

# SELECTED BIBLIOGRAPHY



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**Bonn, September 2014**

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## Preface

This bibliography is about movement, about making choices and having a choice. It is about people's decision to move from one country to another, the transition from learning to working, or to move between different educational systems: between apprenticeship, technical college or university. It is about choosing a career in technical and vocational education and training (TVET), not just because there is no other choice, but because it is an attractive entry ticket into the global education and job market.

We have done our best to select interesting and relevant publications from around the world that showcase the different approaches countries have taken to this topic. We hope they will be useful to you.

Because these terms – *attractiveness*, *permeability*, *mobility*, and *transition* – can have different meanings depending on the context in which they are used, we are listing below the definition of what they stand for, using international sources as reference depending on which most closely fits our own interpretation.

**Attractiveness** refers to the “capacity of vocational education and training to encourage individuals to deliberately choose vocational and training education and training, to offer quality qualifications that open up career prospects, and to persuade employers to recruit holders of TVET certificates” ([Cedefop 2014](#)).

**Transferability (permeability)** is the “capacity (of skills and competences) to be transferred to and used in a new occupational or educational environment” ([UNESCO-UNEVOC/NCVER 2009](#)).

**Mobility** commonly refers to the “movement of members of the labour force between areas or industries.” In a globalized context, and for our purpose, international mobility refers to the “ability of an individual to move and adapt to a new occupational environment” (UNESCO 1984), or the “improved access of learners to education and training institutions across countries” (SADC Glossary, 2011).

**School-to-work transition** is “the move from education or training to employment, covering the period between leaving education and entering the labour market” ([Cedefop 2014](#)).

As a centre of excellence for vocational research and for the progressive development of vocational education and training (VET) in Germany, the Federal Institute for Vocational Education and Training (BIBB) became a partner of UNESCO-UNEVOC when it joined the UNEVOC Network in its initial phase in 1994. Since then, a long and unique partnership has developed that is based on mutual learning and close cooperation ties. The UNEVOC Network, which consists of specialized TVET institutions in UNESCO Member States, links TVET institutions and organizations through joint activities and contributes to knowledge building and sharing through collaborative activities such as its online platform and publications programme.

We are publishing this bibliographic reference tool of interesting and relevant works in the context of two events that will cover the topics of international mobility, transfer and

transitions in TVET, and their role in increasing its attractiveness. First up is the 2014 BIBB Congress on “Structuring Vocational Education and Training in a More Attractive Way – Facilitating Greater Permeability” which is taking place from 18-19 September in Berlin, and the UNESCO-UNEVOC Global Forum on “Skills for Work and Life Post-2015” from 14-16 October 2014 in Bonn.

One of UNESCO-UNEVOC’s mandates is to act as a clearinghouse for TVET and to inform the global debate on skills development. Researchers, policy makers and practitioners working in TVET have a continuing need to keep up to date with latest developments in TVET, current innovations and good practices. To meet this requirement, UNESCO-UNEVOC and BIBB have joined hands to compile an annotated bibliography that showcases worldwide developments in TVET.

This document reflects the range of currently available literature such as articles, books, government reports, UN agency documents, donor community documents, research theses, and other sources. It contains material that has been published in the last five years. All information included in these reviews was obtained through an extensive search of online journals, conferences, databases and archives.

This literature review is not meant as an exhaustive collection, but hopes to serve as a representative sample of the information available in this area of TVET.

**Birgit Thomann, Head of Internationalization and Knowledge Management, BIBB**

**Shyamal Majumdar, Head of UNESCO-UNEVOC**

## Attractiveness

### **Attractiveness of initial vocational education and training : identifying what matters /**

European Centre for the Development of Vocational Training [Ed.]. - Luxembourg : Publications Office of the European Union, 2014. - 267 p. - (Research Paper ; 39). - ISBN 978-92-896-1609-6

[http://www.cedefop.europa.eu/EN/Files/5539\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5539_en.pdf) [Accessed 5.9.2014]

"This research paper addresses the wish to improve the evidence base for policy decisions and actions at national and European Union (EU) level to increase the attractiveness of initial vocational education and training (IVET). Previous studies on how attractive people find VET as learning path have focused on the influence of specific characteristics of the initial VET system. These include the provision of guidance and counselling, the chances to move on to higher education, the qualifications system, or quality assurance for the training provided. But even though an IVET system produces good outcomes it is not necessarily seen as an attractive learning option. This study reveals other wider issues that might be crucial to understanding what makes initial VET and attractive option to potential students. It shows that the composition and respective strengths of the labour market, expenditure on vocational education, as well as wider factors such as views of family members, perceptions about the quality of VET and the wider educational context all play a role. The study concludes with several insights on how to influence perceptions of VET." The study includes total of 10 case studies of policy initiatives from six countries (Germany, Finland, Ireland, Czech Republic, Denmark, Spain) to see what works, and why, in different national contexts. (Editor, BIBB-Doku)

### **Education system reform in Pakistan : Why, when, and how? / Mehnaz Aziz ; David E. Bloom ; Salal Humair [et al.]. - Bonn : IZA, 2014. - 23 p. - (IZA policy paper ; 76)**

