ICHM.

The projects of the MODUL Service Platform are financed by the cooperation partners. Interviewees emphasised that it is not the main aim to earn money with the projects. However, it is also not possible to start projects that might make losses.

1.2 Objectives of the project; what does it want to achieve?

The international activities of the MODUL tourism school are supported by the owner of the school, the Vienna Chamber of Commerce and the Austrian Chamber of Commerce and their international offices (Advantage Austria), which have more general objectives, related to the internationalisation of Austrian VET. In addition to these general objectives, the specific objectives of the International Course in Hotel Management and the MODUL Service Platform are presented below.

- The general objectives of the Chamber of Commerce include:
 - Establishment of an international network;
 - Internationalisation of the Austrian VET system;
 - Promotion of Austrian educational programs in foreign countries;
 - Definition of the Austrian position as an educational centre;
 - Fight against youth unemployment in Austria and other countries;
 - Ensuring skilled workers for Austrian companies in foreign countries and in Austria (WKO 2014);
 - Establishment of a cooperation network with education providers in China;
 - Promotion of the high quality of the Austrian educational system;
 - Preparation of future business opportunities with former international students of the MODUL tourism school.
- The specific objectives of the ICHM include:
 - International know-how building in the field of tourism and hospitality;
 - Graduates of ICHM should become "ambassadors" of the MODUL tourism school;
 - Profile building of the MODUL tourism school as international well known programme;
 - Extension of cooperation with universities, hotels and companies worldwide;
 - Recognition of the ICHM program by other universities. At some partner universities, for example in Luzern, Den Haag and Australia, graduates of the ICHM program may receive credits for some courses of Bachelor programs. At Austrian universities of applied science, this is only possible based on the individual decisions of the head of the respective study programme. However, it is a chance for students to enrol in a tertiary study programme without a "Matura" or equivalent. The ICHM aims to extend the cooperation with more universities all over the world.
- The specific objectives of the MODUL Service Platform include:
 - Strengthening the international orientation of the MODUL tourism school;
 - Worldwide promotion of the Austrian VET system;
 - Acting as a "door-opener" in the targeted countries for further projects of Austrian companies;
 - Transferring theoretical and practical know-how;
 - Fostering intercultural exchange;
 - Transferring the "spirit" of Viennese tourism;
 - Transferring the Austrian vocational education system in the tourism sector, including the high quality standards;
 - Training teachers in the targeted country based on Austrian standards instead of "exporting" Austrian teachers.

1.3 Actors and practical arrangements – how does it work?

Key actors

The following key actors are involved in the international activities of the MODUL tourism school:

- The Viennese branch of the Austrian Chamber of Commerce, the Vienna Chamber of Commerce and Industry runs the MODUL tourism school and service platform, as well as the associated MODUL private university.
- The MODUL tourism school is a private institution, which offers three VET programs:
 - Secondary School of Hospitality and Tourism. The secondary school includes general and vocational education, including practical training. Students receive the "Reife- und Diplomprüfungszeugnis" after five years.
 - Diploma Course in Hospitality and Tourism Management. The Diploma course is a post-secondary vocational education and training program for two years. Graduates receive a diploma, which grants all necessary business licenses in the sector of tourism and hospitality in Austria. They can continue their studies towards a Bachelor degree in a relatively short time at some overseas universities (based on an agreement).
 - International Course in Hotel Management. The international post-secondary vocational education and training program focuses on international students and is based on an international curriculum, taught in English. Graduates receive a diploma in hotel management.
- The MODUL Service Platform provides international consultancy and training in the field of tourism and hospitality initiatives, as a part of the MODUL tourism school. This includes seminars, train the trainer, development of schools and education programs and accreditation of tourism schools.
- The MODUL University is a private university in Vienna owned by the Vienna Chamber of Commerce and Industry. It offers study programmes in the fields of international management, new media technology, public governance, sustainable development, and tourism and hospitality management. It was developed by the MODUL Service Platform and became operational in 2007.
- MODUL research GmbH is a company established in cooperation between the MODUL tourism school and the MODUL University. It builds the organisational framework for most of the larger projects carried out by the MODUL tourism school.
- Advantage Austria (Foreign Trade Office at the Austrian Chamber of Commerce) is the foreign trade promotion organisation of the Austrian Chamber of Commerce. It offers services to Austrian companies interested in export. Since 1946 it has established a network of 77 branches, located all over the world. The branches of Advantage Austria in China and Iran support the ICHM and the MODUL Service Platform by diplomatic contacts in the country, promotion activities or formalities, for example to enable Chinese teachers to participate in courses offered in Vienna.
- The Beijing Business School was accredited according to MODUL standards in 2007. It was developed by the MODUL Service Platform as a three-year secondary vocational school for hotel and restaurant management (ÖGAF 2006).

Practical cooperation arrangements among partners

The International Course in Hotel Management and the Service Platform MODUL are both organised as parts of the MODUL tourism school, which is organised as a private school under public law by the Vienna Chamber of Commerce.

Organisation of the ICHM

The ICHM program is organised as a part of the MODUL tourism school. The head of the program, Gabriele Brantl, is responsible for the organisation and development of the ICHM.

- Internal cooperation:
 - The ICHM cooperates with the MODUL University. For example, lectures are organised together.
 - Teachers of the ICHM are also involved in consulting and training offered by the MODUL Service Platform.
- External cooperation:
 - There is a strong cooperation between the ICHM and companies in the field of tourism and hospitality. A staff member is responsible for this cooperation including meetings, placing for summer internships and identifying career opportunities for graduates. Some hotels sponsor a group of students of the ICHM and establish a close cooperation with the MODUL students. Representatives of hotels and companies are invited to career fairs and events to enable networking for students and graduates.
 - Once a year, the ICHM has a regularly formal meeting with the Austrian Professional Hotel Association ("Österreichische Hoteliervereinigung"). Additionally, several informal meetings take place. At these meetings, feedback on the ICHM program is collected, which might influence the teaching and further development of the program.
 - The ICHM cooperates with the Austrian Foreign Trade Promotion Organisation of the Austrian Chamber of Commerce, and the Austrian Trade Delegates in China and Iran to promote the program and support international students.
 - The ICHM cooperates with universities in Luzern, Den Haag and Australia, which recognize students' achievements at the ICHM program in their Bachelor studies.

Organisation of the MODUL Service Platform

- Internal cooperation
 - The MODUL Service Platform acts as a part of the so called "MODUL family", in close cooperation with the MODUL tourism school and the MODUL university. Karl Wagner and Johanna Aigner are responsible for the ongoing activities and the further improvement of the Service Platform. They are the contact persons for interested clients, developing projects and, where necessary, involving experts.
 - An expert pool, composed by teachers, lecturers and former students of the MODUL tourism school and University, builds the basis for international activities. Experts included in this pool are invited to participate as trainers and experts in international projects.
 - Larger projects are often organised by the MODUL research GmbH together with the MODUL University. Other projects are organised by the MODUL Service Platform alone.

- External Cooperation
 - The MODUL Service Platform cooperates with international hotels, enabling internships for students and qualified staff for the hotels.
 - The MODUL Service Platform cooperates with diverse national authorities to ensure recognition of the MODUL education and training in the country. This cooperation is supported by Advantage Austria.
 - Development of new projects in cooperation with local administrations, managers and teachers.
 - Meetings and exchange with the Viennese Chamber of Commerce. The MODUL Service Platform is independent from a structural and organisational point of view from the Chamber of Commerce. However, there is a close cooperation.

Framework of action

The international cooperation of the MODUL tourism school is embedded in the general framework of the Austrian Chamber of Commerce's programme to support export of Austrian branches. This framework "go-international" is supported by the Austrian trade commissioners in foreign countries, located at the Austrian embassies. It is aimed to support Austrian companies in Austria and their branches in other countries by financial support, contacts and information.

For example in Hong Kong, the bureau of the trade commissioner closely cooperates with the MODUL tourism school and other schools and universities in Austria. They are involved in the recruitment of students, information for prospective students, their parents, counsellors and schools.

The follow-up of the initiative

- Currently a graduates' platform, a monitoring system for graduates, is being developed. It will become a comprehensive database for graduates of the ICHM.
- To become an accredited MODUL institution, a procedure according to the MODUL handbook and MODUL standards takes place. Standards include the qualifications of teachers and students, teaching methodology, didactics, practical education, teaching materials and teaching formats.
- Institutions that are accredited by the MODUL Service Platform have to provide reports on a regularly basis and are evaluated by the MODUL Service Platform. The evaluations include a site visit at the institution every two years.
- The Service Platform MODUL monitors all projects.
- Each project is also evaluated by a self-evaluation procedure.

1.4 Impact (beneficiaries) and results – what was achieved?

Beneficiaries - numbers

As there are many ongoing projects, it is not possible to provide an exact number of beneficiaries of the MODUL Service Platform. Some numbers were provided during the interviews: At the Beijing Business School 360 students have graduated so far, about 250 Chinese and about 50 Iranian teachers were trained in Vienna and each year 72 students benefit from the exchange program with the New York City College. At the ICHM programme, each year 20-25 students are enrolled since 1991.

Profile of beneficiaries

- International VET providers benefit from the service platform MODUL because they receive consultancy and expert support in the areas of:
 - tourism education and development,
 - curricula development,
 - receiving accreditation by the MODUL tourism school, and
 - training of teachers/ trainers
- Companies in the tourism sector benefit because of:
 - a curriculum based on the sectors demands,
 - professional trained qualified employees, and
 - the cooperation between MODUL tourism school and tourism sector during the training by projects and internships.
- Students benefit by
 - receiving internationally recognised diploma,
 - the small student-teacher ratio,
 - professional teachers and hospitality industry experts,
 - international business network,
 - international background of student population,
 - receiving theoretical knowledge and practical training, and;
 - a curriculum tailored to the needs of the hospitality industry.

Projects

The MODUL Service Platform has carried out several projects during the last years, including the establishment of the MODUL University in Vienna, the program at the Beijing Business School and others. The projects are considered satisfactory and a large number of additional requests have been received by the MODUL service platform. However, cooperation is not always possible, for example because of political circumstances or a lack of funding possibilities in the targeted countries.

1.5 Conclusions/Strengths - weaknesses/lessons learnt

This section outlines the key obstacles, success factors and potential recommendations for the future as reported by interviewees.

Strengths and Opportunities

a) of the ICHM

- The ICHM program is internationally and professionally well-known and recognised.
- The students receive intense support by their teachers.
- Teachers are professionals in the field of hospitality and tourism.
- The ICHM has a practical approach, which can be seen in the teaching and learning process, curriculum and at the internship during the summer.
- Students are supported in their future career pathway by their teachers.

b) of the MODUL Service Platform

- The Service Platform MODUL does not sell a "standard program". Each project is tailored to meet the clients' individual needs.
- Individualised solutions are provided towards the clients, based on individual and time consuming preparation.
- Sustainability is guaranteed in the Service Platform projects as local experts, teachers and managers are involved in every step of the project, to ensure knowledge transfer.
- Projects of the Service Platform start small and grow slowly to guarantee sustainability.
- Open processes and flexible pathways aim at developing projects that work without the support of the Service Platform after some time.
- Keeping the expectations at a rather low level and keeping in mind, that the development of an international VET project is sometimes troublesome.
- The quality of vocational education is in the centre of attention. The main aim is not earning money with education, however high quality costs money.
- Transferring the idea of the "Viennese spirit" of the tourism sector.

Weaknesses and Threats

a) in general

- The process to receive a visa for Austria is a big obstacle for foreign students. The process should be facilitated to make it easier for students to come to Austria.
- International students are not allowed to work in Austria. This lead to difficulties regarding the summer internships.
- It is also difficult for international students to stay and work in Austria after graduation. A liberalisation of the residence permit should enable students to stay and work in Austria, not only after graduating from higher education studies, but also after graduating from a vocational school.

b) of the ICHM

- During the last years it became more and more difficult for international students to receive the needed visa. Because of this bureaucracy some students are not able to come to Austria in time for the start of the programme.
- The level of English language competences of the students is very diverse, although a minimum score is required, proven by a TOEFL or IELTS test.
- The housing situation for international students is difficult. It is not always possible to find rooms in student dormitories.
- The ICHM needs to improve the marketing in foreign countries.

c) of the MODUL Service Platform

- Clients have sometimes very high expectations towards the Service Platform, and little willingness to finance projects.
- There is only little understanding that a lot of time is needed for developing high quality projects.

Lessons learnt

- The bureaucracy for international students should be eased.

- Austria should be more self-confident about its educational system and intensify international promotion of Austrian VET.
- Vocational education should not become more academic. Priority should be given to high quality content, instead of degrees.

Conclusions

The activities of the MODUL tourism school are an example for the development and implementation of an internationalisation strategy of a single institution. The internationalisation is supported by the owner of the school, the Viennese Chamber of Commerce, and their internationalisation strategy. However, the school itself has also developed steps to extend international activities.

The example presents a successful and sustainable approach of VET internationalisation. Efforts have been made step-by-step, starting with involving international students, followed by offering an international programme. Based on the experience gained in international projects and consultancy activities, the Service Platform was established, which also developed a private university in Vienna. The latest initiative was the establishment of a research company together with the MODUL university for organising international VET projects. The evolution of these activities shows a successful growing process.

The main obstacles emphasised by the interviewees are related to structural and systemic issues. In particular the legal situation of international students and graduates leads to difficulties regarding the visa, housing and the permission to work. Although support is provided by Austrian embassies, further steps would be needed to create a fruitful environment for VET internationalisation in Austria.

1.6 Sources of information

List of websites/documents reviewed

- https://www.wko.at/Content.Node/wir/ADVANTAGE_AUSTRIA.html [accessed 30.6.2014]
- Aigner, Johanna; Wagner, Karl (2014): Service Plattform MODUL. Know-how Transfer auf höchstem Niveau. Informationsblatt.
- Aussenwirtschaft Austria (2014): Branchenreport China. Bildungsexport.
- MODUL(nna): MODUL Vienna. Brochure.
http://www.modul.at/fileadmin/user_upload/downloads/ichm/ichm_screen-02.pdf [accessed 24.6.2014]
- MODUL(nnb): ICHM. International course in hotel management of the Vienna Chamber of Commerce and Industry. Brochure.
- MODUL (2004): MODUL-INTERN- Informationsblatt des Ausbildungszentrums MODUL der Wirtschaftskammer Wien. Nummer 2 Mai 2004
- OEGAF (2006): Austrian Society of Applied Research in Tourism. Tourism-knowledgebase.at/: <http://oegaf.wu-wien.ac.at/scripts/aliste.php?karte=100452&who=1&L=1&owner=tkh&sort=aasc&detail=242c> [accessed 30.6.2014]
- Wirtschaftsblatt (2008): Modul entwickelt für Moskau Tourismus-Schule. Wirtschaftsblatt vom 28.04.2008.
http://wirtschaftsblatt.at/home/nachrichten/europa_cee/1004930/index [accessed 30.6.2014]
- WKÖ/ Modul (2014): Curriculum. International Course in Hotel Management (ICHM). Academic Year 2014/15.
http://www.modul.at/uploads/media/Course_Details.PDF [accessed 24.6.2014]
- WKÖ. Abteilung für Bildungspolitik/Außenwirtschaft Austria (2014): Strategiepapier. Internationalisierung der dualen Ausbildung sowie Bildungsexport. Konzepte und Schwerpunkte.
https://www.wko.at/Content.Node/Interessenvertretung/Aus--und-Weiterbildung/-Positionen-/Strategiepapier_Bildungsexport_28_April_2014.pdf [accessed 1.7.2014]

2 France: Technical teachers without borders programme

Identity card:

- **Category/field of action:** Cooperation between VET providers and aimed at individuals
- **Key objectives:** Technical teachers and experts (Inspectors or works supervisor/ specialists in a discipline in a *lycee technique*) from the French national education system can participate in professional training activities abroad on sites of French companies operating abroad
- **Starting-end date:** 2002-ongoing
- **Leading organisation:** The programme is run by Directorate of European and International relations (DREIC) of the Ministry of education.
- **Key partners involved:**
 - Association Française pour le Développement de l'Enseignement Technique (AFDET)
 - Directors of Education academies
 - Sciences and Industrial Technical Inspectorates
 - French multinationals (e.g. Dassault Systemes Systèmes, Schneider Electric, etc.)
 - French embassies abroad to present the initiative to interested parties (French companies and local educational bodies) in partner countries
- **Target countries:** the geographical area of deployment of the technical teachers depends on the presence in the world of France's key industries, e.g. car industry and aeronautics. In the sector of car maintenance and aftersales⁵⁹⁰, countries have been from the Maghreb and Mashrek (Jordan, Tunisia, Algeria, Libya, Lebanon, Syria, Iran, Jordan, Oman, Saudi Arabia, Turkey), Central and South America (Paraguay, Uruguay, Chili, Cuba, Brazil, Mexico) and Africa (Mauritius, Madagascar, Senegal, Cameroon as well as Asia (Malaysia, China, New Caledonia)
- **Funding:** The salary of the teachers mobilised is funded by the French education ministry. No other costs
- **Beneficiaries:** Local staff employed by French companies abroad; local teachers included *pro bono* in the company's group of local employee trainees. French companies are not the only beneficiaries however as a knowledge transfer at the level local education facilities occurs. They are later in a position to autonomously develop further VET curricula and train students to the benefit of local or non-French companies. This is done however on the basis of French VET standards.
- **Weblink:**http://profssansfrontieres.free.fr/_Professeurs%20cahier%20des%20charges.pdf

2.1 Context

The major public initiatives which structure French cooperation in VET **at secondary level** are:

⁵⁹⁰ Teachers deployed for Citroën and Peugeot over the period 2002-2009 as reported in <http://afdnet.org/2009/fichiers/professeurssansfrontieres2.pdf>, accessed 3 January 2014.

- the “Campus Pro International centers of excellence in technical training” programme which supports the creation of training centres in emerging countries to train the local labour force employed by French companies. The first training centre was inaugurated in 1999.
- The “Technical Teachers without borders” (*Professeurs sans frontières* – PSF) programme which is a mobility programme for French technical teachers and experts (e.g. inspectors or works supervisor/specialists in a certain subject) to deliver educational services or technical assistance abroad. Technical teachers from the French national education system (*lycée technique*) can participate for short (one to two weeks, during school holidays) or long-term (one to three years) in targeted professional training missions abroad on behalf of French companies and generally within one of the training centres supported under ‘Campus Pro International centers of excellence’ scheme, or else independently of them by delivering direct training to the local labour-force of French companies abroad. The first PSF mission was conducted in 2002.

Both initiatives are inter-linked as “Technical Teachers without borders” (*Professeurs sans frontières* – PSF) can be sent abroad on long-term missions to launch or consolidate training centres under the ‘Campus Pro International centers of excellence’ scheme. Both fit into a larger strategy of supporting France’s economic and foreign policy: exporting French VET in order to train the local labour force hired by French companies abroad facilitates business and influence.