<http://ftp.iza.org/pp76.pdf> [Accessed 5.9.2014]

"Pakistan's education system faces long-standing problems in access, quality, and equal opportunity at every level: primary and secondary schools, higher education and vocational education. In spite of recent encouraging trends, such as the rapid spread of private schooling and an expansion of higher education opportunities, systemic reform remains stubbornly elusive. The inability of successive governments to reform the system has created severe constraints for Pakistan's economic and societal development. An inability to act now will increase the problems manifold in the future, due to a burgeoning youth population and increasing competitive pressures from other developing countries that are devoting more attention to education. We discuss in this paper the imperative for education system reform in Pakistan, and articulate why a window of opportunity exists at this time for all stakeholders government, civil society and donors to initiate reform. We emphasize, however, some key messages. One, that reform must tackle all sectors of the education system primary/secondary, higher education and vocational education as Pakistan does not have the luxury to delay reform in one sector until the other sectors improve. Two, reform in every sector must be systemic i.e. with well-defined goals, focus on a minimal set of areas such as governance, financing, human resources, and curriculum and address them all together,

rather than piecemeal. Three, implementation is the all-important Achilles' heel, where Pakistan has limited resources and has often foundered on the rocks. But as we discuss, there are important examples demonstrating that success is achievable, if government and civil society have the will to initiate and sustain reform." (Authors' abstract)

**Mapping national and regional TVET initiatives in Southeast Asia and beyond in response to students and labour mobility / Paryono**

In: TVET@Asia (2013) 1, pp 1-8

[http://www.tvet-online.asia/issue1/paryono\\_tvet1.pdf](http://www.tvet-online.asia/issue1/paryono_tvet1.pdf) [Accessed 5.9.2014]

"Most countries in Southeast Asia are positioning Technical and Vocational Education and Training (TVET) in the mainstream of education systems and setting it as a priority in their education agenda in view of the fact that this type of education plays an important role in the socio-economic development of a nation. New national and regional initiatives in TVET have been created in response to various changes in social, political, and technological landscapes. This paper intends to map out salient TVET initiatives especially those that have the potential to have a greater impact not only on the individual country but also on the whole region or beyond. Some of the selected initiatives include addressing TVET quality and qualification frameworks. At a national level, all countries are raising the bar to benchmark their TVET quality. Quality assurance mechanisms via proper guidelines and accreditation have been established in most countries. Many countries in the region have also recently adopted National Qualification Frameworks in response to student and labour mobility as well as to encourage the implementation of life-long learning and the Education For All (EFA) agenda. At regional and global levels, the issue of student and labour mobility are also very prevalent particularly in anticipation of full ASEAN Integration in 2015. In response, there has been progression toward mutual recognition arrangements for education and training certificates and credentials between countries, regional qualification frameworks, and regional quality assurance frameworks." (Publisher, BIBB-Doku)

**A roadmap to vocational education and training around the world / Werner Eichhorst ; Núria Rodríguez-Planas ; Ricarda Schmidl ; Klaus F. Zimmermann. - June 2014. - Bonn, 2014. - 42 p.**

[http://www.iza.org/conference\\_files/worldb2014/1551.pdf](http://www.iza.org/conference_files/worldb2014/1551.pdf) [Accessed 5.9.2014]

"With young people among the biggest losers of the recent financial crisis, vocational education and training (VET) is often seen as the silver bullet to the youth joblessness problem. This paper provides a better understanding of VET around the world, proposing a typology with five types of vocational systems: (i) vocational and technical schools; (ii) vocational training centres; (iii) formal apprenticeships; (iv) dual apprenticeship systems combining school training with a firm-based approach; and (v) informal-based training. We first describe the strengths and challenges of each system. We subsequently review the evidence on the effectiveness of VET versus general education and between the different VET systems. There are clear indications that VET is a valued alternative beyond the core of general education, while various forms of apprenticeships combined with institutional learning tend to be more effective than school-based VET. Informal training is effective,

however relatively little is known of its relative strengths compared with other forms of vocational education." (Author's abstract, BIBB-Doku)

**Success factors for the Dual VET System : possibilities for know-how-transfer /** Wolfgang Bliem ; Kurt Schmid ; Alexander Petanovitsch. - Wien : Institut für Bildungsforschung der Wirtschaft, 2014. - 166 p. - (ibw-Forschungsbericht ; 177). - ISBN 978-3-902742-80-3  
[http://www.ibw.at/components/com\\_redshop/assets/document/product/1404280103\\_fb177\\_en.pdf](http://www.ibw.at/components/com_redshop/assets/document/product/1404280103_fb177_en.pdf) [Accessed 5.9.2014]

"Due to high youth unemployment, dual VET is moving into the focus of interest in many countries. But it does not appear to be too promising to pursue the strategy of copying existing systems such as those of Austria, Germany or Switzerland. Education systems, institutional framework conditions and traditions in the possible target countries differ too much. Therefore WIFI International commissioned this study as part of a cross-border cooperation between Austria and Slovakia, which was conducted as part of the SmartNet project. Based on established apprenticeship training systems it was attempted to identify factors that appear to be vital for the success of a dual VET system. This forms the basis for analysing how the framework conditions and bases for these success factors can be created in Slovakia and other possible target countries. Consequently the study forms a research-based starting point for discussions on related know-how transfer processes." (Editor, BIBB-Doku)

**The (un)attractiveness of vocational and technical education : theoretical background /** Miha Lovsin. - Ljubljana, Slovenia: Center for Educational Policy Studies, 2014  
In: CEPS Journal 4 (2014) 1, pp 101-120  
[http://www.cepsj.si/pdfs/cepsj\\_4\\_1/CEPS\\_Journal\\_4-1\\_2014.pdf#page=103](http://www.cepsj.si/pdfs/cepsj_4_1/CEPS_Journal_4-1_2014.pdf#page=103) [Accessed 5.9.2014]

"This paper considers the problem of the lack of attractiveness of vocational and technical education via a review of legislation on counselling practices, implementing documents, and the social factors by means of which the education system can influence the individual's decision. It is apparent that legislation regulating the organisation and content of career counselling services in [the] educational sector is inadequate. The organisation of career counselling at the level of implementation is also inadequate. Counsellors advise individuals on the basis of their academic results and the results of aptitude tests. Counselling practices deriving from theories that place career planning and management skills in the foreground are more rarely represented. Theories that treat career decisions as a social process show that at the level of the student population the choice of the type of school is a rational decision based primarily on the economic position and level of education to which a specific educational pathway is generally supposed to lead. The lower attractiveness of vocational and technical education coincides with the fact that representatives of lower social classes have a weaker economic position and more frequently have vocational and technical education qualifications than representatives of higher social classes. Nevertheless, the trend of high unemployment among young people with academic qualifications, which [is the] opposite of the traditional situation, indicates that it will be necessary to include career planning and management skills in the educational contents of institutionalised and formal education as a whole." (Authors' abstract)

**Vocational education and training reform in India : business needs in India and lessons to be learned from Germany. Working paper** / Santosh Mehrotra ; Ravi Raman ; Neha Kumra ; Kalaiyarasan ; Daniela Röß. - Gütersloh : Bertelsmann Stiftung, 2014. - 60 p.  
[http://www.bertelsmann-stiftung.de/bst/de/media/xcms\\_bst\\_dms\\_39337\\_39338\\_2.pdf](http://www.bertelsmann-stiftung.de/bst/de/media/xcms_bst_dms_39337_39338_2.pdf)  
[Accessed 5.9.2014]

"India is among the countries with the lowest proportion of trained youth in the world. Moreover, Vocational Education carried out in secondary schools (since the mid-1980s) has received very limited funding in recent times; it has remained non-aspirational, of poor quality and involves little industry collaboration. In contrast, the Vocational Education and Training (VET) system in Germany is characterized by much higher proportion of youth participation, intensity of private sector participation and a basis in legislation. In this context, this study seeks to understand the experience of Germany's Dual System of education and training as it has been historically cited as a successful model. The study involved a primary survey of 44 firms, mostly large, all in the organized sector, and most in manufacturing. It attempted to identify the skills gaps experienced by German, Indian and joint-venture firms in India. The study asserts the need to restructure and re-orient the Indian Technical Vocational Education and Training (TVET) system to address current and prospective challenges by taking on board major social partners: the corporate sector, the state and students/parents."  
(Editor, BIBB-Doku)

## **2013**

**Developing skills in Central Asia through better vocational education and training systems /** Magnus Bjarnason; Mike Sykes; Claire Burgio; Esther Somfalvy. - Paris : OECD. - (2013). -102 p.  
<http://www.oecd.org/investment/psd/VocationalEducation.pdf> [Accessed 5.9.2014]

"This policy handbook offers country-specific recommendations on how to improve human capital and close the skills gap by supporting vocational education and training (VET) systems and making them relevant to national labour markets. The handbook is the outcome of work conducted by the seven countries participating in the OECD Central Asia Initiative (Afghanistan, Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, Turkmenistan and Uzbekistan) and the OECD Eurasia Competitiveness Programme." (VOCEDplus)

**Enhancing the image and attractiveness of TVET /** I Wayan Ratnata. -  
In: TVET@Asia (2013) 1, pp 1-13  
[http://www.tvet-online.asia/issue1/ratnata\\_tvet1.pdf](http://www.tvet-online.asia/issue1/ratnata_tvet1.pdf) [Accessed 5.9.2014]