The “Campus Pro International centers of excellence in technical training” programme developed from a 1998 tripartite **“*école-entreprises*” partnership** whereby the French Ministry of education and a French car manufacturer supported the creation of **secondary-level VET** training centre in Pekin, China, in partnership with local educational actors. This initiative was based on the need for the French car manufacturer to have middle-level technicians skilled in after-sale/maintenance available in China⁵⁹¹. In parallel, and considering that the return on investment of traditional bilateral support (between ministries or public actors) was considered as relatively poor, involving a private sector actor in the set-up of VET in Third countries was considered as a way to ensure that France’s commercial and industrial interests would benefit from the international partnership, whilst at the same time promoting French VET abroad.

The initiative was supported by the then Minister of education (Claude Allegre) who considered that exporting French VET was a measure to support French companies’ operations abroad, and thus to support France’s economic and foreign policy⁵⁹². This model was further expanded beyond the Academy of Paris across the territory as additional expertise and new qualifications and professions were included. It was quickly picked up on at high level as the benefits for large French companies were clear and developed in the “Campus Pro International centers of excellence in technical training” programme.

The Campus Pro programme took off from 2006 onwards when it was enshrined in legal texts. It is currently run by the *Département de la mobilité internationale, des réseaux et de la promotion des formations professionnelles* at the Directorate of European and International relations (DREIC) of the Ministry of national education with the support of the AFDET. The programme currently involves a diversity of industries and partner French companies, e.g. PSA Peugeot Citroen and Renault (car maintenance), Schneider Electric (electricity distribution, automation management, energy management), Dassault Systèmes (3D design software for product lifecycle management solutions), Realmeca (design and manufacturing of high-precision machines), Accor (hotel operator), Casino (Mass Retail), Eurocopter (helicopter

⁵⁹¹ Interviewee.

⁵⁹² Interviewee.

manufacturing and support), Exxotest (manufacturer of electronics, computing and mechanics) etc. Current annual targets are the training of 500 'master-trainers' and 5000 (secondary VET level) students abroad. A total of 18 French experts are mobilised to reach those targets⁵⁹³. There is currently a reflection process on whether to increase the scope of the Campus Pro and PSF programmes.

The case study will present the partnership with Dassault Systems which led to the establishment of 6 Product Lifecycle Management Competence Centres supported by Dassault Systemes and the French Ministry of Education worldwide: China, India (one autonomous), Brazil, Mexico (one autonomous, another planned), South Africa (one autonomous, another planned), Vietnam (in construction)⁵⁹⁴.

The blue boxes present the LCMCC in Cape Town, South Africa in particular, launched under the Campus Pro programme with the support of one French "Technical Teacher without borders" and the CPUT where it is located.

Dassault-CPUT- French Ministry of education LCMCC at CPUT in Cape Town

- The launch of the LCMCC in Cape Town, South Africa was facilitated by an existing framework of cooperation in VET between CPUT (the host educational organisation) and the French education ministry, which had led to the creation of a French South African Institute of Technology (F'SATI) hosted at the CPUT
- Dassault and French Ministry of education identified the CPUT as a potential host and presented the PLMCC concept. It fit CPUT's strategic objectives of developing operational and readily-employable graduates, proficient in using technological tools to effect, in contrast with academic graduates from traditional universities.

2.2 Objectives

As the scheme is funded by the French education ministry, the French company operating in-country and the local host educational facility, it benefits equally:

- local middle-and higher ranging technicians hired by French companies abroad or local students which could later be hired by French companies present in the local market or by clients which use equipment, techniques or services produced by French companies;
- the French partner company which has a readily-available pool of workers equipped with intermediate scientific and technical skills, as well as management and leadership competences, of which there is a shortage in many emerging countries;
- the local host educational facility and authorities which benefit from the expertise provided by the French teachers sent abroad, and from the access to equipment and techniques provided by the French partner company, above all considering the local vocational training options, which are often far away from employers' needs. A knowledge transfer at the level of local education facilities also occurs. They are later in a position to autonomously develop further VET curricula and train students to the benefit of local or non-French companies. This is done on the basis of French secondary VET standards and equipment at least in the training centres which received support under the PSF and/or Campus Pro programmes.

⁵⁹³ Interviewee.

⁵⁹⁴ The opening of a new Centre in Argentina is currently being considered.

When integrated to a 'campus pro' initiative, the PSF also meets the needs of partner countries who, in large procurement call for tenders, have recently included training and technological transfer requirements.

Dassault-CPUT- French Ministry of education LCMCC at CPUT in Cape Town

- Dassault identified South Africa as a country where the use of its software technology by its customers was hindered by the labour-force's shortcomings in skills in the concept of life cycle management and also in the relevant software. The training centres can also act as a show-casing tool of the possibilities offered by the software for different industries present in country. It also offers the possibility to adapt a service or product to the specificities of the local market.
- The French Ministry of education identified South Africa as a country of priority for its international cooperation
- The possibility to host a state-of-the-art training centre also fit CPUT's strategic objectives of developing operational and readily-employable graduates, proficient in using technological tools to effect. It also considered this was responsive to employers' needs, having identified that the engineering industry required international profiles or profiles which have been exposed to international networks.

2.3 Actors and practical arrangements

Key features

The **geographical locations** of the "Campus Pro International centres of excellence in technical training" are selected on the basis of the match between the priority geographical areas of cooperation of the French Ministry of Education's and those where French multinational or SMEs have identified a need to train the local labour-force (be they direct employees or sub-contractors or distributors) in their services or products.

French Ministry of Education and Dassault Systèmes' Product Lifecycle Management Competence Centres worldwide

- The PLMCC programme with Dassault started ten years ago.
- The geographical choice is based on the Ministry of education's priority regions of cooperation, and on areas where Dassault Systèmes has difficulties in finding workers skilled in the PLM concept, or where a potential usage is strong. A scan of regions of interested is done jointly by the Ministry of education and Dassault Systèmes on an annual basis, following which target countries are selected. Scouting missions are then conducting to identify preferred educational partners. An exploratory and validation mission conducted by the French Ministry of education closes the target country selection process.
- Each PLMCC Programme lasts three years which can be renewed once – the French technical teacher is thus deployed for 3 years to set up and run the training centre, until it reaches a sufficient level to function autonomously. Amongst Dassault's PLMCC's, the following are autonomous: India (one), Mexico (one autonomous at Monterrey's Technical University, another planned in Mexico City), South Africa (one autonomous, at CPUT, another planned in Johannesburg). One was recently opened at the University of Sciences and Technology of Hanoi and the opening of new sites across the country is foreseen. Finally the opening of a PLMCC in Argentina is also scheduled.

The format of the Campus Pro and PSF Programmes are flexible and adapted to the needs of the company, as well as of the host educational organisation and the country in general. Depending on those needs:

- The teacher/expert can be called up for short-term (e.g. one week) missions, of up to 4 (cumulated) months, to answer very specific needs formulated by French companies abroad, they are generally ad hoc training needs of their employees or of employees within their supply or distribution chain, or updating the skills of permanent technical teachers or staff within presently autonomous training centres, supported by the scheme in the past. When a decision to build a permanent training centre has been made, the French teacher is deployed for one to three years mission abroad, e.g. to define training curricula and integrate it in the existing offer, practical case studies, etc. The partner company trains the French teacher in the specific technique, service or product on which he will work on within the training centre abroad. The company also provides him/her with its training specifications. **The added value of involving a technical teacher from the French ministry rather than an in-house expert from the partner company lies in its pedagogical skills and ability to transform technical content into pedagogical content, as well as in their capacity to tap into an existing network and/or an existing experience with Campus Pro or PSF programmes.**
- Courses can be taught at all skills levels: from layman to the upper/engineer or technician level, and in all disciplines of science and technical engineering or economics-commercial management. The technical specifications are determined by the company within the "école-entreprises partnership" agreement.

French Ministry of Education and Dassault Systèmes' Product Lifecycle Management Competence Centres worldwide

- The geographical choice is based on the Ministry of education's priority regions of cooperation, and on areas where Dassault Systèmes has difficulties in finding workers skilled in the PLM concept, or where a potential usage by potential clients is strong.
- A scan of regions of interested is done jointly by the Ministry of education and Dassault Systèmes on an annual basis, following which target countries are selected. Scouting missions are then conducting to identify preferred educational partners. An exploratory and validation mission conducted by the French Ministry of education closes the process.
- Host education organisations varied according to the context: Science and Technological University in Hanoi, Technical University in Monterrey Mexico, small (and fragile) technical colleges in India).
- The level of VET also depended on the context: technical teachers, lower and intermediate technicians, engineers also, were trained in the concept of Product Life Cycle Management and in the supporting software, in the various PLMCC worldwide.
- A short-term PSF was deployed to set the PLCMCC in Hanoi up. He presented the concept and his previous experience in setting up a similar centre in South Africa to the teachers, students and employers present at one of the inaugural meetings.

Actors

This type of action is at the crossroads between the mandates of three different ministries – the Ministry of foreign affairs, the trade Ministry and the national education Ministry. On account of this, the initiative is governed by inter-departmental guidance.

Depending on the format taken by the programme, the partner company involved and the country of implementation, the following types of actors can be involved:

- French partner companies;
- trained labour-force, or trainers or students who benefit from the training provided by the PSF/at the Campus Pro;
- the French teacher without borders (PSF) deployed from the Ministry of education;
- local labour-force pool, if turnover: trained labour-force can move to other employers at a later stage, thus building the capacity of the local workforce;
- local teachers integrated pro bono in the scheme, to ensure they benefit from French techniques and methods disseminated via the scheme;
- local associate companies in the case of joint ventures, e.g. Citroen- Dongfeng;

- local distributors or sub-contractors who work with the French partner company under the scheme and are also involved in the dissemination of the French techniques and methods disseminated via the scheme;
- the French embassy and other actors of promotion of French industry (i.e. UBIFRANCE).

The degree of involvement of each actor reportedly depends on the level of personal investment and interest in the scheme.

French Ministry of Education and Dassault Systemes's Product Lifecycle Management Competence Centres worldwide

- Dassault systematically builds relationships between its PLMCCs and local distributors which have relationships with clients in the local market.
- In South Africa, relations with the French embassy were supportive, although VET cooperation ranked lower than pure science type of cooperation, e.g. with CNRS in particle physics. One interviewee mentioned that this was in contrast to the German embassy which drove the process of cooperation in VET (mainly in the car industry).

Practical cooperation arrangements among partners

The Campus pro scheme, which PSF teachers can contribute to, is based on a tripartite partnership between:

- Major French private companies operating abroad. The company provides its "Technical platform", access to equipment, its techniques and know-how, which the PSF has to be made familiar with (generally via participation to a prior training course within the company). The French company signs a framework contract with the French ministry of education.
- The French Ministry of education (via its DREIC) provides training and certification and also technical teachers from the national education system ("under the Technical teachers without borders" programme, whereby training activities/technical teachers are sourced from 'Lycées Techniques et Professionnels', with support from the Association Française pour le Développement de l'Enseignement Technique (AFDET)). The teachers are selected according to their competences, jointly by the inspectorates of "Techniques Industrielles et d'Économie-Gestion" at regional level (in France) and by the partner company and French education ministry. Teachers put forward by the regional inspectorates are then interviewed to test their language skills, adaptability and match with the PSF requirements. The local host education facility is not consulted in the selection process.
- The French teachers can be mobilised according to three different types of missions and for each are accountable to the inspectorate of "Techniques Industrielles et d'Économie-Gestion" which sent them:
 - permanent teaching positions: they are responsible for the training centre in question for one to two academic year(s);
 - support teacher positions: they are deployed abroad only during the French school year holidays;
 - module development teacher positions: they meet experts in the profession in question at different industrial sites to update their knowledge and thus be able to design a training curricula adapted to the company's needs.
- Experts – such as inspectors, specialised teachers, chief technicians, from the French Education Ministry can also be mobilised for ad-hoc consulting, audit or

training missions. A team of 10 PSF readily-deployable for short-term missions currently exists.

- The local host educational organisation provides the teaching premises, logistics and a team of teachers. Host organisations vary in size and experience according to the country of implementation, e.g. Mexico's Technical University in the case of Peugeot's Training Centres.

The AFDET is a historical partner of the Ministry of Education. It coordinates and promotes the "école-entreprises" partnership amongst its members and partners (companies, professional branches, public authorities etc) and amongst French teachers. It also capitalises on knowledge acquired via the 'Technical Teachers without borders' initiative and the "école-entreprises" partnership in the form of seminars and the distribution of DVDs.

French Ministry of Education and Dassault Systèmes's Product Lifecycle Management Competence Centres worldwide

- A co-director is nominated by the partner company and French education ministry in each PLMCC (in addition to the director appointed by the host educational institution).
- Dassault provided the CPU access to the CATIA software licence as well as technical assistance and local assistance for the management of relations with local clients
- The first notable added-value for the host organisation to participate in the Campus Pro programme was the access to the French developer of the software (Dassault/CATIA).
- This was reportedly an important selling point when the host organisation sought to leverage funding from local SA industrial partners / from the local technological innovation agency "*funding from SA authorities was received as the scheme was seen as supporting technological innovation – which fitted long-term public priorities such as infrastructure development*".

The follow-up of the initiative

There are several follow-up and monitoring measures. The formal ones are the following:

- the follow-up committee where representatives of all three partners are present, the local host educational organisation, the French company and the French teacher. This is an important consultation and stock-taking place as the three partners come from distinct 'cultures' and are not used to working together. The committee gathers once a year on a formal basis to approve pre-decided actions and plan forward looking ones.
- The PSF also write an 'end of mission' report to the partner company, the local partner and the French ministry of education to report on results and issues met.
- The partner company also writes a report on the worked conducted by the PSF. This allows the monitoring of the attainment of the programme's pedagogical and technical objectives for the company, which the French ministry pays particular attention to. The company looks at different 'success metrics'. Once autonomous, the PLMCC can host its former PSF or a new one again to update curricula and/or local trainers' skills in the French company's techniques.

The more informal ones which take place throughout the life of the programme include:

- the committee is also used throughout the year as a place of consultation on issues or problems that can arise through the course of the programme.
- The partner company is generally in constant contact with the PSF located in the host organisation, e.g. for promotional events or international projects which involved other training centres abroad (this was the case in Dassault PLMCCs).

French Ministry of Education and Dassault Systèmes's Product Lifecycle Management Competence Centres worldwide

- Success metrics used by Dassault: number of local trainers and teachers trained, but also number of new practical applications (of PLM concept and software) at work, number and type of courses which have adopted 'case study' (on basis of PLM concept and software) approach (vs. theory-based teaching), visibility of the PLMCC beyond the host organisation, e.g. via participation to international competition or projects, linked several other PLMCCs abroad.
- Types of follow-up provided by Dassault to its PLMCCs: relationship building between local companies looking for a set of skills and graduates from the PLMCCs, via promotional events to showcase the PLMCC's realisations. This interaction has led to the development of internship opportunities, and of real-life industrial problems case studies to be integrated in the training curriculum.

2.4 Results including impact on beneficiaries

The initiative is presented as a win-win one for all partners. The following outcomes and impacts have been identified:

- students or employees trained generally receive an education of a higher quality than what exists locally, this on account of its adaptation to the company's products and know-how and access to state-of-the art technology which can sometimes be very expensive. Dassault's PLMCCs for example stress the use of practical case studies to allow students to be fully operational.

Students thus gain a comparative advantage in comparison to other students on the local job market.

- For the host educational organisation: if successful, campus pro centres are recognised amongst local education partners / put on the map as a specialised or state-of-the-art training centre close to the industry.
- For the company: Centres are used to show-case French companies' products, techniques and services, alongside available training in those, in the host country and potential clients/distributors. The company also rapidly sees the effect of participation to the training amongst its employees as new skills and knowledge are acquired. Interactions between students and the industry can lead to improvements e.g. students can question methodologies used by industry (e.g. design for disposal for goods which is embedded in a software) and this can be fed back to industry to e.g. better adapt to local market requirements.
- For the host country's educational system: the campus pro initiative can lead to wider developments, e.g. In Mexico, collaboration led to the set-up of an end-of-school career technical qualification for the car industry, on the basis of the French "*bac professionnel*". It also leads to other changes in approaches to VET, e.g. relations development with employers and stronger links between educational organisations and employers.
- French technical teachers develop new competences, technical ones on the basis of the state-of-the-art ones used by industry, and transversal ones such as leadership and management ones (in the position of co-directors of the training centre). These are then poured back into the French secondary education system and in classrooms and curricula when technical teachers return at the end of their missions abroad. For example, Peugeot gathered all PSF to train them, on an annual basis, in newly developed in-house techniques and technologies. They were then able to provide training support, e.g. writer of a course module on a new technology in logistics which few experts at Peugeot know of, in order to make it comprehensible to a training audience abroad. The course module produced by the PSF was then validated by the Peugeot experts, and could later feed and update courses in logistics in secondary schools. Several PSFs have also reportedly been promoted upon their return within the French 'education nationale', some became 'technical directors/ of a *lycée* or an inspector or a lifelong training advisor (*conseiller en formation continue*). PSFs are currently organised in a network in order to exchange teaching material produced worldwide. The school of origin also gains visibility via media coverage.

French Ministry of Education and Dassault Systèmes's Product Lifecycle Management Competence Centres worldwide

- A reported major advantage of hosting a PLMCC was the opportunity to use state-of-the-art systems which would have been unaffordable otherwise, to some of the local industry also.
- Another advantage was access to a new approach of teaching based on the integrated Product Life Cycle management approach: it covers not only the concept design phase but other phases of the product life cycle, e.g. disposal. Under the traditional curricula, students had a disparate view – under PLMCC they have an overview of whole environment which is reportedly a major improvement.
- Hosting the PLMCC also provided CPUT students with the opportunity to participate to international competition or projects, linked several other Dassault PLMCCs abroad. This was considered as particularly beneficial for local participants (students or trainers) – which had a unique possibility to work on such an

international, high-exposure project, as well as the company, CPUT and Campus Pro programme via media exposure for example.

- CPUT now reportedly is a recognised organisation for CATIA training amongst other larger South African universities.
- This transfer of knowledge to CPUT graduates has to be used by the local industry which also has to update itself. This is an iterative process.
- An impact for CPUT and other local education institution is the recognition of the added value of building links with industry,
- An impact for Dassault is the dissemination of the LCM concept worldwide and training of students in its CATIA software.

2.5 Conclusions and lessons learnt

Strengths, weaknesses, obstacles and success factors

The following difficulties have been reported:

- difficulties within the French ministry in finding teachers with suitable profiles, i.e. language skills, adaptability, understanding of country or emerging country contexts, autonomy, ability to represent abroad the Ministry of education and France as a country, etc. to take part in the long-term PSF missions.
- Some PSFs were occasionally isolated and did not sufficiently interact with the host organisation and thus delivered training which was not entirely adapted to needs of the local students or trainers.