"The image and attractiveness of technical and vocational education and training (TVET) constitutes an interesting topic that needs to be discussed. The issues related to this not only exist in developing countries but also in developed countries. In many countries to the present day TVET is rated second class education. Parents who can afford it rarely send their son and/or their daughter to a vocational school. They predominantly prefer general education. This paper gives some insight into the issues of the image and attractiveness of TVET in Indonesia and in the efforts and measures to increase them. Data from China, India, South Korea and Russia show, that these countries have similar problems and apply similar

strategies to overcome them. In most societies TVET graduates are not considered to be ready for work. This is due to many factors, among others: lack of facilities for practice, lack of linkages between schools and companies, a poor educational system, lack of teachers' qualifications, etc. Indonesia has made some breakthroughs in enhancing the image and attractiveness of TVET, among others, by increasing the share of vocational education and training with a target ratio between TVET and general high school education of 70% to 30% in 2025. Another step for enhancing the image and attractiveness of VET is establishing more higher education within vocational fields as has been done in China, or increasing the permeability from TVET to higher education as has been done in South Korea or India." (Author's abstract, BIBB-Doku)

**Good practice principles in apprenticeship systems: An international study** / Erica Smith ; Roslin Brennan Kemmis.

In: TVET Asia (2013) 1, pp 1-12

[http://www.tvet-online.asia/issue1/smith\\_brennan-kemmis\\_tvet1.pdf](http://www.tvet-online.asia/issue1/smith_brennan-kemmis_tvet1.pdf) [Accessed 5.9.2014]

"Apprenticeships can be seen as the ultimate in co-operation between TVET providers and industry as they are based on a combination of work and study. They provide appropriate skills for companies and also all-round occupational and generic skills, as well as providing a tried and tested means of moving young people into the full-time labour market. However there are many different actual and potential models of apprenticeship, which can be confusing for countries looking to begin or re-develop an apprenticeship system. This paper uses part of the work undertaken for a project funded by the International Labour Organization and the World Bank to compare and contrast apprenticeship systems in 11 countries, for the purpose of drawing out some principles of good practice. The project was undertaken to provide suggestions for the process of reform of the Indian apprenticeship system. Experiences of other countries, both in the developed and the developing world, indicate that apprenticeship systems cannot be transplanted among countries; however, key features of countries' systems can be identified and sensitively developed in other countries. The paper explains how an international comparative study arrived at principles for good practice." (Author's abstract, BIBB-Doku)

**Possible futures for the Indian apprenticeship system : options paper for India** - New Delhi: ILO, 2013. - 72 p. - ISBN: 9789221279204

[http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new\\_delhi/documents/publication/wcms\\_234727.pdf](http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_234727.pdf) [Accessed 5.9.2014]

"The ILO and World Bank have jointly conducted a study to review international good practice in apprenticeships and workplace learning, and recommend options for future development of the Indian apprenticeship system. This work involved two distinct stages: the first saw an international review of eleven national apprenticeship systems, including India, and development of a model apprenticeship framework. The second stage developed an options paper for future reform of the Indian system which took into account of the model framework in the particular context of India." (Editor)

**Skill development in middle level occupations : the role of apprenticeship training /** Robert I. Lerman. - Bonn: Forschungsinstitut zur Zukunft der Arbeit, 2013, 36 p. - (IZA policy paper ; 61)

<http://ftp.iza.org/pp61.pdf> [Accessed 5.9.2014]

"Concerns about the polarization of the labor market are widespread. However, countries vary widely in strategies for strengthening jobs at intermediate levels of skill. This paper examines the diversity of approaches to apprenticeship and related training for middle-level occupations. We begin by defining and describing middle-skills occupations, largely in terms of education and experience. The next step is to describe skill requirements and alternative approaches to preparing and upgrading the skills of individuals for these occupations. Programs of academic education and apprenticeship programs emphasizing work-based learning have often competed for the same space but the full picture reveals significant numbers of complementarities. Third, we consider the evidence on the costs and effectiveness of apprenticeship training in several countries. The final section highlights empirical and policy research results concerning the advantages of apprenticeship training for intermediate level skills, jobs, and careers." (Authors' abstract)

**Towards a model apprenticeship framework: a comparative analysis of national apprenticeship systems/** Erica Smith; Ros Brennan Kemmis. - New Delhi: ILO, 2013. - 160 p. - ISBN: 9789221279228

[http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new\\_delhi/documents/publication/wcms\\_234728.pdf](http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_234728.pdf) [Accessed 5.9.2014]

"This report is based on eleven country case studies of national apprenticeship systems. The purpose of the country case studies was – first, to obtain accurate and current information about countries’ apprenticeship systems. The second purpose was to obtain targeted information about key features and trends that could be used to develop a model apprenticeship system." (Editor)

**Vocational education and training programs (VET) : An Asian perspective /** Tushar Agrawal. In: Asia-Pacific Journal of Cooperative Education 14 (2013) 1, pp 15-26

[http://www.apjce.org/files/APJCE\\_14\\_1\\_15\\_26.pdf](http://www.apjce.org/files/APJCE_14_1_15_26.pdf) [Accessed 5.9.2014]

"This paper makes an attempt to provide a review on challenges, outcomes and present situation in vocational education and training (VET) programs in some Asian countries. Various country-specific studies indicate that the VET system has not responded very well in the South Asian region. The VET stream is quite small. Despite there being a growing demand for a skilled labor force, the labor market outcomes of those who have followed the vocational path are not good. However, the governments are giving full attention to making the VET system robust in these countries. Various new policy initiatives have been undertaken by the governments in recent years." (Author’s abstract, BIBB-Doku)