Scheme success dependent on:

- Individuals' understanding of the added value of the scheme as well as the real needs of students and local industry – are sufficient resources poured from the French side, i.e. via French embassies, to allow this amongst all stakeholders?
- Commitment to drive the process forward with little additional incentives in the case of those at the local host organisation – this is especially important if additional local funding has to be sought out.
- The VET system in country and the host organisation's size, e.g. the VET systems in Brazil is tightly knit with the national employers' association whereas in India the VET system is characterised by multiple small and fragile private VET colleges. The lack of economy of scale hinders the development of strong relations with industry as well as the continuity of the campus pro (teachers moved to industry, centres close etc.).
- Overall geopolitical context: cooperation with Iran under the scheme was advanced, leading towards development of two qualifications on model of *bac pro et bac plus 2*, but arrival of Ahmadinejad to Presidency halted the entire process.

A major strength is the link build with industry which directly feeds into training curricula and makes it market relevant and up-to-date, which is unusual in most emerging VET systems.

Obstacles:

- length of time for the PSF to start his work in some cases, due to visa issues (can be up to 4 months).
- scheme's low profile despite successes. Further visibility could supported its positioning as a tool of French economic diplomacy by decision-makers in France (Minister level).

2.6 Sources of information

List of websites/documents reviewed (+weblinks)

- Site of « Professeurs sans frontières »
http://profssansfrontieres.free.fr/_Professeurs%20cahier%20des%20charges.pdf
- Site of Association Française pour le Développement de l'Enseignement Technique (AFDET)
<http://afdet.org/2009/fichiers/professeurssansfontieres2.pdf>
- Publication Technologie num 140, *Professeurs sans frontières*, Nov-Dec 2005
<http://www2.cndp.fr/lesScripts/bandeau/bandeau.asp?bas=http://www2.cndp.fr/Revue techno/som140.htm>
- Site of Cape Peninsula University of Technology (CPUT) <http://www.cput.ac.za/>
- Site of French Embassy in South Africa <http://www.ambafrance-rsa.org/The-Product-Lifecycle-Management>
- Map of Dassault Systèmes and French Ministry of Education's PLMCCs worldwide, June 2014

3 Germany: German-Thai Dual Excellence Education programme (GTdee)

Identity card:

- **Category/field of action:** cooperation at policy level
- **Starting-end date:** January 2014- December 2015
- **Leading organisation:** German-Thai Chamber of Commerce (GTCC)
- **Key partners involved:** GIZ, German Embassy, OVEC
- **Target country:** Thailand
- **Funding:** 300.000 for 2 years
- **Beneficiaries:** Apprentices (May 2014: 120), Companies (4)
- **Weblink:** <http://gtdee.com/en/>
- **Strategy or framework for action in place:** Yes - VETNET Project DIHK and GIZ

3.1 Context/ rationale/ why have we chosen this specific initiative?

The German-Thai Dual Excellence Education programme (GTdee) was chosen as a case study because:

- it is an example of transferring European VET education;
- it is embedded in political, economic and educational structures in Thailand;
- it was developed within a global VET framework project of the German Chamber of Commerce.

Germany and Thailand have worked together in close cooperation for more than 150 years. For German companies, Thailand is one of the most attractive investment destinations in ASEAN. Although a very good workforce exists, making further improvements in the vocational system will be a crucial and necessary step towards producing more qualified mechanics, technicians and engineers.⁵⁹⁵ As industry in Thailand migrates to mid-tech and hi-tech processes, the shortage of skilled labour will become more critical in the next five years, and might affect foreign investment (Le Fevre, 2013). In 2013, the GTCC (German-Thai Chamber of Commerce) presented the results of a questionnaire they had sent to companies. 88% of those who answered believe that economic growth in Thailand is deterred by inadequate qualification of the local workforce (GTCC, 2013).

The rationale for initiating the GTdee project is based on the skills shortage in Germany which can also be observed in German companies in Thailand. Skilled workers from other countries who are trained according to German standards could fill these gaps in the future.

The initiative is part of the VETNET project managed by the German Foreign Chambers (AHK) and funded by the Federal Ministry of Education and Research. It aims to promote the German dual education system in 11 countries by similar parallel projects.

The German-Thai Dual Excellence Education programme (GTdee) is based on a Memorandum of Understanding on Education Cooperation between the Ministry of Education of the Kingdom of Thailand and the Foreign Office of the Federal Republic of

⁵⁹⁵ Cf. News item at the website www.imove-germany.de: "Verbesserung der beruflichen Bildung in Thailand - Premium approach to Vocational Education for Thailand" (iMOVE 2013).

Germany, signed in May 2012. It supports future cooperation in the field of dual studies and vocational training, based on a long-standing tradition of Thai-German cooperation in the field of education and training.

The Memorandum also included the host of an initial conference named 'Dual.excellence' in October 2012 to discuss future cooperation (Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand 2012). At the 'Dual.excellence' conference in October 2012 the 'Bangkok Protocol' was signed by the Ministry of Education of the Kingdom of Thailand and the Foreign Office of the Federal Republic of Germany. The 'Bangkok Protocol' aims to initiate cooperation between Thai and German organisations interested to develop a 'Dual alliance of Professional Excellence'. Further, a round table, together with companies was organised in December 2012 by the German embassy, where it was decided to establish a high quality education programme together with BMW, Bosch⁵⁹⁶ and B. Grimm. In May 2013 a second Memorandum of Understanding, particularly on the German-Thai Dual Excellence Education has been signed by the Thai Minister for education and the German Ambassador. In July 2013, a coordinating office was established at the German-Thai Chamber of Commerce, with initial funding by the Federal Foreign office of Germany (Deutsche Botschaft Bangkok).

Since the beginning of 2014, the project GTdee programme is officially part of the VETNET project and thereby funded by the Federal Ministry of Education and Research. The project funding will last until December 2015. After 2015, the project should be self-financed. It is aimed to establish a bilateral working group, including stakeholders and social partners, on vocational education by 2015, which will coordinate the future cooperation on VET.

3.2 Objectives of the project; what does it want to achieve?

The objectives of the programme are:

- to cover the demand for skilled workers of German companies in Thailand (iMove 2014, 35),
- to build a vocational education cooperation with Thailand,
- to improve the vocational system in Thailand and offer new stimuli to the existing system of vocational education in Thailand (Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand 2013),
- to bring dual vocational education to companies in Thailand and to train students to ensure the continued supply of skilled labour in Thailand for German companies (LeFevre 2013),
- to strengthen the skills of students and encourage them to understand the actual working environment in their workplace (Chartsuthipol 2012),
- building long-term relationships (LeFevre 2013),
- bringing up salaries of skilled workers to a level comparable with Bachelor's degree graduates, and
- to develop new markets for German training providers.

3.3 Actors and practical arrangements – how does it work?

The German-Thai Dual Excellence programme was launched in June 2013 and offers students a two year dual vocational programme. The implementing organisations of the project, the German International Cooperation (GIZ) and the German-Thai Chamber of Commerce (GTCC), operate an information and consultation centre in

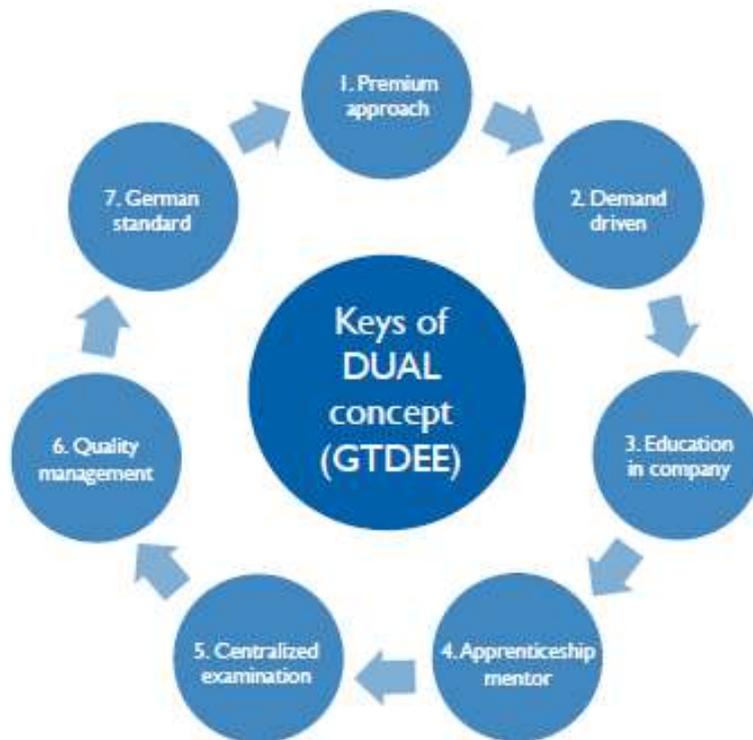
⁵⁹⁶ Bosch in Thailand 2013.

Bangkok for companies, students and vocational colleges promoting the certification of vocational training based on the main three strengths of the original German model:

- Training and education is carried out together with the businesses and with a practice-oriented approach in the companies - ensuring that the workforce development is demand-oriented.
- Training and working in the companies is a substantial investment by the companies in the future of the vocational students and increases students' career opportunities.
- Shifting a part of the vocational education into the company sector alleviates the burden of governmental educational system, especially in the field of practical qualification (GIZ 2013).

The following figure summarises the strengths of the GTdee programme to provide high quality vocational education and training.

Figure 11. Success factors of the GTDEE programme



Source GTCC, 2014, p. 33.

Companies

The targeted companies of German-Thai Dual Excellence programme are German-Thai joint ventures and Thai companies. The programme started in cooperation with three companies, BMW, Bosch and B. Grimm. In 2014, Mercedes-Benz joined the project (gtdee.com). The targeted sectors include Mechatronics, Mechanics, Automotive, Power Electrics and Electrics (gtdee.com).

The GTdee programme focuses on work-process oriented learning in theory and practice trough:

- the provision of highly qualified instructors,
- a demand driven approach to standard settings, and
- research policies aimed at ensuring the education provided matches fast-paced changes at the workplace (establishmentpost.com).

The involved German companies provide high quality educators and apprenticeship mentors to give both hands-on experience and higher theoretical levels of knowledge specific to their particular industry (Le Fevre 2013). Students are able to use the latest machines with a trained apprenticeship mentor in the company who is technically qualified and also pedagogically and psychologically aligned (Le Fevre 2013).

Students

The GTdee is offered to Thai vocational education students enrolled in diploma level studies. The students gain their theoretical and basic practical training in vocational institutes and colleges under the auspice of the Office of the Vocational Education Commission (OVEC) with advanced practical training and knowledge provided by way of an apprenticeship within German companies (Le Fevre 2013). The students spend respectively 40% of their time in vocational schools and 60% in the company (gtdee.com). In 2013, the first 40 students started the programme and in May 2014 some further 80 students got enrolled in it.

Students can apply for the programme provided they are enrolled in vocational diploma level studies or are high school graduates (gtdee.com).

Students have to participate in a selection procedure. The main objective of this procedure is to ensure that the students fit to the job profile of the companies. Vocational schools involved in the GTdee project select students based on their qualifications and recommend them to the companies. The companies invite the students to participate at their company- assessment process which is developed together with the GTCC.

Schools and Colleges

The programme is based on the existing Thai system, but enables active involvement of participating companies in the education process), by the modification of the existing curriculum to an 'excellent model' (Alumniportal Deutschland n.d.).

At the moment the GTdee project is being run in the field of mechatronics. In 2014, mechanics and electrics will be added. In 2015, it is aimed to add programmes in the field of trading and chemistry. The German and Thai curricula have been compared to develop a curriculum comparable to the German standards for the purpose of the GTdee programme (GIZ 2013). This developed curriculum defines the education at the company and at the college and has been supplemented by contents to fulfil the requirements of the German System (Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand. 2012). Based on this framework courses of mechatronics have been implemented and incorporated into the curricula of the partner schools (Kanchanaphisek Technical College Mahanakorn, Eastern Technological College and Chonburi Technical College) (GIZ 2013).

Geographical scope

In its actual pilot phase, the project is organised in Bangkok and in the Southeast of Thailand. It is aimed to implement the project across whole Thailand's territory within next years.

Key actors

The GTDEE programme is managed by a *Coordination Office* in Bangkok held by the German-Thai Chamber of Commerce (GTCC), the German International Cooperation (GIZ) and the German embassy in Thailand. The coordination office acts as a mutual coordination body that is responsible for quality standards, curricula development and

adjustment and defining of the training programmes based on the requirements of the economy. Four persons work for the GTdee project at the Coordination Office.

The **German-Thai Chamber of Commerce-AHK Thailand (GTCC)**: the official coordinating office of the GTDEE programme is located at the GTCC. The GTCC coordinates directly with vocational colleges in Thailand as well as partner companies in providing and standardising the 'Apprenticeship Programme'. The department acts as the centre, providing GTCC member companies and colleges with all types of required support throughout the programme (GTCC Annual report 2013). Its role is also to advise, monitor and complement the process with additional quality measures and the issuance of certificates of excellence wherever possible and appropriate (Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand 2013). The GTCC was founded 1962 and has 500 member companies. It is committed to make all possible efforts to enhance competitiveness instruments and technology transfers in and to Thailand.⁵⁹⁷ The GTCC sees itself as strategic partner and principle intermediary for economic relations between Germany and Thailand with a strong focus on technologies, innovation and sustainable investment (GTCC 2013).

The **German International Cooperation (GIZ)** has been authorised by the German Federal Foreign Office together with the GTCC to initiate the GTdee project. In the beginning, the GIZ was responsible for the coordination with the local authorities, especially with the Ministry for Education. Nowadays the GIZ is involved in a project aimed to train in-company trainers which closely interrelates with the GTdee project.

The **German Embassy in Thailand** supports the GTdee project by coordinating and communicating with the Thai authorities and Ministries. The German Embassy also invites German politicians to support the project and to raise their awareness on the German dual education system.

The **Federal Ministry of Education and Research** supports the project by supporting, monitoring and funding the VETNET project of the AHK and guiding the GTdee project through participation in working groups and providing information on the German dual system.

The **Office of Vocational Education Commission (OVEC)** collaborates with the GTCC on the GTDEE programme. In October 2013, a conference with GTCC has been organised to create mutual understanding of the GTDEE programme among Thai and German parties (GTCC 2014). OVEC monitors the technical and vocational education and training in Thailand. More than 400 colleges, associated themselves with 28 vocational institutions, are under the supervision of OVEC. OVEC generates guidelines for vocational education in line with national strategies, such as the National Economic and Social Development Plan and develops the vocational education system in Thailand (Kooperation International).

Involved Companies, such as *Bosch*⁵⁹⁸, *BMW*, *B.Grimm* and *Mercedes-Benz* Thailand, participate in the development of the GTdee programme and cooperate with AHK and involved VET schools. Mercedes Benz is the newest partner in the GTdee programme since the beginning of 2014. Mercedes-Benz already had a partnership with the Smutprakan Technical college and is sees the GTdee as a "new milestone" for the vocational education and training in Thailand (Mercedes-Benz 2014).

The initiative is embedded in the framework of the VETNET project, by the German Foreign Chambers (AHK) and aims to promote the German dual education system in 11 countries (Brazil, China, Greece, India, Italy, Latvia, Portugal, Russia, Slovakia, Spain and Thailand). The German government signed contracts with the targeted countries to support the cooperation on vocational education. The focus of the VETNET

⁵⁹⁷ see 'News' item at the website www.imove-germany.de "Verbesserung der beruflichen Bildung in Thailand - Premium approach to Vocational Education for Thailand" (iMOVE 2013).

⁵⁹⁸ Cf. also iMOVE 2014, 54.

project is to implement concrete measures in the countries that might lead to more dual elements in future vocational education (AHK). In every country, a similar parallel project has started as a pilot project.

Management of the GTdee programme

The following paragraphs provide a description of the organisational structure of the GTdee programme, prepared in 2013 and officially set up in January 2014. The organisational process is claimed to be satisfactory so far. There has not been a renewal process since that.

The main strategies of the project are set up within the framework of the VETNET project. This framework aims to fit eleven countries. This can be challenging, as there are regional differences.

The initiative is managed as follows:

- GTdee is operated by a Coordination Office which is located at the German-Thai Chamber of Commerce (GTCC). It acts as a mutual coordination body, e.g. to assure quality standards, adjust curricula for mechatronics, train the trainers etc., and to search for apprentices and companies and define the training programmes based on requirements of the economy.
- A steering committee manages the initiative in Bangkok. The steering committee consists of representatives of the GIZ, the GTCC and the involved companies. The Steering Committee meets every month and discusses actual issues, future aims and the 'big lines' of the GTdee project.
- The VETNET project is managed by the Worldwide Network of German Chambers of Commerce. The main tool is an online platform for sharing experiences, reports and knowledge about the ongoing projects in the eleven countries.

Responsibilities within the GTdee programme

- The GIZ is responsible for contacts with the Thai authorities, especially with the Ministry of Education and the section for vocational education within the Ministry. The GIZ is also responsible for the development of a concept for in-company trainers in the whole ASEAN region. This is a separate project which nevertheless works in close cooperation with the GTdee.
- The GTCC is responsible for identifying and reaching potentially interested companies and for the overall public relations for the project.
- The GTCC is also responsible for the establishment of structures for the project, as for example the examination process, curricula development or the certification of training companies.
- The GTCC is responsible for the relationships with stakeholders, schools and companies.
- The German embassy is responsible for the relationships with the Thai authorities and Ministries and the German Ministries.

Monitoring of the GTdee programme

The initiative is monitored:

- regularly by the worldwide network of German Chambers of Commerce (DIHK),
- by the German Ministries,
- by related actions within the schools and companies and monitored by the Coordination Office located at the German-Thai Chamber of Commerce.

According to current plans, a working group which will have the responsibility for the monitoring of the project will be established.

Within the VETNET project, the monitoring is carried out via an online platform.

Due to the recent stage of implementation, interviewees claimed that it is too early to say the above system works well or not.

Quality Assurance

There is no quality assurance system in place at the moment. It is aimed to develop a quality assurance framework within next year. This will be achieved as follows:

- The GTCC is currently developing a certification framework related to the GTdee standard.
- A system to select future companies to cooperate with is currently developed by the Coordination Office.
- A system to select future schools to cooperate with is currently developed by the Coordination Office.
- An assessment system is being planned to ascertain the quality of the graduates (GIZ 2013). Examination committees were to be established during summer 2014.
- A certification system for future training providers will be developed in 2014. This certification system will be based on the elements described in the following figure.

Figure 12. Elements of the GTdee certification framework



Source: GTCC, 2014, p.33.

3.4 Impact (beneficiaries) and results – what was achieved?

Beneficiaries

Beneficiaries include VET providers, the business sector, and individual students.

The perceived benefits for VET providers include (gtdee.com):

- reduction of costs for continuous training,
- increased employee retention,
- apprentices who receive demand-based training specific to perform better and grow within the company,
- high quality standards in specialized training,
- improvement of infrastructure.

The perceived benefits for the business sector include:

- demand driven training of (future) employees,
- getting involved in VET improvement,
- building long term relationships with schools and colleges,
- getting high skilled and well trained employees,
- strengthened competitiveness within ASEAN,
- becoming certified by the GTCC.

Existing data suggests that **individual students** can benefit from the programme by:

- gaining work experience from the companies,
- working under a regular working contract,
- earning a regular salary (students receive a minimum salary of 12,000 Bath (270 Euro) per month during their apprenticeship (Le Fevre 2013) and getting health Insurance, accommodation, transport, uniforms, etc.,
- receiving a scholarship for vocational education in school,
- receiving a Certificate from the Chamber of Commerce Thailand,
- receiving a Diploma issued in Germany,⁵⁹⁹
- getting better employment possibilities (gtdee.com),
- being qualified for employment in the hosting company or in any other similar sector (GIZ 2013).

Key achievements

- Before the GTdee programme was launched, German companies in Thailand had their individual vocational trainings. The GTdee programme has established a common framework for those activities.
- Involved companies are motivated and actively involved in the project and invest time and money to implement the concept.
- There are four renowned companies involved in the project.
- Currently, 120 students benefit from the project.

⁵⁹⁹ Cf. News item at the website www.imove-germany.de "Verbesserung der beruflichen Bildung in Thailand - Premium approach to Vocational Education for Thailand": "After two years of practice-oriented training in this programme, qualified technicians will receive a Diploma issued in Germany as well as a Thai Certificate" (iMOVE 2013).

- There is huge interest in Thailand towards the GTdee project and the German dual education system.
- The project supports positive relationships between Thailand and Germany.

3.5 Conclusions/ Strengths – weaknesses/ lessons learnt

Strengths and Opportunities

- The GTdee programme responds to the demands of German companies in Thailand.
- German companies operating in Thailand have a high interest in qualified employees.
- German companies operating in Thailand are aware of the dual education system and know its strengths.
- The GTdee programme has been developed together with companies.
- The approach consisting of comparing a 'German' curriculum with the Thai curriculum has attracted the attention of various organisations. The office of the Thai Vocational Education Commission (OVEC) has approached the project for the up-scaling of opportunities in other fields of study as well as the inclusion of more vocational schools in the scheme (GIZ 2013).

Weaknesses and Threats

- Thai companies have been very little involved in the programme so far. This would be important to improve the sustainability of the programme.
- Thai understanding of VET differs from German's understanding. Employers do not see themselves as responsible for the training of employees. Education is seen as a responsibility of the State. Thailand is a country developing towards high-tech industry, and will need in-company trainings regarding to international standards in the future.
- Many companies have their own educational projects. To ensure comparability, more coordination is needed.

Lessons learnt

Based on the information obtained through desk research and interviews, the key lessons learnt to date from the project include:

- Thailand is not classified as a target country for development work anymore. However, there is a history of 50 years of close cooperation between Germany and other European countries and Thailand. Germany and Europe have a good standing and reputation in Thai companies and organisations. However, this standing needs maintenance and new ways of cooperation need to be introduced and implemented. Marketing activities in Germany for the project would support the activities in Thailand.
- The European Union could support the export of education by providing concepts and advice for sustainable projects.
- Involved stakeholders and authorities have diverse interests in the project. Those interests should be shared among all involved partners so to allow formulate common targets.
- The project targets German companies in Thailand. To make the project more sustainable, the involvement of Thai companies should be encouraged.

Conclusions

The German Thai dual excellence education programme aims at transferring achievements of the German VET system to Thailand. As the project is embedded in the framework of the VETNET project coordinated by the German Foreign Chambers of Commerce, it is based on experiences gained in other countries. As a result, the structures of the GTdee project seem to be very clear.

The described steps for preparing the project - cooperation with the embassy, organising a conference on dual education, signing of Memorandums of Understanding - highlight two success factors that might be transferable to other projects:

- First, the support of official representatives, such as representatives of the embassy, is necessary to get in touch with the local authorities.
- Second, the informal contact with cooperation partners - companies, schools, chambers and authorities -, for example by organising a conference, is an important success factor. The inclusion of those stakeholders in the project organisation will ensure a close cooperation with those stakeholders also in a formal way.

The project was launched quite recently (in 2014) and it would therefore be interesting to monitor its development. On the long run, the following issues will have to be addressed: the funding of the project from 2015 onwards and the involvement of Thai companies.

3.6 Sources of information

List of websites/documents reviewed (+weblinks)

- AHK. N.d.: VETNET. German Chambers worldwide (AHK) for cooperative, workbased Vocational Education and Training. <http://ahk.de/ahk-projekte/vetnet-berufsbildungsexport/> [accessed 27.5.2014]
- Alumniportal Deutschland. N.d. News item: Deutsches "Duales System" - die Lösung für den Mangel an qualifizierten Fachkräften in der Mekong Region. <http://www.alumniportal-deutschland.org/alumni-news/news-detail/news/deutsches-duales-system-die-loesung-fuer-den-mangel-an-qualifizierten-fachkraeften-in-der-me.htm> | [accessed 15.5.2014]
- Bosch in Thailand. 2013. News item (4.6.2013): "The German-Thai Dual Excellence Education program officially launched following the MoU signing ceremony among founding partners at Thailand's Education Ministry". http://www.bosch.co.th/en/th/newsroom_9/news_9/news-detail-page_16960.php [accessed 15.5.2014]
- Bundesministerium für Bildung und Forschung. 2014. Marktstudie Thailand für den Export beruflicher Aus- und Weiterbildung. http://www.imove-germany.de/cps/rde/xbcr/imove_projekt_de/d_iMOVE-Marktstudie_Thailand_2014.pdf [accessed 1.12.2014]
- Chartsuthipol, Payungsak. 2012. Workplace demand: Which competencies are required at Thai Workplaces today and in future. Thai German Conference on Dual Education & Dual Studies. Presentation. [accessed 15.5.2014]
- Deutsche Gesellschaft für internationale Zusammenarbeit GmbH (GIZ). 2013. Newsletter of Bangkok-based-projects by GIZ and partners Issue #27 October-December 2013. http://www.thai-german-cooperation.info/newsletter/GIZ_TH_27_newsletter_EN.pdf [accessed 15.5.2014]
- Deutsche Botschaft Bangkok. Berufsbildung. <http://www.bangkok.diplo.de/Vertretung/bangkok/de/05/Wirtschaftsabteilung/Berufliche-Bildung.htm> | [assessed 15.5.2014]

- Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand. 2013. Memorandum of Understanding on German-Thai Dual Excellence Education between the Ministry of Education of the Kingdom of Thailand and the Federal Foreign Office of the Federal Republic of Germany.
<http://www.bangkok.diplo.de/contentblob/3985858/Daten/3495371/MoU2013DualEducation.pdf> [accessed 15.5.2014]
- Federal Office of the Federal Republic of Germany and Ministry of Education of the Kingdom of Thailand. 2012. Memorandum of Understanding on Education between the Ministry of Education of the Kingdom of Thailand and the Federal Foreign Office of the Federal Republic of Germany.
<http://www.bangkok.diplo.de/contentblob/3820076/Daten/3052355/MoUDualExcellenceKonferenz.pdf> [accessed 15.5.2014]
- German-Thai Chamber of Commerce (GTCC). N.d. German-Thai Dual Excellence Education (GTDEE). <http://thailand.ahk.de/en/vocational-education/about-the-gtdee-programme/> [accessed 1.12.2014]
- German-Thai Chamber of Commerce (GTCC). 2013. Shaping the Future with German-Thai Dual Excellence Education. Press release.
<http://thailand.ahk.de/news/news/artikel/shaping-the-future-with-german-thai-dual-excellence-education/?cHash=a448b3d1a8e6dd86271e65d31e89ff80> [accessed 15.5.2014]
- German-Thai Chamber of Commerce (GTCC). 2014. Annual Report 2013.
http://thailand.ahk.de/uploads/media/GTCC_Annual_Report_2013_final.pdf [accessed 15.5.2014]
- German Embassy Bangkok. 2012. Newsletter September 2012.
http://www.ibiza-bangkok.com/bkk_d/wp-content/uploads/NewsletterSeptember.pdf [accessed 15.5.2014]
- iMOVE. 2013. News item 7.10.2013: "Premium approach to Vocational Education for Thailand"(Source: German-Thai Dual Excellence Education, gtdee.com), http://www.imove-germany.de/cps/rde/xchg/imove_projekt_de/hs.xsl/alle_news.htm?content-url=/cps/rde/xchg/imove_projekt_de/hs.xsl/19733.htm [accessed 15.5.2014]
- iMOVE. 2014. Marktstudie Thailand für den Export beruflicher Aus- und Weiterbildung. http://www.imove-germany.de/cps/rde/xbcr/imove_projekt_de/d_iMOVE-Marktstudie_Thailand_2014.pdf [accessed 1.12.2014]
- Kooperation International. N.d. Bildungslandschaft Thailand.
<http://www.kooperation-international.de/buf/thailand/bildungs-forschungslandschaft/bildungslandschaft.html> [accessed 15.5.2014]
- Le Fevre, John. 2013. German-Thai Chamber of Commerce´s Initiative for Skilled Labour in Thailand. <http://www.establishmentpost.com/german-thai-chamber-of-commerces-initiative-for-skilled-labour-in-thailand/> [accessed 15.5.2014]
- Mercedes-Benz Thailand. 2014. Mercedes-Benz takes a leading role in groundbreaking dual education programme for Thai auto industry. Press release. http://www.mercedes-benz.co.th/content/thailand/mpc/mpc_thailand_website/enng/home_mpc/passengercars/home/about_mercedes/mercedes_news/2014/technical_dual_education_program.htm [accessed 15.5.2014]

4 Germany: GOVET

Identity card:

- **Category/field of action:** Cooperation at policy level
- **Key objectives:** to create a one-stop shop to support transformation of VET systems based on the German Apprentice based model
- **Starting-end date:** started 2013 – ongoing
- **Leading organisation:** GOVET- BIBB
- **Key partner(s) involved:** The Federal Ministry of Education and Research, the Federal Ministry of Foreign Affairs, the Federal Ministry of Environment, the Federal Ministry of Employment & Social Affairs, the Federal Ministry of Economic Affairs and Energy, the Federal Ministry of Health, plus Confederation of Employers, confederation of unions, German Chambers Abroad, GIZ, and BIBB-unit for International Cooperation in VET.
- **Target countries:**
 - countries within the EU and Candidate countries
 - emerging economies particularly the BRIC countries and other emerging economies that play a particular important economic and political role for Germany such as South Africa, Thailand and Mexico
 - programmes and initiatives within G20 Countries and OECD countries.
- **Funding:** in a cooperation initiative the partner country funds its personnel and other costs, and Germany's engagement is funded through GOVET. Countries can additionally buy in training support from Germany.
- **Beneficiaries:** current countries engaged are India, Mexico, South Africa, etc.
- **Weblink:** <http://www.bibb.de/en/65480.htm>

4.1 Context/ rationale/ why have we chosen this specific initiative?

The German Office for International Cooperation in Vocational Education and Training, named GOVET, is a key component in the strategy of the Federal Government to move towards greater cohesion in international VET cooperation by delivering services from a single source. The strategy was adopted at the start of July 2013 by the Federal Cabinet under the lead management of the Federal Ministry of Education and Research (BMBF). The strategy was prepared over a three-month period with the collaboration of six ministries:

- The Federal Ministry of Education and Research
- The Federal Ministry of Foreign Affairs
- The Federal Ministry of Environment
- The Federal Ministry of Employment & Social Affairs
- The Federal Ministry of Economic Affairs and Energy
- The Federal Ministry of Health.

The strategy materialised through a process which was characterised by a high level of consensus about the strategic thrust of the initiative, and it was furthermore accelerated by a growing pressure on the German Federal Ministry of Education and Research and the Ministry of Foreign Affairs to intensify their support to other countries. The GOVET initiative has not meant that more money has been put into VET internationalisation as such, but it has created greater efficiencies and coherence by bundling resources. Prior to the strategy and the creation of GOVET, several central actors were engaged in country projects at a bilateral level with a risk of inefficiencies and inconsistency in the support and advice provided. With the growing demand for

support in VET-related matters, for example in relation to green skills, there has been an impetus in the ministries to create this one-stop shop model, which is the very core of GOVET.

The strategy underlines that changing patterns of global specialisation, new forms of work organisation practices and the advance of technologies pose new requirements to skilled workforce. It furthermore states that countries with primarily school-based VET systems are under increasing pressure to adapt their VET systems. According to its strategy for international VET cooperation⁶⁰⁰ Germany has with its dual VET system and its low youth unemployment, become a reference country for high-quality VET systems). The strategy is framed by the G20 agreement to promote work-based and apprentice based learning systems starting from 2012, and the UNESCO conference on TVET which took place in 2012 in Shanghai.

According to the strategy the following groups of countries are prioritised:

- countries within the EU and Candidate countries;
- emerging economies, particularly the BRIC countries and other emerging economies that play a particular important economic and political role for Germany;
- programmes and initiatives within G20 Countries and OECD countries.

Enquiries have increasingly been received for advisory services regarding the adaptation of individual elements within different national contexts. The comparatively low level of youth unemployment in Germany and the fact that the transition from training to work takes place smoothly in most cases are seen as evidence of the successful nature of the dual system.

Even the OECD "Education at a Glance" study, which has traditionally tended to take a critical view of dual vocational education and training, has produced a paradigm shift in its latest report for 2013. The German VET system is presented in an extremely positive light and is identified as one of the main reasons for Germany's success during the European economic crisis. The broad involvement of all key stakeholders ensures strategic support both at federal and at *länder* level.

4.2 Objectives of the project; what does it want to achieve?

As mentioned above, the initiative is still very new, as the strategy was adopted in July 2013. GOVET operates on behalf of the Federal Government in several core areas.



Source: BIBB

⁶⁰⁰ http://www.bmbf.de/pubRD/Strategiepapier_der_Bundesregierung_zur_internationale

The objectives and tasks of GOVET are as follows:

- Administrative arm for Round Table discussions:
 - Preparation and follow-up work for the meetings
 - Processing of results/knowledge management.
- Main point of contact for national and international VET cooperation stakeholders:
 - Respond to domestic enquiries regarding opportunities for cooperation and participation
 - Respond to enquiries from abroad regarding opportunities for cooperation and consultancy
 - Manage and support enquiries.
- Implementation of an internal and external knowledge management system:
 - Establishment of a communication and knowledge management concept
 - Securing knowledge transfer
 - Drawing up country dossiers.
- Establishment, coordination, technical design and evaluation of the bilateral vocational education and training cooperation of the Federal Ministry of Education and Research, BMBF (working groups or other forms of cooperation):
 - Technical support for the policy framework
 - Data surveys on the status of vocational education and training in the respective countries
 - Analysis of existing documents from the fields of policymaking, research and practice.

The cooperation focus will be defined as formulated by partner needs. Some of the current areas of cooperation are:

- Governance of VET
- Work-based learning/ apprenticeship models
- VET standards
- Green skills
- Qualification of VET personnel
- Institutionalised vocational education and training research.

4.3 Actors and practical arrangements – how does it work?

At present the central GOVET office consists of a staff of ten situated in the Federal Institute for Vocational Education and Training (BIBB). There are eight scientific staff and two support staff. Two people are seconded respectively from the Ministry of Education and Research and from the Ministry of Foreign Development and Cooperation. The coming budget foresees an expansion of staff to meet the requests made.

The GOVET initiative is **unique in both a German and international context** in the broad inter-ministerial cooperation arrangements set-up and with the involvement of key stakeholders from chambers, including chambers in foreign countries, VET providers, social partner representatives and BIBB. At present the initiative also cooperates with Switzerland and Austria on specific projects. In South Africa, for example, GOVET officials work with Switzerland. The actors meet and coordinate efforts through the Round Table set-up, which will be further described in the next section. The GOVET initiative builds on previous experiences with providing advice and technical support, where one of the challenges was to coordinate the initiatives of different bodies.

The GOVET initiative represents a renewal of approaches since it represents a consolidation of both resources and technical capacity. Currently there are agreements in place with the following countries outside the EU:

- Brazil
- Russia
- India
- China
- South Africa
- Mexico (cooperation with Mexico is in an initial planning phase).

Apart from these countries, GOVET has cooperation agreements in place with the following European countries: Greece, Italy, Latvia, Portugal, Slovakia and Spain.

The work of GOVET is furthermore supported through a cross-departmental Federal Task Force "Vocational Education and Training" (AS-BB) set up at the Federal Foreign Office. It coordinates all tasks related to international VET as well as the position of the Federal Foreign Office within the Federal Government, and it is the first contact point for diplomatic missions.

At the Task Force, information from developing and emerging countries as well as industrialised countries is analysed and evaluated. These reports and project proposals are directed to the competent ministries and institutions, especially to GOVET. The Foreign Service brings a well-functioning network of 230 foreign representations into the collaboration. Diplomatic missions support the implementation of projects - often at the specific request of their partners.

GOVET operates on behalf of the federal government and organises round Tables that are held at three levels with the aim of supporting the implementation of the strategy:

- The Round Table at the highest level occurs between State Secretaries. These meetings take place twice a year and are devoted to high-level policy discussion and to decisions regarding which countries to prioritise.
- The second level is held between the 6 Federal Ministries behind the international VET strategy. They meet every second month with focus on concrete projects and activities.
- The third level involves all stakeholders engaged in VET internationalisation. They meet four times a year to discuss and coordinate implementation issues.

The Procedure for cooperation normally foresees that a potential partner country contacts the Federal Ministry of Education and Research (BMBF) or the Federal Ministry of Economic Cooperation and Development (BMZ). Following initial discussions, a memorandum of cooperation is signed indicating general areas of cooperation.

At this point, a joint working group will be formed. It will have equal participation from both countries, and it will typically include lead system players from both sides. Since one of the topics initially identified as an area of cooperation is skills standards, the working group will, for example, include CONOCER⁶⁰¹, which in **Mexico** is the overall body that has the responsibility of ensuring employers' involvement and matching skills standards to international state of the art. In the case of Mexico, for example, staff from GOVET Office will soon go to Mexico to discuss the specific details of the work programme meeting with senior officials and system representatives. These initial meetings are used to really understand system characteristics and needs of the country, by talking extensively to the different stakeholders and by listening to their concerns and demands.

⁶⁰¹ <http://www.conocer.gob.mx/>

The German officials working in GOVET have substantial expertise in providing support and capacity building for a range of countries and under different circumstances. Based on experience they underlined how important to successful reform it is that capacity building meets three essential criteria:

- That employers are in the front seat- without that no change can be brought about
- That equal efforts are put into the cooperation
- That is not a matter of transferring the German dual system model.
- Employers' involvement is fundamental for different reasons. First of all, apprentice systems are based on the commitment of employers to offer apprentice places that match demands for skilled labour in a particular sector. Secondly, to guarantee employment opportunities of apprentices, who successfully complete a journeyman's test, employers must collaborate to define the curriculum most relevant to labour market's needs.

The equal efforts put into the cooperation are one of the means to ensure support to planning and implementation, and that the scope of the cooperation agreement matches the resources and capacities of the country that has requested support to reform. Particularly since the crisis, policy discussions on youth unemployment have multiple times highlighted that countries with apprenticeship systems tend to have lower unemployment rates than school based systems, often mentioning the German model⁶⁰².