**2012**

**The future of vocational education and training in a changing world / Matthias Pilz [Ed.]. -** Wiesbaden : VS Verl. für Sozialwissenschaften, 2012. - XV, 592 p. : Literaturangaben, ISBN 978-3-531-18527-9

"Around the world, vocational education and training (VET) is characterised by a number of common trends, including the increasing use of technology, the growing importance of information and communications systems, and changes to national demographics. Situated at the interface between the education and training system and employment, VET has a role in meeting these changes and contributing to the transition from education to employment, and providing the next generation with skills relevant to employment and the economic situation. This volume contains 30 chapters that represent a comprehensive overview of the current situation in VET, its strengths and weaknesses, and its prospects. Contributors from Canada, the USA, India, China, Japan and Korea, as well as from a number of European countries, focus on their national context and how it fits in to the bigger picture. The contributions combine theoretical discussions from various strands of VET research with evidence from country case studies and examples from current practice." (Publisher, BIBB-Doku)

**Revisiting global trends in TVET : reflections on theory and practice. -** Bonn : UNEVOC, 2012. - X, 342 p. : ISBN 978-92-95071-57-5  
[http://www.unevoc.unesco.org/fileadmin/up/2013\\_epub\\_revisiting\\_global\\_trends\\_in\\_tvete\\_book.pdf](http://www.unevoc.unesco.org/fileadmin/up/2013_epub_revisiting_global_trends_in_tvete_book.pdf) [Accessed 5.9.2014]

The essays presented in this publication cover a wide range of current practices, ideas and debates in the field of technical and vocational education and training (TVET). The Third International Congress on TVET that took place in Shanghai in May 2012 played an important role in further enhancing the 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 in the Shanghai Consensus. One of the aims of this publication is to provide some assistance in the implementation of these recommendations, through the fostering of reflection and sharing of knowledge, ideas and experience. The volume covers the following nine chapters: (1) Reconceptualizing TVET and development: a human capability and social justice approach; (2) Vocationalization of secondary and higher education: pathways to the world of work; (3) The attractiveness of TVET; (4) Learning through practice: beyond informal and towards a framework for learning through practice; (5) Work-based learning: Why? How?; (6) Why improved formal teaching and learning are important in technical and vocational education and training (TVET); (7) Career guidance and orientation; (8) TVET and entrepreneurship skills; (9) Technical and vocational education and training, and skills development for rural transformation. (Editor, BIBB-Doku)

**2010**

**Education and happiness in the school-to-work transition** / Alfred Michael Dockery. - National Centre for Vocational Education Research (NCVER), 2010. - 46 p.  
<http://files.eric.ed.gov/fulltext/ED509308.pdf> [Accessed 5.9.2014]

"Education is generally seen as enhancing people's lives. However, previous research has reported an inverse relationship between education and happiness or satisfaction with life: as education level goes up, happiness goes down. Using data from the Longitudinal Surveys of Australian Youth (LSAY), this report examines the relationship between education and happiness. The impact of factors such as family circumstances and personality traits are also considered. The report finds that undertaking vocational qualifications such as an apprenticeship has a positive impact on happiness both during the training period and after completion. For university graduates, however, happiness declines following completion of their study." (VOCEDplus)

**2009**

**Work, learning and sustainable development : opportunities and challenges** / John Fien [Ed.] ; Rupert Maclean [Ed.] ; Man-Gon Park [Ed.]. - Dordrecht : Springer Science + Business Media, 2009. - XXXVI, 516 p. - (Technical and vocational education and training: issues, concerns and prospects ; 08). - ISBN 978-1-4020-8193-4

"This book is the first that provides a comprehensive overview of the way countries, education systems and institutions have responded to the call for an integration of learning for work, citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999. Discussions on the central theme of the Seoul Conference - lifelong learning and training for all, a bridge to the future - led to the conclusion that a new paradigm of both development and Technical and Vocational Education (TVET) was needed. This book showcases the wide range of international initiatives that have sought to put such exhortations into practice. It includes: case studies of national TVET policy reforms, reoriented curricula, sustainable campus management programs, and examples of innovative approaches to integrating learning in TVET with on-the-job training and in community service. It also focuses on the issues and challenges being faced and ways of moving forward. Case studies feature initiatives in a wide range of world regions and countries, and include authors from: UK, Germany, Finland, Canada, USA, Australia, South Africa, China, Republic of Korea, India, Pakistan and the Philippines." (Publisher, BIBB-Doku)

**Monitoring VET Systems of Major EU Competitor Countries : the cases of China, India, Russia and Korea** / Klaus Ruth ; Philipp Grollmann. - January 2009. - Bremen, 2009. - 85 p. : (ITB-Forschungsberichte ; 39)  
<http://elib.suub.uni-bremen.de/ip/docs/00010414.pdf> [Accessed 5.9.2014]