Nevertheless, the German system is deeply rooted in institutional structures and commitments, which will make it hard to replicate the German system in another country. The GOVET experts are very aware of this, and they have since the outset emphasised that GOVET is not a new German expert initiative. In fact the GOVET initiative is very open to cooperation with other countries with apprenticeship systems to offer the best possible support to countries, which as for assistance.

In the early planning phase of a new cooperation initiative, the German Embassy or the foreign German Chamber will typically host a meeting where key industry players are invited to discuss the nature of cooperation and mutual expectations and commitments to ensure active involvement from employers in all the phases of a cooperation project.

If the outcomes of these meetings and discussions result in a stable commitment, the next step will be the development of a five-year cooperation plan between the partners. The cooperation plan will specify key areas of cooperation, it will include a detailed time plan and annual milestones broken down in project phases, and it will include a clear description and division of roles and responsibilities for each country.

A working committee with representatives from Germany and from the partner countries will be formed, and they will oversee the project. Following the project plan a roadmap is being developed. This roadmap has to be agreed by the German and partner representatives in the working committee before the project can start. The initial phase requires quite a lot of dialogue and effort from each side, but the experts perceive that it is essential to ensure transparency in the cooperation and the commitment from both sides. The road map and the project plan put together include a level of detail so that they are used for monitoring purposes and form the reference point in case of adjustments.

Whereas the duration of the cooperation is a five-year period, the number of resources allocated to the cooperation can vary according to the number of themes to be covered and depth of the cooperation. The German experts estimate that on average

⁶⁰² See for example the G20, OECD, ILO, European Commission conference April 2014 on Apprenticeship <http://www.oecd.org/employment/quality-apprenticeships-youth-conference.htm>

the commitment required from each part corresponds to a half- full time expert on each side. In practice the cooperation will involve more than one person from each side, depending upon expertise needed and areas covered.

The funding model builds on - Germany covering all their costs incurred during the entire project on their side - both staff costs and travel costs - whilst the partner country covers its costs. In case the action involves for example training of trainers, German VET providers may be associated, and the partner country will be required to pay for their support.

In **India** which is another partner country, the cooperation agreement is set up as follows:

GOVET cooperates with the Indian partner institutes CSTARI (Central Staff Training and Research Institute) and NSDC (National Skills Development Corporation) as well as the industry group FICCI (Federation of Indian Chambers of Commerce and Industry). The focus of the cooperation is on:

- Developing professional, training and examination standards
- Devising curricula
- Advising on qualifications development research
- Providing advice on developing trainers' skills
- Facilitating knowledge transfer through workshops, conferences and study trips.

So far the Indian - German cooperation has resulted in developing training standards for mechatronics and electricians. The German-Indian Working Group on Vocational Education and Training meets once a year, alternately in India and Germany. German members of the working group are the Federal Ministry of Foreign Affairs, the Federal Ministry of Economic Cooperation and Development, the Federal Institute for Vocational Education and Training (BIBB), the International Marketing of Vocational Education (iMOVE) initiative.

Indian members of the working group are the Ministry of Labour and Employment (MoLE) which is the lead Ministry on the Indian side, the Ministry of Human Resource Development (MoHRD), the Federation of Indian Chambers of Commerce and Industry (FICCI), and the Confederation of Indian Industry (CII). Depending on the agenda of the respective meeting, other institutions - such as the Deutsche Gesellschaft für Internationale Zusammenarbeit (giz), individual German chambers and associations, India's Ministry of Micro, Small and Medium Enterprises (MoMSME) or the Apex Hi-Tech Institute - also attend the working group's meetings.

The exchange of information that has taken place at the working group's meetings to date has revolved around the following areas which have been designated as 'issues':

- Issue 1: Creating Public Private Partnerships.
- Issue 2: German Assistance in Upgradation of Vocational Training Institutions.
- Issue 3: Training of Trainers.
- Issue 4: Development of Competency Standards.
- Issue 5: Transparency of Qualifications (Mutual Recognition of Qualification).
- Issue 6: Development of Instructional Material.
- Issue 7: Assessing Labour Market Demand and converting it into Training Modules.

The first steps in the cooperation for example with India were taken prior to the establishment of GOVET, but with GOVET in place that has become the de-facto channel for further cooperation.

4.4 Impact (beneficiaries) and results- what was achieved?

The initiative and the model of cooperation are so new, and the cooperation projects are in such an early stage of development, that it is at this stage not possible to assess the impact. Based on personal experience with high level policy support and

capacity building an initial assessment of the GOVET initiative has nevertheless been attempted:

- Substantial investments are initially made to understand the needs of the country and the contextual factors impacting these needs. Such an assessment can enable a level of policy coordinating, which is often a pre-condition for successful reform implementation. The risk is that a uniform methodology is not applied, which could make it more complex to monitor outcomes and cost-benefits. The requirements that employers are in the “driver's seat”. Experiences from reviews show that although the involvement of employers is very important to work based VET and apprenticeship systems, the reality shows that, if employers are not confronted with serious gaps in the supply of skilled labour, it takes substantial time to build the capacity and create the commitment needed for them to become able and willing to undertake the role and responsibilities known from well-functioning apprenticeship systems. One of the ways to overcome such limitations can be by starting out with either sectoral pilot initiatives or regional pilot initiatives - or, as seen for example in the USA, by starting apprenticeship in companies that have strong connections to apprenticeship countries such as the German, or Danish- for example if the company is founded by a German or because they are sub- suppliers of a German firm.
- The recognition that a successful model of cooperation cannot be built on policy transfer, but that it needs to be adapted and developed taking its point of departure in the institutional structures and characteristics of the country of cooperation. In that respect the GOVET initiative already cooperates with Austria and Switzerland. Under the umbrella of the **European Apprenticeship Alliance** there could be an opportunity to strengthen a multi-country perspective in capacity building and technical support within and beyond the EU if countries in the EU with apprenticeship systems jointly identify promising tools and approaches within each system as the basis for the development of resource materials, which can be used in capacity building. A shared model of cooperation where each partner invests equal resources. The shared model of investment is interesting not only because it can ensure a commitment from the partner country, but also because it can be a means of defining the scope of a project. However, it needs that at high policy level it is acknowledged that cooperation of this nature brings value added that match contributions made. At a time when the public sector expenditure is scrutinised it can be difficult to maintain a cooperation model where the German expertise provided is offered free of charge except for when it comes to the involvement of VET colleges. However, both the Social Funds and EuroAID could most likely be used for such purposes.
- The governance model and the detailed roadmap and project plan for each project seems central to efficient implementation and accountability. It is yet to assess how it works in practice.

4.5 Conclusions/ strengths and weaknesses/ lessons learnt

One of the early key success factors for GOVET is the broad engagement and the operational governance model set up through the Round Tables which operate at three levels. The model ensures efficiency in resource allocation, transparency in decisions made, and an institutional anchoring of initiatives among key stakeholders.

In practice the Round Tables at the three levels act as a frame for inter-ministerial strategic prioritisation at the highest level, ensuring that the GOVET support to other countries is aligned to broader policy objectives at the federal level.

The Round Tables furthermore function in practice as a kind of clearing agency where joint issues are discussed and agreement is reached with regard to further approaches

to be adopted. In this way a rapid, comprehensive and binding response can be given to all relevant enquiries, particularly from abroad. This strengthens Germany's role as a competent contact and cooperation partner in issues of international vocational education and training cooperation. The opportunity to identify synergies for national stakeholders at an early stage and to benefit from the experiences of others is also a positive side-effect ensuring that a coherent approach is taken at all stages of a partnership.

Apart from the Federal Ministries involved, some of the other key players brought to the table are:

- Representatives of Federal States,
- Association of German Chambers of Industry and Commerce (DIHK),
- Didacta Association,
- Don Bosco Mondo e.V.,
- Federal Association of German Employer Associations (BDA),
- Federal Employment Agency (BA),
- Federal Institute for Vocational Education and Training (BIBB),
- Federation of German Industry (BDI),
- Forum Berufsbildung e.V.,
- German Academic Exchange Service (DAAD),
- German Agency for International Cooperation (GIZ),
- German Confederation of Skilled Crafts (ZDH),
- German Confederation of Trade Unions (DGB),
- iMOVE,
- Institute for International Cooperation of the German Association of Adult Education Centres (dvv international),
- KfW Banking Group,
- Senior Expert Service (SES),
- sequa GmbH,
- Teachers and Lecturers Trade Union (GEW).

Some of the other success factors in the partner cooperation are that it builds on or contributes to the creation of:

- An active and strong engagement of employers in the governance and implementation of the project activity;
- The willingness of the key relevant actors, in particular the social partners and business organisations, to participate on their own initiative and assume responsibility for the reforms;
- A desire for change and further development in the partner country;
- An appropriate policy and legal framework, if not already in place, such as a national training strategy and political will to modernise and reform;
- An openness of state actors to the involvement of social partners and business organisations
- The orientation of VET to the current and future needs of the economy;

- The support of German education and training providers to ensure that the strengths of a collaborative and business-oriented VET system are mediated;
- Reliable information about the labour market as the basis for development of occupational standards.

The GOVET initiative can be highly relevant for the European Commission to follow closely, as it is likely that both the European Alliance for Apprenticeship and the current pilot review of apprenticeship systems in the EU could lead to new demands for technical support, and globally there is a growing interest in work based learning systems including apprenticeship as part of employment policies. Europe could potentially bring itself into a leading position for providing technical support on VET firmly grounded in existing knowledge on the role of human resources and skills utilisation in innovation with point of departure in the type of support framework that GOVET represents.

4.6 Sources of information

List of websites/documents reviewed (+weblinks)

- BIBB (2007). BIBB International Strategy Paper on the Internationalisation of German Vocational education and Training.
- Strategiepapier der Bundesregierung zur internationalen Berufsbildungszusammenarbeit aus einer Hand 17/14352- 05.07.2013
- <http://www.bibb.de/zentralstelle>
- Deutschland und Afrika: Konzept der Bundesregierung

5 Denmark: Public support to US-DK partnership on VET

Identity card:

- **Category/field of action:** country collaboration based on an Memorandum of Understanding (MoU)
- **Key objectives:** stimulating system change by sharing best practices; Work based learning (WBL as part of local economic development)
- **Starting-end dates:** gradually evolving since the early nineties; today part of the annual financial bill
- **Key partners involved:** founding partners; Aarhus Technical College, Danish Technological Institute, Trans-Atlantic Technology and Training Alliance (TA3 USA), Ministry of Education (Denmark), OVAE office, US Department of Education
- **Target countries:** Denmark; USA
- **Funding:** DKK 3 million annually; in the USA depending on community colleges' own funding and foundation funding, for example from LUMINA
- **Beneficiaries:** primarily vocational colleges, but also social partners, companies, and nationally recognised policy analysis/VET research institutions
- **Weblink:** <http://ufm.dk/uddannelse-og-institutioner/tilskud-til-udveksling-og-internationale-projekter/programoversigt/oevrige-programmer/dk-usa/artikler>

5.1 Context

Cooperation between the USA and Denmark on vocational education and training (VET) dates back to the early nineties. It was nurtured through different channels and can be characterised as both a top down and bottom-up initiative. Some Danish VET providers participated in a conference organised by the Alliance for Advanced Manufacturing, which later turned into Trans-Atlantic Technology and Training Alliance (TA3). This launched the early cooperation among US and Danish VET providers which was then strengthened through the linkages between RTS (Regional Technology Strategies) in North Carolina USA and the Danish Technological Institute. In both USA and North Carolina there was interest in cluster developments in Emilia Romagna - a region in Northern Italy - and how and to which extent they could be enabled through active support measures.

Both RTS and Danish Technological Institute were engaged in different forms of cluster support in Denmark and in the USA. In the USA, community colleges had traditionally played a strong role in regional economic development through skills development and technology diffusion. This was less the case in Denmark at the time. RTS and its partner community colleges and Aarhus Technical College started joint projects.

One of the outputs was a **joint training programme for cluster brokers**. At policy level, the former director for Vocational Education and Training, Mr. Roland Østerlund, was very internationally oriented. He was one of the driving forces behind agenda setting on VET in the OECD in the mid-nineties. With Marc Tucker from the USA, National Centre on Education and the Economy, he was among those supporting that there was a need to focus more on the world of work in education systems and to create better comparative data on VET systems and VET outcomes.

In the early 1990's some joint seminars were held on skills-based economic development strategies with involvement of partners such as Marc Tucker, Regional Technology Strategies, the Danish Ministry for Education, Danish Technological Institute, and Aarhus Technical College.

The European Commission started piloting the USA-Europe cooperation on education and training, on the US side, supported by the Office of Career, Technical and Adult Education (OCTAE)⁶⁰³, under the US Department of Education.

Against this background, the Danish Technological Institute, Aarhus Technical College and RTS applied for funding to start a Europe-US network, so as to further develop the Trans-Atlantic cooperation on VET,⁶⁰⁴ which became the TA3 Alliance. From the outset it had a strong participation of Danish VET schools, and the member base in other European countries developed parallel to the USA membership base among community colleges.

5.2 Objectives of the project

In 1997, the cooperation between the USA and Denmark was formalised through the signing of a MoU between the OCTAE, the US Department of Education, and the Danish Ministry of Education, Department for Vocational Education and Training. A governing board was formed at both sides to anchor the cooperation among the wider group of stakeholders, and both governments made pilot funding available for prioritised actions.

The aim of the cooperation was to develop VET at practitioner level and to facilitate policy dialogues between stakeholders at system level. The trans-Atlantic steering group had the task of identifying topics of joint interest. From the start partners met once a year alternating between Denmark and the USA.

Since the beginning, the cooperation agreement covered the formalised provision of VET at upper secondary level in Denmark and post-secondary level in the USA (associate degrees) as well as workforce development. In Denmark, the Danish Technological Institute functioned as a secretariat appointed by the Ministry of Education, and in the USA the function was carried out by the RTS. There were steering groups at both sides of the Atlantic, which made decisions on joint activities and funding for exchanges and pilot projects.

The initiative was intended from the outset to support the development of the VET systems in the USA and in Denmark through the engagement of practitioners including end user enterprises, VET organisations, trade committees (social partners in Denmark), and professional organisations in the USA.

The MoU has been renewed several times since. In the USA it has been signed by the Fund for the Improvement of Postsecondary Education (FIPSE), and in Denmark by the Danish Ministry of Education. The MoU between the USA and Denmark is embedded in the USA/Europe network TA3, which has organised an annual transatlantic conference since 1996, alternating locations between the USA and Europe. In 2013, TEC Copenhagen hosted the conference centred on the work-based learning. The year before, the conference held in Covington, Kentucky, focused on advanced manufacturing.

FIPSE no longer funds direct actions, and the LUMINA Foundation has on the USA side replaced government funding for joint actions. After several years of running the seminar and developing the network between the Danish and later also European colleges and the USA Community Colleges, Danish Technological Institute requested in 1995 that other actors take over the coordination of the network.

The first to do so was a Scottish college, from 1995 until about 2006 the TA3 secretariat as well as the coordination of the US-DK cooperation was handed over to the Ministry of Education.

⁶⁰³ Link to the US policy partner: www2.ed.gov/about/offices/list/ovae/pi/usdnmrk/dksys.html

⁶⁰⁴ This link provides an overview of all the joint seminars that have been held since the early 90s. <http://www.ta3online.org/past-meetings/>

When the current government took office in 2011, the programme management was placed under the International Office for Higher Education. There have been some discussions to place the TA3 coordination in another organisation to strengthen the European side, with proposals to situate it either in Tknika in the Basque country in Spain, or in the Northern Irish Ministerial Unit for vocational Education and Training.

In the beginning of the initiative **several pilot projects** and **comparative studies** were undertaken. Apart from staff exchanges, one of the first studies was a **joint curriculum development** for the medical technology industry, developed by the North Zealand technical vocational college, which has been a key partner for the medico industry and pharmaceuticals for many years, three community colleges in the USA, and industry representatives in both countries.

Later there was a request from the steering groups in Denmark and in the USA to further analyse labour markets for upper secondary/post-secondary graduates in ICT. It resulted in two studies. The first one was commissioned to RTS in the USA and to Danish technological Institute looking into the need for formal qualifications in ICT skills at the upper secondary post-secondary vocational level. The second study was commissioned to Comptia and to Danish technological Institute with focus on the role of ICT certifications in industry training for the ICT sector and for ICT intensive sectors.

The studies were jointly funded by the Danish government and the US Department for Education.

The study on ICT certifications was run in the USA by Comptia and in Denmark the analysis was carried out by Danish Technological Institute. The study, "Certifications that Blend and Bind", was presented in occasion of the e-skills expert forum in Europe. The European part of the study covered the use and uptake of vendor and non-vendor specific certifications in Europe. Apart from that it also provided an in-depth analysis of emerging e-skills competence frameworks in Europe, such as the e-competence framework from SFIA, a UK certifying body

The study was presented to the expert group for the European E-skills Initiative run by DG Enterprise⁶⁰⁵, and the study contributed to the conceptual thinking in the development of the E-skills competence framework for professionals. Both studies were widely presented to education providers and industry stakeholders and contributed to curriculum development at the time. The Danish Confederation of Unions, who was part of the steering group in Denmark at the time, decided subsequently to fund another study to develop scenarios for implementation including new qualification requirements to the teachers.

5.3 Actors, practical arrangements

At policy level the cooperation is between FIPSE, US department of Education, and the International Unit in the Ministry for Higher Education. In Denmark, the programme targets upper secondary VET institutions, short cycle tertiary vocational institutions (*Erhvervsakademier*), and to a lesser extent the VEU centres (Danish centres for adult education and continuing vocational training).

In the USA the focus is on **post-secondary institutions**. The administration of the network is in Denmark handled by a policy officer in the International Unit for Higher Education. In the USA, RTS has been instrumental in growing the involvement of USA community colleges. Its head retired last year, and the coordinating role was then handed over to "Skilled Work" centre. The latter works closely with the USA community centre system, one of the founding members is the former president of one of the community colleges in Kentucky⁶⁰⁶.

⁶⁰⁵ ec.europa.eu/enterprise/sectors/ict/e-skills/index_en.htm

⁶⁰⁶ <http://www.skilledwork.org/>

Nowadays, USA funds come from the community college system's own financial resources, and for larger projects through foundations such as Lumina. Examples of these larger projects are: the cooperation on credentialing systems, inspired by the European qualification frameworks; developments in the integration of certificates in the USA in community college curriculum; and Danish developments in recognition and validation on prior learning.

Whereas the US funding comes from institutions' own sources or foundations. Since 2009, the Danish activities in the MoU has been funded through an appropriation of DKK 3 million in the Danish finance bill providing support for the following measures:

- **Study placements in community colleges or training periods** in US companies or Danish companies with US affiliation.
- **Exchange of teachers, and VET college presidents and boards of directors** to support a structural collaboration based on mutual exchanges. This also includes funding for exchanges of US community college teachers.
- The initiative also **funds joint projects to develop curriculum or to share particular practices in the following areas:**
 - ICT, innovation through digital learning technologies.
 - Entrepreneurship and innovation competences - curriculum design, teaching and learning methods in support of innovation and entrepreneurship
 - Methods to increase retention rates
 - Recognition of prior learning
 - Competence based qualification frameworks.

Stakeholders in the VET system, schools, and social partners can apply for funding for exchange visits or for preparatory actions. For example there is an initiative underway to learn more about how some of the USA community colleges have integrated simulations in curriculum for elderly care and health. This was initiated by the Danish Union for Social and Health Care Workers, a few VET colleges within those occupational fields, and leading community colleges in simulations in the USA. The first phase will be twofold: a study visit and a feasibility study as the basis for a development initiative. That feasibility study will be carried out by the Danish Technological Institute.

It is possible to apply for funding throughout the year until the annual appropriation is used up. The application process and the administrative requirements are simpler than those used by other types of funds. Over the years the application process has been improved, and users report that the management of the funds is transparent. It includes clear guidelines on funding criteria, how much funding can be applied for, and for which types of projects. Potential applicants can also see who has received funding and for what purposes.

5.4 Impact and results. What was achieved?

Over the period 2010-2013, a total of 109 grants were awarded: some institutions received grants several times; three went to companies, of which two in particular received funding twice. Funding has primarily been given to staff and student exchange projects. The largest amount was DKK 148,000.

Some organisations also applied for funding to participate in the annual TA3 meeting, which is typically centred on a particular theme. In 2014, the theme was Science, technology, engineering and math (STEM) education and creativity within STEM fields. The meeting was organised in Illinois (USA). In 2013, the focus was on work-based learning, and the meeting took place in Copenhagen.

The three schools that have been interviewed report that the funds have been an important impetus to starting and streamlining cooperation with US Community Colleges. Those schools claimed that the cooperation today is now of such strategic

importance, so that the schools also use their own funds to get sufficient scale and continuity in the cooperation. Those may furthermore use the so-called PIU programme⁶⁰⁷ (funded by the employers' organisations) to support exchanges for students to the USA - either as study or placement periods. On the US side there are no similar data available, as the exchange schemes, curriculum development etc. are covered by the institutions themselves.

Two of the interviewed Danish VET colleges (Hanne Meldgaard and Niels Brock, see details below) have, through the funding for exchanges, developed strategic partnerships where the institutions have also started to collaborate on joint curriculum development.

For Mercantec, the focus is on robotics and ICT, linked to the occupational profile "*industrifagtekniker*" (industrial technician). For Niels Brock the funds have led to partnering on new curriculum for ICT in administrative job functions. The primary beneficiaries have been vocational colleges as mentioned previously, but social partners have been part of the exchange on some occasions.

A planned project initiative on the use of simulation in apprentice based programmes within elderly care emerges is an example of a project which has grown out of exchange visits undertaken by from the Danish Union of Social and Health Care Workers.

Individuals and institutions that have received funding are required to write a final report which also documents the use of the funding. The international unit publishes basic data about exchanges in terms of funding recipients and the level of funding they have received. The US- Denmark cooperation initiative on VET has not been externally evaluated.

5.5 Conclusions/ Strengths - Weaknesses

Recipients are in general positive about the simplicity of the application and reporting requirement, and the schools interviewed all report that their cooperation with the USA has entered into a more strategic and institutionally anchored form of partnership where the institutions also commit own resources to joint activities.

Differences in labour market regulations have caused some difficulties in creating trainee contracts for students under 18 in an American firm. Although the community colleges offer associate degrees, a post-secondary qualification, whereas the Danish apprenticeship qualification is at the upper secondary level, this has not caused any problems according to the schools.

In general the Danish VET institutions emphasise that they learn a lot from the US community college system, and how many of them engage very actively in local economic development and technology diffusion through workforce development, but also through outreach mechanisms and demo centres where micro companies can come and learn for example about 3D printing technologies or about advanced robotics. Such outreach mechanisms could be duplicated in the Danish context.

Projects funded under the Danish-American Initiative on VET could likely benefit by including more virtual mobility aspects as part of its exchange programmes. Given the level of funding available overall, it is important that schools that have received funding several times are encouraged to develop strategic partnerships and projects to support institutional change and innovation. That could be done by limiting the recurrence (for example up to four times) a school can receive funding for mobility and how many can be covered in one mobility action.

ERASMUS+ may, in this respect, be a source of inspiration. In turn, the Danish MoU could be strengthened by a stronger 'network of networks' approach. There has been some criticisms from Danish institutions that the potential benefits of being part of a

⁶⁰⁷ www.piu-sekretariatet.dk/about-the-piu-office.aspx

broader network are not sufficiently exploited because they are not prioritised by the current ministerial coordinator. This could be partly due to insufficiently strong linkages between the Ministry of Higher Education and European VET policy makers and practitioners. There were even informal discussions with a senior official from the European Commission on how a network of networks model could be achieved through ERASMUS+.

One of the latest joint activities between the USA and Denmark has focused on credentialing and certification. The organisation Skilled Work⁶⁰⁸ recently received funding from Lumina Foundation to develop a credentialing framework. This was inspired by developments in Europe and in Denmark regarding the national qualification framework as well as recognition of prior learning, where Danish Technological Institute contributed in an expert role. The plans are to pilot the credentialing framework in the context of advanced manufacturing, for example to ensure that US veterans can gain access to accelerated routes to qualifications in advanced manufacturing, as there are growing problems of skills mismatches in many states across the USA.

There are two key limitations in the set-up. One is that FIPSE no longer supports the cooperation in terms of availability of seed funding to US community Colleges. The other issue is that the funds are not so often used to kick-start strategic development projects as it was initially the case. One reason is that the management today is situated in the International Unit of the Ministry for Higher Education, even if the focus is on VET at the upper secondary level primarily, but even more importantly the initiative does not seem to have the same strategic attention from the senior officials in the Ministry of Education and Youth in Denmark, since the retirement of the director for upper secondary vocational education who was one of the initiators

5.6 Sources of information

Global development of Community Colleges (2008), Editor Paul Eisner, Boggs George R. Irwin Judith. Community College Press

<http://ufm.dk/uddannelse-og-institutioner/tilskud-til-udveksling-og-internationale-projekter/programoversigt/oevrige-programmer/dk-usa>

<http://ufm.dk/uddannelse-og-institutioner/tilskud-til-udveksling-og-internationale-projekter/programoversigt/oevrige-programmer/dk-usa/artikler>

<http://www.ta3online.org/>

<http://www.ta3online.org/category/symposiums/> list of symposiums which have been held since 2009- interchanging between the USA, Denmark and other EU countries

<http://www2.ed.gov/about/offices/list/ovae/pi/usdnmrk/dksys.html>

⁶⁰⁸ www.skilledwork.org

6 Switzerland: AFS exchange year for apprentices

Identity card:

- **Category/field of action:** cooperation activities aimed at individuals (outbound student mobility programme)
- **Key objectives:** improve intercultural competences, enhance attractiveness of apprenticeships
- **Starting-end date:** 1991, still on-going
- **Leading organisation:** AFS Switzerland
- **Key partners involved:** AFS partner organisations abroad, Swiss companies
- **Target countries:** 48 countries, in practice U.S., Australia, New Zealand
- **Funding:** privately funded
- **Beneficiaries:** apprentices, approx. 5 per year
- **Weblink:** <http://business.afs.ch/programme-fuer-lernende/ein-jahr-ins-ausland.html> (in German)

6.1 Context/ rationale/ why have we chosen this specific initiative?

The AFS exchange year for apprentices was chosen as a case study because:

- it is a cooperation activity aimed at individuals;
- it is an example of privately funded and organised programme, launched on the initiative of the business sector.

AFS Switzerland is a not-for-profit organisation in Switzerland. It cooperates with AFS partner organisations in more than 60 countries. Together they form the international AFS network. AFS has been offering student exchanges since 1947, in Switzerland since 1953, but only for high-school students (students in Gymnasium, lycées), not for apprentices.

In 1991, AFS enlarged the target group for their exchange programme and introduced an exchange year for apprentices – in the Swiss dual system, apprentices work in a firm and, in parallel, attend a vocational school. The initiative came from the board of directors of the Swiss company Sulzer. One of the directors had been on an exchange year himself and found the experience enormously enriching, in terms of language and intercultural competences and personal growth. The exchange year had been the basis for his professional and private network. He wanted this experience to be open to apprentices too.

The exchange year is a wholly private and privately funded initiative and is not supported or recognised at national or regional (cantonal) level. It is not embedded in a wider framework of action.

6.2 Objectives of the project; what does it want to achieve?

With its exchange year, AFS pursues the objective to promote apprentices' intercultural competences. A more recent objective is to improve the image of vocational training. The exchange year represents indeed an opportunity to enhance the attractiveness of apprenticeships. This has to be seen against the backdrop of demographic trends and worries about a future shortage of skilled staff.

For companies, the objective is to be an attractive employer and receive more applications for the apprenticeships they offer. Moreover, it is well known that

members of staff who have been abroad as apprentices are more willing to work abroad for the company later on. The exchange year is also a means to reward good apprentices, showing them that good work is rewarded. More generally, employers are interested in giving young people the opportunity to develop, not only professionally but also in terms of social and personal skills.

6.3 Actors and practical arrangements – how does it work?

Key Actors

The exchange year is organised by AFS Switzerland in cooperation with the AFS partner organisation in the destination country. Participating firms⁶⁰⁹ are Rieter (textile machinery and components) and Lonza (life sciences); Ammann (machinery) has recently joined the programme. In other words, these are the companies that allow their apprentices to go on an exchange year.

Students

Eligible are apprentices that complete a three- or four year apprenticeship in any profession (e.g. polytechnician, computer specialist or business employee). Apprentices attend a high school abroad; they do not attend a vocational school.

The first apprentice to go on an exchange programme did so in 1991. Since then approximately five apprentices per year have gone on an exchange.

The exchange year costs CHF 10.000-12.000 (EUR 8000-10,000). Companies sometimes cover half of the costs, the rest is borne by the apprentice's parents; AFS also offers small study grants.

Geographical scope

Apprentices can choose among 48 countries in which to spend their exchange year. In practice, the most popular destinations are the U.S., followed by Australia and New Zealand. Companies tend to be happy with this choice because it improves apprentices' English language skills. This is particularly true for computer specialists, as the English they learn at professional school is not sufficient for their job.

⁶⁰⁹ Sulzer has become two companies, which no longer participate in the programme.

A company's views

Lonza, a Swiss life sciences company, was looking for a way to promote their young apprentices. This is how they came across the AFS exchange programme for apprentices. As an internationally operating firm, it was felt that the AFS programme was an excellent opportunity for their young apprentices. Motivated by the wish to be an attractive employer and offer their apprentices a bit more than other companies do, Lonza joined the AFS exchange programme in 1999. Since then it has sent 2-3 apprentices on a exchange every year, although demand from apprentices is not overwhelming. The best promotion is by word of mouth.

Lonza pays 50% of the costs for the exchange, the rest is borne by the apprentice and his/her family. Most apprentices choose to go to an English-speaking country but there have also been exchanges to Ecuador and Bolivia. Lonza trains apprentices in 12 professions, and tries to give apprentices from all the professions the opportunity to go abroad. Apprentices typically come back as more mature persons.

Lonza has a contract with ASF, and supports the organisation financially as Lonza profits from their expertise and has very little administrative burden. Lonza is very satisfied with the programme and there have not been any negative experiences. Participation in the AFS programme has therefore never been put into question.

Management of the AFS exchange year

The AFS exchange programme for apprentices is managed by AFS Switzerland, and responsibility for the exchange students lies with AFS. Having said that, the whole process for the exchange year starts at the company, which informs apprentices at the beginning of their apprenticeships about the possibility of an exchange year. If a candidate is interested, the company provides him or her with more information, and the candidate goes through an internal selection process.

Then AFS steps in, organizing its own selection process and assessment, in order to verify if a candidate is suited for an exchange year. Then the candidate registers for the programme and selects a country. Typically, it is up to the apprentice to choose the country; the company gives him or her free rein. Once the country is selected, the school and the guest family are selected. For the selection of country, school and guest family, AFS files a request to AFS International which operates a central database. Due to the centralised database and due to partner organisations having a common understanding of the process, this is a very efficient process.

Apprentices are supported throughout the process. At the beginning, they attend a targeted intercultural training programme in Switzerland and another one in the destination country. All exchange students have a 'godparent' in their destination country; they can also contact the AFS organisation in the destination country in case they need support. At the end of their exchange, apprentices attend an evaluation camp in the destination country, and once they are back in Switzerland, they are given reorientation to mitigate reverse culture shock.

In each country there is a wide network of volunteers among which guest families and godparents are selected. The process is more or less the same in each country. It is a lean process which contributes to keeping costs down. This, together with the fact that AFS is a not-for-profit organisation, makes the exchange programme affordable compared to commercial offers.

The exchange year is a standard AFS process that has been tested and refined over many years. The process for apprentices is slightly more complex than for students because more parties are involved – the apprentice, his/her parents, the company and the school. Most importantly, since the apprentices do not have the legal capacity to enter into contracts due to their young age, the contract with the company

establishing the apprenticeship must be signed by the apprentice's parents. All apprenticeship contracts and any modifications to them have to be notified to the cantonal office of vocational education, which 'keeps tabs' on them. Therefore, if an apprentice goes on an exchange, the apprenticeship contract has to be modified, and the cantonal office for vocational education has to be informed about this modification⁶¹⁰. Moreover, the vocational school will have to be informed that the apprentice will be on an exchange for a year. This is taken over either by the company or AFS.

Monitoring of the AFS exchange programme

As we have seen above, the exchange students attend an evaluation camp at the end of their stay abroad in order to reflect on and discuss about their experiences. However, evaluation and monitoring is not limited to the evaluation camps. Because the exchange year has been such a long-standing programme, AFS has been keen to evaluate its impacts⁶¹¹.

Impact assessments

In 2005, Mitch Hammer Associates (U.S.) conducted a study⁶¹² to measure the benefits and quality of the AFS exchange programme. The study found that AFS students, compared to the "best friend" (control group), had significantly:

- increased intercultural competence,
- increased knowledge of the host culture,
- increased fluency in the language of the host country,
- less anxiety in interacting with people from different cultures,
- increased friendships with people from other cultures,
- greater intercultural networks.

These impacts are stable, that is, they are impacts that remain with the student after they return home. Further, these impacts are not found in the ordinary educational experience of secondary students in their home countries.

In an innovative four year study (2008-2012), researchers from the University of Essex (UK) set out to investigate the impact of living abroad. In collaboration with AFS, the researchers examined the experiences of intercultural exchange students. Findings of the study were discussed with regards to cultural learning, cultural adaptation, and cultural distance. For cultural learning, it was examined whether and how the exchange impacted on different aspects of learning, including cross-cultural competence and language proficiency. For cultural adaptation, it was shown how the exchange students adapted to living abroad and what the most effective coping mechanisms were. Finally, the influence of cultural distance on different aspects of the intercultural exchange was considered.⁶¹³

Finally, another study conducted by psychologists from the University of Münster (Germany) found that an exchange year impacts positively on exchange students' self-esteem, compared to their peers who stayed at home.⁶¹⁴

However, none of these studies was tailored to apprentices, their experiences and benefits. For this reason, AFS Switzerland conducted its own study, surveying the

⁶¹⁰ More precisely, the contract has to be dissolved and a new contract has to be drawn up after the apprentice comes back from the exchange. Until recently, the contract could just be suspended for a year.

⁶¹¹ For the list of all the research conducted see <http://www.afs.org/afs-and-intercultural-learning/research/>

⁶¹² Assessment of the Impact of the ASF Study Abroad Experience, https://idiinventory.com/wp-content/uploads/2014/02/afs_study.pdf

⁶¹³ <http://www.unaoc.org/wp-content/uploads/Presentation-of-the-The-Impact-of-Living-Abroad-Project-The-Kaleidoscope-Project.pdf>

⁶¹⁴ <http://bildungsklick.de/a/91992/schueleraustausch-macht-jugendliche-selbstbewusster/>

apprentices who have participated in the exchange programme since 1991.⁶¹⁵ The study found that the main motivations for apprentices to participate in the programme were to:

- improve their English language skills and more generally learn foreign languages,
- gain new experience,
- improve professional prospects, find new challenges,
- broaden one's horizon and personal development.

Apprentices assessed the benefit for their personal development to be very large (5.8 on a scale from 1 to 6), and almost as large for their professional development (4.8 on a scale from 1 to 6). According to the respondents, the most important benefits for personal development coming from this experience are more openness and better self-esteem, while the most important professional benefits are an increased fluency in English, more independence ("less need to be taken by the hand"), and better problem-solving skills.

Quality Assurance

As mentioned above, the AFS exchange programme is a standard process that has been developed and tested for more than 60 years. Although the process works well, there are constant refinements, e.g. with regard to how to deal with alcohol. The main rule is that the exchange students need to be safe.

In 2008, as the first Swiss organisation operating exchange programmes, AFS Switzerland was awarded the SQS Intermundo Quality Certificate⁶¹⁶ by the Swiss Association for Quality and Management Systems (SQS). A pre-condition for obtaining the certificate is that an organisation must be not-for-profit and not pay guest families for accommodating exchange students. The certificate guarantees careful selection of participants; both exchange students and guest families are selected through face-to-face interviews. The Quality Certificate also encompasses support before, during and after the stay abroad as well as adequate preparation of all participants and a contact person in the destination country (see description above). For emergency situations there is a 24 hour service as well as a support system that defines processes between Switzerland and the destination country.

6.4 Impact (beneficiaries) and results – what was achieved?

Beneficiaries

Beneficiaries include individual students and companies as well (VET providers).

The benefits for individual apprentices include:

- increased intercultural competences,
- improved self-esteem,
- improved language skills,
- improved flexibility and social skills,
- increased knowledge of the host culture,
- increased friendships with people from other cultures and greater intercultural networks.

The benefits for participating companies include:

- making apprenticeships more attractive, finding motivated apprentices,

⁶¹⁵ AFS Schweiz, Umfrage bei AFS Returnees (1991-2013)

- experiences as an exchange student abroad increase employees' willingness to work abroad,
- apprentices use the competences and skills they acquired during their exchange year at their work places.

Key achievements

- Extending the AFS exchange year to a new target group (apprentices). AFS Switzerland is the only AFS country organisation to offer the exchange programme to apprentices.

6.5 Conclusions/ Strengths – weaknesses/ lessons learnt

Strengths and opportunities

- Long-running programme since 1991, able to increase the attractiveness of vocational training and education.
- Founded on private initiative by the business sector.
- AFS as a dedicated and knowledgeable provider of the exchange programme for apprentices.
- AFS as a not-for-profit organisation with a world-wide partner network of other AFS organisations, which facilitates the organisation of exchanges and keeps cost low.
- Standardised, well-functioning, lean and quality assured processes, including extended support for exchange students in Switzerland and destination country, before, during and after the exchange year.
- Evaluation and monitoring systems, including impact assessments.