"The study on VET systems of major EU competitor countries is based on the objective of the (revised) Lisbon agenda to become the most competitive region of the world based on a knowledge driven production and social cohesion. Building on experts opinion and literature

research this study aims at monitoring VET policies in China, India, Russia and South Korea. With these countries a set of recently evolved top-performers in the global economy is under observation. The study analyses five themes which are assumed to be of outstanding importance for understanding the current performance and the developing potentials of VET systems. The addressed thematic fields are: background and structure of the education systems, current general policies in VET, image and attractiveness, financing of VET, early skills recognition. The study ends up with a set of conclusions emphasising possible recommendations that might be formulated for European countries and the European Union in order to support their struggle for achieving the Lisbon goals, i.e. achieving a good position in the global economy, innovation with more and better jobs and social cohesion during the coming decades." (Authors' abstract, BIBB-Doku)

## Permeability

2014

**Pathways enabling educational success for vulnerable immigrants in Switzerland, Canada and France** / Christian Imdorf ; Maarten Koomen ; Thomas Meyer ; Canisius Kamanzi ; Jake Murdoch ; Christine Guégnard..

In: Réussite scolaire, réussite professionnelle, l'apport des données longitudinales : XX<sup>ies</sup> journées d'étude sur les données longitudinales dans l'analyse du marché du travail, Dijon, 19-20 juin 2014 / Gérard Boudesseul [Ed.] ; Thomas Couppie [Ed.] ; Cécile Détang-Dessendre [Ed.] ; u. a. - Marseille. - (2014), pp. 67-77 ISBN 978-2-11-138817-8

<http://www.cereq.fr/index.php/content/download/11326/93292/file/Relief48.pdf> [Accessed 5.9.2014]

This paper analyses the causes for educational success of students from vulnerable immigrant groups in France, Switzerland and Canada. It defines educational success as getting enrolled in a higher education program after completion of upper secondary education. The main research question is which educational pathways enable educational success for first and second generation immigrants in France, Switzerland and Canada, and what the underlying mechanisms are. Using statistical analysis (multinomial logistic regressions), three models are used to explain the different educational pathways to higher education in the three countries: immigrant status (model 1), early individual school characteristics (e.g. grades, reading skills, competence levels, etc., depending on country specific education system and available variables, model 2), and social background, gender, and aspirations (model 3). (BIBB-Doku)

**Qualifications at level 5: progressing in a career or to higher education** / European Centre for the Development of Vocational Training [Ed.]. - Luxembourg : Publications Office of the European Union, 2014. - 179 p. - (Cedefop working paper ; 23)

[http://www.cedefop.europa.eu/EN/Files/6123\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6123_en.pdf) [Accessed 5.9.2014]

"This study addresses qualifications at level 5 of the European qualifications framework (EQF) in 15 countries (Belgium (Flanders), the Czech Republic, Denmark, Estonia, Ireland, France, Croatia, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Austria, Portugal, the United Kingdom (EWNI and Scotland) that had linked their national qualification levels to the EQF by June 2012. EQF level 5 qualifications play an important role in providing access to employment and career advancement as well as enabling further learning and progression to higher education. This double function makes them attractive to learners and employers. Although the extent to which countries use qualifications at EQF level 5 differs, their importance is growing in all countries investigated for several reasons." The study reveals "much greater complexity, diversity and dynamism than previously assumed. But where they fit within the spectrum of education and training is not always clear. Typical level 5 qualifications are provided by short-cycle higher education programmes; yet the study finds that half of learning outcomes at this level are vocational education and training or outside the formal system. The more accurate picture of level 5 qualifications provided by the study demonstrates how policy-makers can use the EQF to identify gaps in their education and training systems." (Editor, BIBB-Doku)

**Workplace-based competence measurement : developing innovative assessment systems for tomorrow's VET programmes** / Frank Achtenhagen ; Esther Winther. .

In: Journal of Vocational Education and Training 66 (2014) 3, pp 281-295

"As a consequence of the large-scale assessment studies (TIMMS; PISA) in compulsory schooling, attention is now being given to the modelling and measurement of competencies in initial vocational education and training. This new output-led perspective of teaching/training and learning/working processes demands new approaches to research. Using the concept of the curriculum–instruction–assessment triad this paper argues that competencies in the fields of business and commerce education can be determined and compared internationally via a large-scale assessment. Empirical results are presented that demonstrate the possibilities of running such an international study in VET." (Publisher, BIBB-Doku)

**2013**

**Global national qualifications framework inventory:** / European Training Foundation ; European Centre for the Development of Vocational Training ; UNESCO Institute for Lifelong Learning ; Section for TVET at UNESCO Headquarters (Eds.). - Turin, 2013. - 556 p.