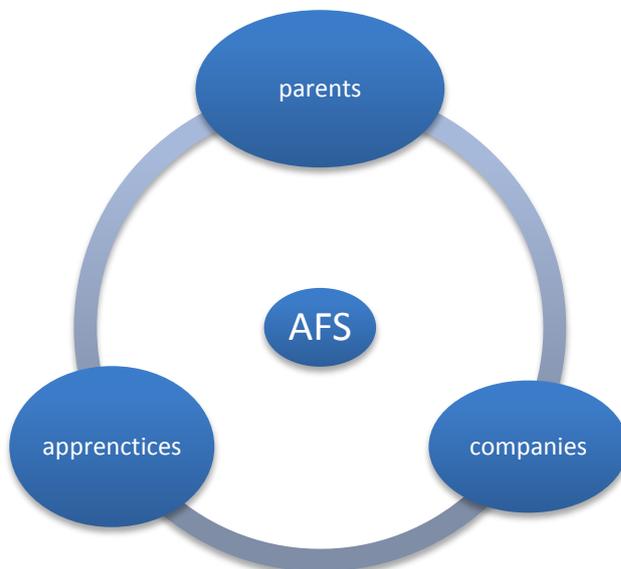
Weaknesses and threats

- Low participation and low visibility: There are only three participating companies, and only about five apprentices go on an exchange each year. Hence, AFS is aiming to increase the programme's visibility, especially among 'multipliers' (e.g. industry associations) and decision-makers in the political and economic spheres. However, so far, interest has been limited, especially among political actors.
- Funding: Some parents cannot afford an exchange year for their son or daughter. In such a situation, AFS tries to convince companies to co-fund the exchange year for apprentices.
- Interruption in a well-running training system: Companies sometimes have concerns that if an apprentice goes on an exchange, they lack an apprentice in that year. This problem has to be seen against the background that companies very often have a well-established system of how and when they employ and train apprentices. In such a situation, AFS explains that they will have two apprentices next year, and if they send an apprentice on an exchange every year, they will only lack an apprentice in the first year.
- Security concerns: Companies sometimes have concerns that if an apprentice is away for a year, he or she may have forgotten how to operate machinery. This can raise security issues. However, this has never been the case.
- Benefits: Companies want to see benefits before they allow (and partly pay for) an apprentice to go on an exchange.
- Compatibility with national curriculum: For apprentices that opt for a professional school-leaving certificate that gives them access to tertiary education (Berufsmatura, maturité professionnelle), French can be an issue. French (and German in French-speaking Switzerland) is a mandatory part of

the curriculum and tested in the school-leaving examination. Hence, AFS recommends apprentices to study French in their exchange year.

Lessons learnt

- Parents are key in the process: It is important to take on board parents, not least because parents have a contract with the company. In the end, the exchange year is based on cooperation between parents, the company and the apprentices (and AFS).



Source: Technopolis Group

- Professional and structured support for exchange students: the structured support offered by AFS facilitates the transfer of experiences gained during the exchange year to everyday life and encourages personal development. This is particularly true for longer exchange programmes like the exchange year for apprentices.
- Early involvement of apprentices: Early involvement of apprentices in the organisation of the exchange programme increases their initiative, their identification with the programme and the benefits they gain from it.

Conclusions

The exchange programme for apprentices aims to increase intercultural competences and personal growth of exchange students and based on the evidence available, appears to attain this aim. At a more systemic level, the exchange programme aims to increase the attractiveness of vocational education and training; whether it does so – given the small numbers of participants – remains to be seen. But the programme certainly is able to do so, albeit as one of many measures that aim to increase the attractiveness of apprenticeships and vocational education and training more general.

Because it increases opportunities for students in vocational education and training and because of its management and processes, the exchange programme for apprentices can be considered good practice

AFS Switzerland is the only AFS country organisation to offer an exchange programme to apprentices. But the programme could fairly easily be rolled out to other countries with dual systems, such as Germany, Austria or Slovakia.

6.6 Sources of information

List of websites/documents reviewed (+weblinks)

- <https://afs.ch/afs-schweiz.html>
- <http://business.afs.ch/home.html>
- <http://www.afs.org/afs-and-intercultural-learning/research/>
- Die Berufslehre wird mobil, Ein Bericht von AFS Interkulturelle Programme Schweiz, 2013, http://business.afs.ch/fileadmin/user_upload/PDF/AFS-Bericht-Mobilitaet_waehrend_der_Lehre.pdf
- AFS Schweiz, Umfrage bei AFS Returnees (1991-2013)
- AFS Schweiz, Ein AFS-Austauschjahr während der Lehre: Seit 20 Jahren ein Erfolgsrezept. http://business.afs.ch/fileadmin/user_upload/PDF/AFS_Flyer_YP_fuer_Lernende_web.pdf
- AFS Interkulturelle Begegnungen e.V., The Impact of Living Abroad Project, <http://www.unaoc.org/wp-content/uploads/Presentation-of-the-The-Impact-of-Living-Abroad-Project-The-Kaleidoscope-Project.pdf>
- Mitchell R. Hammer, Assessment of the Impact of the ASF Study Abroad Experience, Hammer Consulting LLC, https://idiinventory.com/wp-content/uploads/2014/02/afs_study.pdf
- Stephan Winiker, Exchanges 101 – An overview of research on AFS Exchange Programs
- AFS, The Impact of Living Abroad Project, <http://www.unaoc.org/wp-content/uploads/Presentation-of-the-The-Impact-of-Living-Abroad-Project-The-Kaleidoscope-Project.pdf>
- Bildungsklick, Schüleraustausch macht Jugendliche selbstbewusster, 06.08.2014, <http://bildungsklick.de/a/91992/schueleraustausch-macht-jugendliche-selbstbewusster/>

7 United Kingdom: International Skills Partnerships

Identity card:

- **Category/field of action:** Cooperation between education institutions and other actors
- **Starting-end date:** 2008-ongoing
- Leading organisation (as a facilitator): British Council
- **Key partner(s) involved:** it depends on the partnership. Partners can include: colleges, universities, sector skills organisations, awarding bodies, employers, government ministries and departments, and skills agencies.
- **Target country(ies):** currently, China, Egypt, South Africa, Tunisia and Vietnam.
- **Funding:** each partnership receives around £15,000 per year from the British Council.
- **Beneficiaries:** partners and their staff, and students.
- **Weblink:** <http://www.britishcouncil.org/learning-skills-for-employability-project-skills-partnerships-2.htm>
- **Strategy or framework for action in place:** Yes – these partnerships are under the programme “Skills for employability” and have as framework a long track record in the promotion of partnerships of the British Council.

7.1 Context/ rationale/ why have we chosen this specific initiative?

The International Skills Partnerships (ISP) was chosen as a case study because:

- It has been put in place by the British Council (BC), an institution with a long experience in the promotion of the internationalisation of education and training and international partnerships;
- It is an example of a pre-commercial initiative with an important focus on the cultural relations dimension. At the same time, projects under this initiative can contribute to identifying and developing commercial opportunities;
- It fosters innovative approaches and aims at impact and long and sustainable changes.

The British Council has a long tradition in the promotion of the internationalisation of education and training, developing projects at every level of the education sector. More specifically, it has decades of experience in education partnerships involving schools and universities.⁶¹⁷ Skills work is relatively new. There were some prior versions of skills partnerships in specific countries, but the most relevant initiative are the current ISP introduced in 2008 under the initiative “Skills for employability”.

The main driver for the introduction of the initiative “Skills for employability” was the increased focus on skills and Vocational Education and Training (VET) at global level, in the education and training landscape, including economic and social partners. The challenges in this area were similar across the different countries, most importantly: to respond to the needs of industry; to increase the quality of skills provision; and to allow people to prosper. As such, the “Skills for employability” had three main motivations:

⁶¹⁷ Over 75 years according to British Council website, <http://www.britishcouncil.org/partner/corporate/why> [accessed 5.9.2014].

- To share knowledge and develop solutions in cooperation with other countries;
- To enhance the intercultural skills in the UK and overseas;
- To promote relationships and the understanding of other environments and by extension create opportunities for future business development.

The initiative includes three types of actions:

- *Policy dialogue* - organisation of seminars and events bringing together participants from international governments, agencies, employers and educators, to share best practices and thoughts on how to improve skills and employability;
- *Enterprise and innovation* - activities ("challenges") to promote entrepreneurship and the acquisition of skills demanded by employers among youth at national and global level;
- *International Skills Partnerships* - support to international partnerships to bring together skills organisations, governments and employers to collaborate in international projects for skills development.

The ISP are established between UK organisations and counterpart organisations from other countries, and aim at putting in place innovative output-led projects for skills development, which bring benefits for the different participating organisations. Since 2008, the British Council has supported 70 international skills partnerships in over 30 countries.

7.2 Objectives of the project; what does it want to achieve?

The general aim of the International Skills Partnerships is "to promote higher quality skills development that meets industry needs and helps young people to prosper".⁶¹⁸

The initiative has the following two core objectives:

- Tackling the global skills challenge, by helping to support improved skills and employability;
- Deliver impact on different levels: individuals (for instance, by increasing their opportunities and sense of fulfilment); institutions (by making them more effective and better at preparing young people); national level (by informing policy-making in all the participating countries).

These basic objectives have not changed since 2008.

The initiative also proposes more specific "benefits", being the most relevant:

- nurturing innovative approaches to skills development, including in the area of curriculum development, quality assurance and employer engagement, across a range of thematic areas and sectors;
- enhancing the culture, profile and reputation of participating organisations;
- building relationships with other organisations including employers;
- offering unrivalled staff and student development opportunities;
- helping participating organisations build a presence in the partner country;
- enabling the organisations to identify new business opportunities;
- informing the development of national skills strategies in ways that impact positively on the skills and employability of millions of people.

7.3 Actors and practical arrangements – how does it work?

The British Council (BC) funds and facilitates the International Skills Partnerships. There are three types of projects:

⁶¹⁸ British Council. International Skills Partnerships. General guidelines, p. 3.

- *Foundation* – the BC proposes project opportunities with pre-identified sectors, themes and sometimes deliverables, and pre-identified organisations in partner countries;
- *Start-up* – projects opportunities are identified by the organisations themselves in eligible countries;
- *Advanced* – projects developed by a consortium of organisations building on the work of preceding foundation and/or start-up projects which were successfully completed.

There are initiatives in both **initial and continuing vocational education and training**. Most frequently, projects involve students at college age, but there are also cases where apprenticeships or work-based learning are addressed.

The initiative as a whole is not sector-specific and the areas of intervention vary from one project to the next. The decision on the sector and themes is made after consulting stakeholders in the countries. The **areas of intervention** of ongoing projects include, most significantly, employer engagement, quality assurance, and curriculum development, but also labour market information, careers guidance, entrepreneurship, or teacher training. Transferable skills are also a very popular theme at the moment.⁶¹⁹

Currently, there are projects in the following **sectors**: automotive, creative media, clothing, chemical, banking and finance, tourism, fashion and textiles, mechanical engineering, electrical engineering, business services, e-commerce, IT services, creative industries, beauty and renewable energies.

As for the **geographical scope**, the selection of countries emerges from the dialogue between the BC and the stakeholders in third countries. The BC counts on its staff overseas to liaise with stakeholders and jointly assess the appropriateness and expected impact of the creation of partnerships.

There are ongoing partnerships in China, Egypt, South Africa, Tunisia and Vietnam. Other countries were involved in previous partnerships: Afghanistan, Albania, Armenia, Azerbaijan, Bahrain, Bangladesh, Bosnia Herzegovina, Croatia, Georgia, Israel, Jordan, Kazakhstan, Kosovo⁶²⁰, Kuwait, Lebanon, Macedonia, Montenegro, Morocco, Nepal, Oman, the Palestinian Territories, Pakistan, Serbia, Syria, Turkey, United Arab Emirates, Uzbekistan, and Yemen.

Key actors

Initially, the partnerships mainly involved colleges in the UK and parallel institutions abroad but this has evolved to **most of the partnerships involving consortiums**. The latter include employers, sector skills organisations, awarding bodies, training providers, universities, ministries, and skills agencies. This move from college-to-college partnerships to consortiums aims at making partnerships sustainable and externally focused.

Management of the partnerships

- The BC evaluates partnership project proposals and selects winning projects through a competitive process. This can be developed in different ways:
- The most commonly used approach until now involved the pre-identification of organisations in foreign countries by the BC, and a competitive process for UK organisations;

⁶¹⁹ According to an interviewee.

⁶²⁰ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

- Sometimes the selection of organisations in foreign countries was also competitive;
- In the next call (end of October 2014), the BC will pre-identify organisations both in the UK and abroad and offer them a travel grant; after this, the organisations will put forward a proposal for partnership.

The BC grant for International Skills Partnerships is of around £15,000 per year delivered to the lead UK partner, who is in charge of redistributing funding to other partners in accordance with the partnership contract. Partnerships are financially supported by the BC usually for one year, with the view of becoming self-sustaining after this period.

BC funding can be used for costs resulting from travel, production (e.g. materials development), translation and interpretation, and in some cases, resources (e.g. software). Participating organisations have to contribute with funding -including all staff time- that should amount to a quantity equivalent or superior to the BC grant.

The BC monitors and evaluates partnerships projects (see below) and it facilitates the links with other partnerships under the same initiative, through the following measures:

- It provides partnerships with information on other existing partnerships in the country or region and the participating organisations;
- Networking events;
- In announcements of new partnership opportunities, it identifies "travel weeks" to facilitate that organisations working with the same country coordinate their visits to the partner country, and the visits of the partner organisations to the UK;
- Annual international seminar with representatives from all the international skills partnerships ("*Bringing the learning home*");
- Mentoring programme by which more experienced partnerships support new ones;
- Advanced partnerships, which bring together two previously successful partnerships.

The BC also supports the dissemination of the projects by providing a media toolkit and a press release template.

There have been no major changes in the management of the partnerships although improvements are frequently introduced. The BC establishes regular contacts with stakeholders so as to learn from them how to improve the methodology.

Responsibilities within the programme

The BC is responsible for:

- Evaluating partnership project proposals and selecting winning projects through a competitive process;
- Providing funding;
- Supporting the partnerships and helping them deal with any challenges that may appear;
- Monitoring and evaluating the projects;
- Facilitating links with other International Skills Partnerships.

Partners are responsible for:

- Delivering some of the following outcomes:
 - Establishment of an active network of local and global employers, employer representative organisations and other skills stakeholders;
 - Knowledge and understanding of effective approaches to skills development;
 - Young people are better prepared for the world of work and enterprise;
 - Increase of the understanding and recognition of the benefits of working internationally and how to do this effectively;
 - New approaches to skills development are implemented at institution/organisation level;
 - Implementation of policy changes and/or new approaches to skills development at national and/or system level;
 - Development of higher quality skills that meet industry needs.
- Contributing with funding, including all staff time.
- Delivering an interim progress report and a final report to the BC.

The lead UK organisation is responsible for redistributing BC funding to other partners in accordance with the partnership contract.

Monitoring of the partnerships

All the partnerships are monitored by the BC, which has put in place a monitoring and evaluation system, including the following elements:

- A start-up video or tele-conference provided by the BC to participating organisations at the beginning of the project;
- Regular progress reviews between the lead UK partner and BC in the UK, and the lead international partner and the BC in the country. These are conducted at least every eight weeks, either face-to-face or by using video- or tele-conference.
- An interim progress report and finance report six months after the beginning of the project.
- An end of project report including a case study.

Quality Assurance

Both the interim and the final report are submitted by the partnership and assessed by the BC. The latter is in charge of providing detailed feedback to the partnership.

The quality assurance process also includes an **impact study** at the end of the partnership and, beginning with the next call (end of October 2014), it will include an **initial benchmarking study**.

Two good examples of International Skills Partnerships (ISP): 'Skills Strategy and Planning' and 'Development of Skills Standards'

'Skills Strategy and Planning' and 'Development of Skills Standards' are two International Skills Partnerships established between a sector skills organisation in the UK and two Egyptian skills bodies, which receive the name of "Enterprise Training Partnerships" (ETP).

The following bullet points summarize key information on the projects:

- Leading partner: Proskills UK – charity dedicated to training and education for people working in the material, production and supply industries.
- Partners overseas:
 - Project 'Skills Strategy and Planning': Petra ETP - entity dedicated to technical and vocational training according to the needs of the creative industries sector (printing and media);
 - Project 'Development of Skills Standards': KEMT ETP – entity dedicated to technical and vocational training according to the needs of chemical industry;
- Starting/end date: 2011-2012
- Key features:
 - Area of intervention: employer engagement, quality assurance, career guidance, curriculum development
 - Type of VET: continuing VET
 - Sectors: creative industries (printing and media) and chemical industry, although the projects are not sector specific
 - Geographical scope: UK-Egypt
 - Complementary with existing initiatives: the projects have contributed to the "Technical and Vocational Education and Training System Reform Programme", a joint intervention by the European Commission and the Egyptian Government.

Under these projects, Proskills has supported the development of two Egyptian "Enterprise Training Partnerships", Petra and KEMT, by promoting the design of a skills strategy, national skills standards and a "schools to work" programme.

Proskills UK had already been involved in other BC facilitated projects, for instance under the "UK-India Education and Research Initiative", and its key drivers for participating in an ISP were: (1) the will to share valid experience; and (2) the opportunity to create mutually beneficial commercial relationships with time.

For partners overseas, the ISP were an opportunity to acquire know-how in skills development. Egyptian skills organisations were interested in cooperating with European countries in the area of skills, for instance, to know how skills standards are designed so that they can build on these and adapt them to their own situation and needs.

The main actions developed within the BC facilitated projects included:

- Developing a strategic approach to skills;
- Developing skills standards and in-house training;
- Developing schools and careers programmes.

As for the management of the projects, partners signed a memorandum of understanding establishing their responsibilities, the legal frameworks of the two countries and their expectations for the project. Also, an "action tracking system" was used to support project management, where the responsibilities of each organisation were clearly defined. The projects involved distance work (mainly by using Skype,

Dropbox, etc.) and short visits. For instance, Proskills organised and hosted a five-day workshop for the KEMT team including practical training on skills standards development. After this, the Proskills team travelled to Egypt to support the development of standards and deliver workshops to key stakeholders. This allowed for the development of the first draft of National Occupational Standards for the chemical industry in Egypt.

The project manager from Proskills team took responsibility for monitoring and quality assurance. It undertook risk assessment throughout the projects, and informal meetings with the Egyptian partners. Reviews were conducted with the BC.

The BC is considered a critical partner mostly in the early phases of the project. It makes the connections, provides the partners' details and the initial funding. However, it is a pre-commercial approach looking at building self-sustaining projects in the long term. To achieve sustainability, partnerships have to evolve into commercial relationships and partners have to focus on what employers need.

It should be considered that employers are among the main beneficiaries of the projects since they benefit from better prepared workers; also, employees obtain better skills which lead to improved employment opportunities. In the overall the Egyptian vocational skills system is also benefitting.