[http://www.cedefop.europa.eu/EN/Files/2211\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/2211_en.pdf)

"This publication is a global, country-by-country, inventory of National Qualifications Frameworks. It is a co-publication, prepared by two EU agencies, the European Training Foundation (ETF) and the Centre for the Development of Vocational Training (Cedefop); and UNESCO's Institute for Lifelong Learning (UIL) and the Section for TVET at UNESCO headquarters. It has been produced at the request of the Asia-Europe Meeting (ASEM) Ministers of Education as a contribution to the fourth ASEM Ministers' conference in Kuala Lumpur in May 2013, also called ASEMME 4. This survey addresses the various types of framework in operation - national qualifications frameworks (NQFs), which compare recognized qualifications within a country; transnational and regional qualifications frameworks (TQFs), which compare and link qualifications systems and or qualifications between countries; and sectoral qualifications frameworks, which link and compare qualifications within one economic sector or subsector of the education system (e.g. higher education qualifications). The second section of this inventory is a series of country chapters, each of which is a summary of a National Qualifications Framework, its origins, aims, structure and implementation arrangements." (Excerpt from text)

**Is the German Qualifications Framework an instrument that contributes to permeability and progression within the VET system?: An international perspective** / Thomas Deißinger.

In: From Diagnostics to Learning Success / Klaus Beck and Olga Zlatkin-Troitschanskaia (Eds.). Rotterdam, Netherlands: Sense Publishers, 2013

"Germany's NQF (National Qualifications Framework), under development for five years now, requires a re-definition of borders, pathways, levels and transition options between (a) [vocational education and training] VET and other educational sub-systems, but also (b) between sub-systems within the VET architecture, such as full-time VET, vocational preparation or foundation courses, or further training. This paper focuses on open issues and

obvious areas of tension associated with the [European Qualifications Framework] EQF/NQF paradigm, and picks up those limitations of the German VET system which are responsible for profound differences between the German learning culture, which is basically an 'apprentice culture', and the English case. Tensions arise if this means not just to comply with European concepts in a formal way, but when it comes to questioning established structures which are barriers - also from a national perspective - for progression and permeability within the education system." (Excerpt from text)

**The hybridization of vocational training and higher education in Austria, Germany, and Switzerland** / Lukas Graf. - Opladen : Budrich UniPress, 2013. - 302 p. - ISBN 978-3-86388-043-9

[http://www.pedocs.de/volltexte/2013/8290/pdf/Graf\\_2013\\_Vocational\\_Training\\_and\\_Higher\\_Education.pdf](http://www.pedocs.de/volltexte/2013/8290/pdf/Graf_2013_Vocational_Training_and_Higher_Education.pdf) [Accessed 5.9.2014]

"Austria, Germany, and Switzerland are increasingly relying on hybridization at the nexus of vocational training and higher education to increase permeability and reform their highly praised systems of collective skill formation. This historical and organizational institutionalist study compares these countries to trace the evolution of their skill regimes from the 1960s to today's era of Europeanization, focusing especially on the impact of the Bologna and Copenhagen processes." The key finding is that all three countries rely in part on "hybridization" - a specific combination of organizational and institutional elements from the two organizational fields of vocational education and training (VET) and higher education (HE) - to introduce gradual institutional reforms within their long-established skill formation systems. (Publisher, BIBB-Doku)

## **2012**

**An architecture for modern Apprenticeships : Standards for Structure, Organisation and Governance: memorandum.**- Bremen : INAP, 2012. 23 p.

[http://www.inap.uni-bremen.de/dl/memorandum\\_inap\\_commission\\_architecture\\_apprenticeship\\_2012.pdf](http://www.inap.uni-bremen.de/dl/memorandum_inap_commission_architecture_apprenticeship_2012.pdf)  
[Accessed 5.9.2014]

The International Network on Innovative Apprenticeship (INAP) is an association of researchers and research institutions in vocational education and training that has been founded in 2006. It aims to improve apprenticeship systems and practices through research into, and dissemination of, instances of good practice. This memorandum reflects "on the criteria of a modern dual vocational education and training system building on the apprenticeship tradition, the management and governance of dual VET systems and the standards and procedures for developing occupational curricula. The key questions that were taken into consideration for evaluating the operation of dual VET systems and for the formulation of standards were the following: How can the coordination between the vocational education and training (VET) systems and employment systems be improved? What are the conditions for promoting employment opportunities for young people, thus facilitating the transition from school to work? What are the effects on the competitiveness of companies? How can rewarding careers be made accessible for a large segment of the population?" (Editor)

**L'enseignement professionnel initial dans le supérieur / Mohamed Harfi. - Paris :Centre d'analyse stratégique, 2012**

In: La note d'analyse No 260 (Janvier 2012), 12 p.

"Pour répondre au besoin croissant d'une main d'oeuvre plus qualifiée, les pays de l'OCDE mobilisent de plus en plus leurs systèmes éducatifs. C'est un défi majeur, notamment en France, où une loi de 2005 fixe pour objectif de conduire 50 % de l'ensemble d'une classe d'âge à un diplôme de l'enseignement supérieur. C'est en concentrant les efforts sur la réussite des étudiants, en particulier au niveau Licence à l'Université, que ce but peut-être atteint. En effet, les taux de réussite au baccalauréat sont désormais élevés. La réforme de la filière professionnelle a conduit à augmenter les flux de bacheliers issus de cette filière, mais leur taux de poursuite dans le supérieur est faible et leur taux d'échec reste élevé. Les établissements d'enseignement supérieur ont aujourd'hui un double objectif : augmenter la proportion de diplômés du supérieur et améliorer leur insertion professionnelle. Analyser dans quelle mesure le développement de l'offre de formation professionnelle, en particulier dans les universités, pourra y contribuer. Même si les propositions sont centrées sur les universités, c'est l'ensemble des établissements du supérieur qui est concerné. Elles visent à développer, tout en la rationalisant, l'offre de formation professionnelle, et à adapter les rythmes et les modes de formation dans les filières générales, pour une ouverture plus large de celles-ci à la professionnalisation. Une annexe à cette Note d'analyse, détaille les tendances de développement des formations supérieures professionnelles dans les régions françaises." (Authors' abstract)