The two ISP were the first step in a more ambitious project involving all the 12 skills organisations approved by the Egyptian government (called "Enterprise Training Partnerships"), which cover most of the economy sectors. The ISP initiated a work to align the working systems and approaches to skills of two of these bodies (regarding for instance their quality assurance processes and their strategies to link with colleges and employers). This work continued after the financial support from the BC was over, up until today, and now the aim is to develop a common system for the 12 existing bodies. The goal is that these bodies cross-fertilise and share best practices in the following areas: quality assurance; national skills standards; employers' engagement; and impact measurement (for instance in terms of the employability of trainers).

7.4 Impact (beneficiaries) and results – what was achieved?

A joint evaluation of different partnerships facilitated by the British Council was recently carried out by independent researchers.⁶²¹ It addresses the impact of international partnerships under three different initiatives: Skills for Employability (International Skills Partnerships), UK India Education and Research Initiative and the Prime Minister's Initiative. The findings regarding impact are included in this section, together with the inputs from interviews on this topic.

Beneficiaries

Benefits for ***institutions*** include:

- Improving relationships with other key stakeholders;
- Opportunities to share good practice;
- Increasing awareness of opportunities for growth through international work;
- Improving professional capacity and understanding of international work and management of international partnerships;
- Strengthening organisational strategies;
- Local publicity;
- Enhancing credibility;
- Increasing cultural awareness;
- Providing a track record for bidding for funding from other sources, as for instance EU funding programmes.

⁶²¹ British Council. Building skills, building partnerships. A review and evaluation of the wider impact of British Council facilitated international partnerships.

More specifically, the initiative raises the profile of colleges and sector skills organisations, by creating opportunities for commercial and non-commercial benefits. The BC helps organisations to develop a network with a range of stakeholders, which can bring commercial opportunities and ultimately contribute to a sustainable partnership.

There are also benefits to the curriculum, by making it more labour market relevant and by introducing updated content, and an increase in the knowledge on how to implement a quality assurance process.

Regarding companies, the support to the vocational education and training system contributes to having better prepared workers and, ultimately, to the development of industry.

Benefits for **individual students** include:

- Improvements to the curriculum and its delivery;
- New opportunities to develop links with employers, as new work placements and employment opportunities;
- Confidence building.

Benefits for **staff** were also observed:

- Professional development;
- Increased motivation, confidence and personal credibility.

Key achievements

According to the evaluation mentioned above, the following achievements have been observed:

- Professional development: staff involved in partnerships mentioned for instance the learning of new teaching methods, and achieving internationally benchmarked professional development awards.
- Development of new qualifications and programmes that are expected to be more labour market relevant. The modernisation of the curriculum has also involved the use of new technologies, and increased sustainable and ethical practice.
- Increased reputation of participating colleges.
- Opportunities for students and staff to learn specific techniques.
- Long-term benefits of an international experience for students (e.g. increased employability) and staff (e.g. improved cultural awareness, use of new teaching methods).
- Institutional development. The development of management and quality assurance systems for the projects has an impact on the organisational capacity of institutions.

Beneficiaries and achievements – some examples

ISP Development of Skills Standards

A significant achievement of this partnership has been the setup of a training institute close to one of the country's largest fertiliser plants (Kima, based in Aswan in south Egypt), a company which was struggling to find job applicants with the necessary skills. Furthermore, career guidance questionnaires and analysis tools designed with the support of Proskills allowed for a selection of job applicants based on employer criteria and practical merits, rather than academic records. These career guidance questionnaires have also been used in schools and in a project managed by the Alliance for Arab Women NGO, working with young people in the Qalyubia region.

ISP Skills Strategy and Planning

Under this partnership, Petra has developed job profiles for roles in the sector as well as its own training courses, including a two-year training programme in Printing Technology. It has also set up a new training centre in Cairo providing courses on the theoretical contents of print and packaging, and career guidance and advice.

Furthermore, it has signed a contract with Xerox to provide eight day courses on the latest technology in print companies, and is supporting Egypt's largest publishing house (Dar Al Tahrir) to develop new technical courses for jobseekers.

Petra has also been working with NGOs to promote the use of career guidance to facilitate the selection of candidates for employers, and support new employees when settling in.

7.5 Conclusions/ Strengths – weaknesses/ lessons learnt

Strengths and Opportunities

- The BC has decades of experience in the area of partnerships and an unrivalled network around the world: it has skills experts on the ground (BC staff overseas) and access to all the relevant organisations in the UK;
- It has also been engaged in intercultural relations for a long time and is seen as a solid, trustable and independent organisation;
- The BC puts a strong focus on impact and its measurement, as well as on the sustainability of partnerships over time;
- Partnerships may be an adequate means to further international cooperation, especially taking into account:
 - The increasing competition in international student recruitment from colleges in the USA, other European countries and Malaysia;
 - Difficulties encountered by students who want to study in the UK as a result of the new visa regulations.

According to Proskills (a UK sector skills organisation involved in ISP) the BC has a very important role in the beginning of the projects by making the connections and providing initial support and impetus.

Weaknesses and Threats

The most relevant challenges are:

- Security issues and political unrest in some countries that may lead to: project delays; inability to undertake on-site visits; difficulties in getting insurance cover; and UK partners' incorrect perception of the countries concerned.
- Although the BC has a logical framework for measuring the impact which includes systemic change, it is difficult to obtain evidence of long-term impact.

The BC has involved consultants to interview people in the longer term to be able to get more information for instance on whether the initiative has contributed to policy making.

- Language and cultural differences:
 - The lack of a common language may lead to communication problems and the need for additional time and funding for translation services. It is important that information details as those regarding the ways of working and the expected benefits are clear to all the partners from the beginning.
 - It is important to agree on the ways of working and be aware and respectful with the working days and hours in the partners' countries (e.g. in Egypt the work week goes from Sunday through Thursday).

Other challenges include:

- Policy in partner countries. It has to be taken into account that government agencies are often responsible for aspects relevant for the partnerships development, as the allocation of staff and other resources, and even agreeing travel plans.
- Problems with connectivity in some countries create constraints to distance working and the use of technology as an alternative to travelling (e.g. webinars).
- Changes in a partner's structure, organisation or purpose, and the particular individuals involved in the project, may affect the partnership either positively or negatively.
- The engagement of staff and commitment of senior managers is important for a proper development of the partnerships. It should be taken into account that, in many cases, the involvement in the partnership is an additional commitment to regular duties.
- Partners tend to underestimate the time needed to establish a successful international partnership. It is important to bear in mind the differences in holiday periods between countries, time zones, and the time required to travel to distant areas.

A representative from Proskills mentions an additional difficulty regarding the involvement of the British Council. The latter is focused on the cultural relations dimension but not so much on business. The interviewee believes that ISP could benefit from the involvement of a department focused on business (e.g. the UK Trade and Investment); such an entity could for instance provide a loan of a higher amount than the grant provided by the British Council, and keep a percentage of the benefits.

Lessons learnt

The European Union can learn from the experience of the British Council as a facilitator of partnerships and namely its role in:

- Ensuring that the institutions involved in the partnerships understand their partners' local and cultural context. It should be taken into account the role of BC staff overseas in this regard.
- Establishing links with other stakeholders (e.g. employers) who can contribute to good performance and impact of partnerships. The BC provides guidance for the design of projects which are attractive to other stakeholders, helps identify these stakeholders, and facilitates the first contacts with them.

- Providing flexible support to the participating institutions. The monitoring and evaluation process has been designed to be “*light-touch, supportive, solution-focussed and effective*”⁶²².

According to the representative from the BC, it would be viable to introduce similar measures at EU-level and it would be advisable to build on previous experiences as the one from the BC. Also, grants from the UK government for the ISP initiative are being reduced and external sources are increasing; there can be room for cooperation with the European Commission regarding the funding model.

The representative from Proskills agrees that the European Commission could contribute to this type of initiatives but adds that departments responsible for business should also be involved.

From the perspective of Petra ETP and KEMT ETP –Egyptian sector skills organisations– the involvement of the European Commission in this type of initiatives can bring added value since it will bring the know-how from different systems, not only from the UK. Also, it would promote the unification of skills for employment between Egypt and the EU in long term.

Conclusions

The Internationally Skills Partnerships facilitated by the British Council can be considered a good practice for the internationalisation of VET. British Council long experience in international partnerships is reflected in the thought-through methodology and the concern about measuring the impact of the initiative. Furthermore, great relevance is given to the sustainability of the partnerships which are expected to evolve into commercial relationships.

The contribution of the British Council to the partnerships is relatively modest in financial terms (£15,000) but includes a significant support towards the sustainability of the project, by facilitating connections between relevant stakeholders, and supporting the monitoring and quality assurance of the projects. It has been argued that the transition into a commercial project could further benefit from the involvement of public departments responsible for business.

As for the sustainability of the initiative itself, it should be mentioned that the UK government funds for this initiative have decreased and that it depends more and more on external sources (these contribute now to 40% of the funding). As such, the British Council believes that there is room for cooperation with the European Commission regarding the funding model.

The initiative can also be replicated in other contexts or at European level. Third countries show an interest in learning from VET models other than the ones from the UK, and the European Commission could have a role in supporting such initiatives. It would be advisable though to build on the experience of the British Council and the methodology developed by this institution.

7.6 Sources of information

List of websites/documents reviewed (+weblinks)

- British Council. “Skills for Employability” website, <http://www.britishcouncil.org/learning-skills-for-employability-project-about-us-3.htm> [accessed 5.9.2014]
- British Council. International Skills Partnerships. General guidelines. http://www.britishcouncil.org/general_guidelines-3.pdf [accessed 5.9.2014]
- British Council. Building skills, building partnerships. A review and evaluation of the wider impact of British Council facilitated international partnerships.

⁶²² British Council. International Skills Partnerships. General guidelines, p. 9.

http://www.britishcouncil.org/building_skills__building_partnerships-6.pdf
[accessed 5.9.2014]

- Proskills UK website, <http://www.proskills.co.uk/> [accessed 22.9.2014]
- Kemt Egypt website, <http://kemtegypt.net/about.html> [accessed 22.9.2014]
- The National Skills Academy website (Proskills), <http://www.proskills-academy.co.uk/case-study-work-egypt/> [assessed 22.9.2014]
- Skills for Employability: Raising standards to boost Egypt's industries, <http://www.britishcouncil.org/raising-standards-to-boost-egypt-industries.pdf> [accessed 22.9.2014]

Overview table: third countries which receive most attention in the frame of the international cooperation in VET, as per the mapping exercise conducted

Table 40. Third countries which receive most attention in the frame of the international cooperation in VET, as per the mapping exercise conducted

<i>Third Country</i>	<i>EU/EFTA country</i>
China	Austria, Denmark, Finland, France, Germany, Sweden, Switzerland and the United Kingdom.
USA	Austria, Czech Republic, Denmark, Germany, Spain, Switzerland and the United Kingdom.
India	Denmark, Finland, France, Germany, Switzerland and the United Kingdom.
Turkey	Austria, Czech Republic, Estonia, France, Switzerland and the United Kingdom.
Mexico	Austria, Denmark, France, Spain and the United Kingdom.
Russia	Austria, Estonia, Finland, Germany, Switzerland.
Brazil	France, Germany, Switzerland and the United Kingdom.
Canada	Austria, Denmark, Finland and the United Kingdom.
Japan	Czech Republic, Denmark, Finland and the United Kingdom.
Vietnam	Austria, Denmark, Germany, Norway.
Colombia	Spain, Switzerland and the United Kingdom.
Libya*	Austria, Denmark and France.
Malaysia	Austria, France and the United Kingdom.
Nigeria	Austria, Switzerland and the United Kingdom.
Saudi Arabia	Austria, France and the United Kingdom.
South Africa	Denmark, France, Sweden.
Angola*	Norway, Portugal.
Australia	Denmark, United Kingdom.
Bhutan*	Austria, Denmark.

<i>Third Country</i>	<i>EU/EFTA country</i>
Cameroon*	France, Switzerland
Chile	France, Spain
Cuba*	Austria, France
Indonesia	Austria, United Kingdom
Iran	Austria, France
Iraq*	Denmark, Sweden
Kazakhstan*	Norway, United Kingdom
Myanmar*	Denmark, Switzerland
Thailand	Austria, Germany
Tunisia	Austria, France
Uganda*	Denmark, Sweden
Algeria*	France
Azerbaijan*	Norway
Bahrain	Estonia
Bangladesh	Sweden
Bolivia*	Switzerland
Cape Verde*	Portugal
Dubai	Norway
East Timor*	Portugal
Ecuador*	Spain
Gabon*	Switzerland
Georgia*	Estonia
Guatemala*	Austria
Haiti*	France
Hong Kong	Spain
Jordan	France
Lebanon*	France

<i>Third Country</i>	<i>EU/EFTA country</i>
Madagascar*	France
Mauritius	France
Mongolia*	Denmark
Morocco	Switzerland
Mozambique*	Portugal
Namibia*	Denmark
New Caledonia	France
New Zealand	Denmark
Nicaragua*	Austria
Northern Cyprus	Estonia
Oman	France
Pakistan	United Kingdom
Paraguay*	France
Peru	Spain
Philippines	Austria
São Tomé and Príncipe*	Portugal
Senegal*	France
Singapore	Norway
Syria*	France
South Korea	Finland
Sri Lanka	Austria
Tanzania*	Denmark
Ukraine	Estonia
United Arab Emirates	Spain
Uruguay*	France

** These countries are usually classified as developing countries.*

Source: ICF and partners

Overview table: key target sectors and country of cooperation

Table 41. Key target sectors and country of cooperation

<i>Country</i>	<i>Key targeted sectors</i>	<i>Country of cooperation</i>
France	Accounting and financial techniques	Tunisia
Denmark	Advanced manufacturing	USA, Mexico, Vietnam, Japan
Denmark		Australia, New Zealand, Canada, Myanmar, Namibia
France	Agribusiness, services	South Africa
Netherlands		China
Denmark	Arts and crafts	Vietnam
Switzerland		Myanmar
Austria		Thailand
Belgium (BEfr)		Vietnam
Denmark		USA
France	Automotive industry	Jordan, Tunisia, Algeria, Libya, Lebanon, Syria, Iran, Jordan, Oman, Saudi Arabia, Turkey, Paraguay, Uruguay, Chili, Cuba, Brazil, Mexico, Mauritius, Madagascar, Senegal, Cameroon, Malaysia, China, New Caledonia
Germany		USA, Thailand, India
Norway		Vietnam
Sweden		Iraq, China, South Africa
United Kingdom		China, Egypt, South Africa, Vietnam
United Kingdom	Beauty industry	Saudi Arabia
Germany	Biotechnology. Nanotechnology. Genome research.	Brazil
Austria	Business	China
Netherlands		China

<i>Country</i>	<i>Key targeted sectors</i>	<i>Country of cooperation</i>
United Kingdom		China, Saudi Arabia
Belgium (BEfr) ⁶²³		Benin, Palestine
Denmark	Care services	China
Finland		Japan, China
Netherlands ⁶²⁴		India, Turkey
Switzerland		Commercial assistance
United Kingdom	Creative industry	China, India
Switzerland	Customer service	India, South America, China, USA
Austria	Construction, Civil technology, Finishing trades	Thailand
Denmark		Tanzania, Bhutan
Finland		Russia
France		South Africa, Algeria
Germany		India, Russia
Greece ⁶²⁵		Albania
Ireland		Nigeria
Portugal		Mozambique
Switzerland		Nigeria
France		Design, visual communication
Austria	Education, Teacher education	Russia, Turkey, Guatemala, China, USA
Czech Republic		USA
Switzerland		Gabon, Morocco, Turkey, Bolivia, Cameroun, Colombia

⁶²³ The country sheet refers to the sub-sector of physiotherapy (Benin) and to the sub-sector of nursing (Palestine).

⁶²⁴ The country sheet refers to the sector of health care.

⁶²⁵ The Industrial and Business Education and Training Institute (which is affiliated with the Hellenic Federation of Enterprises), provides CVET to employees of Greek companies in third countries. The training is provided following a request of individual companies.

<i>Country</i>	<i>Key targeted sectors</i>	<i>Country of cooperation</i>
Germany	Electrics	Thailand, India
Switzerland		Myanmar
Austria	Electronics, Power electronics	Thailand
Finland		India, South Korea
Germany		Thailand, India
France	Energy	China
Germany	Engineering	India
Switzerland		Gabon
France	Fashion	China
United Kingdom		India, Saudi Arabia, Tunisia
Netherlands	Gastronomy	Saudi Arabia
Switzerland	Health management, health sciences	Myanmar
Austria		Libya, Tunisia, Russia
France		India
Germany		Brazil
Germany	Industrial control and automation	China
Austria	IT/ICT	China
Denmark		Vietnam, Mongolia, India, USA
Finland		India, South Korea
Germany		Brazil
United Kingdom		China, Saudi Arabia
Austria		Machine Building Industry
Italy ⁶²⁶	India, Russia	

⁶²⁶ The country sheet refers to the sector of industrial machinery.

<i>Country</i>	<i>Key targeted sectors</i>	<i>Country of cooperation</i>
Switzerland	Machine and process technology	India, South America, China, USA
Germany	Mechanics	Thailand, Russia
Finland	Mechatronics, automation	China
Germany		Thailand, Russia, India, Vietnam
Austria		China, Thailand
Germany		China, India
Portugal	Metal Work	Mozambique
Switzerland		Myanmar
Finland		Multimedia/games/app
Italy	Oil and gas industries	Egypt, Jordan, Israel, Lebanon, Morocco, Tunisia
Norway		Angola, Kazakhstan, Azerbaijan, and others
Norway	Paint/coating manufacturing	Singapore, Dubai
Austria	Plastic Production	Mexico
France	Product Lifecycle Management/ Innovation	China, India, Brazil, Mexico
Switzerland	Production mechanics	India
France	Project management and human resources	Tunisia
Germany	Space flight	Brazil
Denmark	Textile	China
Austria	Tool Production	Mexico, USA.
Austria	Tourism, catering	China, Iran, Bhutan, Thailand
Cyprus		China, Costa Rica, Iran, Kazakhstan, Thailand
Denmark		Australia, USA
Finland		India, China, Russia

<i>Country</i>	<i>Key targeted sectors</i>	<i>Country of cooperation</i>
France		Algeria, China
Italy ⁶²⁷		India, Egypt, Peru, Morocco
Netherlands		China, India, Turkey
Norway		Vietnam
United Kingdom		China, Egypt, Vietnam
Czech Republic		Turkey
France	Transport, logistics, ports	Tunisia
Italy ⁶²⁸		Turkey
Netherlands		China, India, Turkey
France	Environmental technology, incl. water supply, waste management, energy efficiency, welding	India
Germany		China, India
Netherlands		China

Source: ICF and partners

⁶²⁷ The country sheet refers to the sector of tourism, hotel and catering as well as elderly care.

⁶²⁸ The country sheet refers to the sector of maritime transport.

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:

via EU Bookshop (<http://bookshop.europa.eu>);

- more than one copy or posters/maps:
 - from the European Union's representations (http://ec.europa.eu/represent_en.htm);
 - from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
 - by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions:

- via one of the sales agents of the Publications Office of the European Union (http://publications.europa.eu/others/agents/index_en.htm).