**Picking up the Pieces: Themes in Macedonian Midcareer Transitions / Paul Sudnik.**

In: International Journal for Educational and Vocational Guidance, 12 (2012) 2, pp 123-139  
<http://link.springer.com/article/10.1007%2Fs10775-011-9214-3> [Accessed 5.9.2014]

"Addressing midcareer transition in post-socialist Macedonia, this work sought to provide practical help to participants through a range of techniques. Four themes are identified as important options for transitioners. Enthusiasm for 'entrepreneurship' is tempered by a lack of funds and 'portfolio careers' are also viewed with caution. 'Employment in a small firm' provides participants with cause for optimism, although the link between lifelong learning and 'employability' is not clear to them. Career support for Macedonians experiencing midcareer transition is valued." (Authors' abstract)

**Post-secondary vocational education and training : pathways and partnerships / Jaana Puukka (Ed.). - Paris: OECD 2012. 183 p. - (Higher Education in Regional and City Development). - ISBN 978-92-64-09755-1**

"Rapid growth of tertiary education is partly due to the expansion of post-secondary vocational education and training (PSV). A well developed post-secondary PSV system and links between universities and VET institutions improve skills and employment opportunities. What is post-secondary PSV and how does it relate to other components of the education system? How do the labour market and globalisation trends impact post-secondary PSV? How do OECD countries address the issues of transition, pathways and collaboration in tertiary

education? This report is part of the OECD work on Higher Education in Regional and City Development. In the course of the reviews of more than 30 cities and regions, this work identified VET-university linkages as one of the common issues that impact the engagement of tertiary education in socio-economic development across countries." (Editor)

**Why is it important for higher education to connect with the VET sector? / Anne**

Langworthy; Susan Johns

In: Research and Development in Higher Education 35 (2012), pp. 118-128

[http://www.herdsa.org.au/wp-content/uploads/HERDSA\\_2012\\_Langworthy.pdf](http://www.herdsa.org.au/wp-content/uploads/HERDSA_2012_Langworthy.pdf) [Accessed 5.9.2014]

"This paper examines the value to students of connections between the vocational education and training (VET) and higher education sectors. It presents findings from research at the University of Tasmania which shows that students admitted to higher education on the basis of previous VET perform as well if not better than all other student populations. The paper challenges some commonly held myths about VET students' academic ability and about the perceived differential status of VET and higher education, and suggests that higher education can learn valuable lessons from VET regarding practice based learning. However, there is only limited uptake of direct pathways from VET to higher education in Tasmania, and the reasons for this are examined. The paper concludes that connections between VET and higher education need to be strengthened to deliver successful outcomes for students. Future directions are likely to include development and co-delivery of a bridging program from VET to higher education, better and more transparent credit transfer processes, and development of concurrent or embedded awards in skill priority areas, resulting in both a VET and a higher education qualification." (VOCEDplus)

**2011**

**Combining vocational and higher education studies to provide dual parallel qualifications /**

Patricia McLaughlin; Anthony Mills

In: Journal of further and higher education 35 (2011) 2, pp. 233-245

"Developing academic relationships between vocational colleges and universities in Australia has been problematic, with exchanges between the two sectors limited to linear articulation and prescribed credit transfer. Whilst some very good examples of collaboration exist, in general the two sectors operate independently of each other. The isolation of the sectors has meant frustration for students and employers who want a flexible, collaborative model to meet changing industry needs. This article reports upon a pilot project in construction management at a Melbourne university that attempted to address these needs. It demonstrates how over a five-year period, higher education students completed electives in practical units within the vocational education and training (VET) sector. The overwhelming success of the project meant that practical electives were firmly embedded in the construction management programme in 2007, and this article reports on the third, final phase of the project in 2009/10 which saw construction management students graduate with a dual qualification - both a vocational qualification and a university (HE) degree. The case studies of this final phase reveal that students and industry want the benefits of a practical

and theoretical qualification. The data raise critical questions about educational pathways and suggest long-term implications for construction and tertiary education in Australia and internationally." (Authors' abstract)

**Where to now for vocational education and training in Africa?** / Simon McGrath.

In: International Journal of Training Research 9 (2011) 1-2, pp 35–48.

<http://pubs.e-contentmanagement.com/doi/abs/10.5172/ijtr.9.1-2.35> [Accessed 5.9.2014]

"Vocational education and training (VET) has returned to the list of policy priorities for education in Africa after an absence of a quarter of a century, yet there has been no new research that overturns the existing orthodox position that such provision, whether during or after schooling, is inefficient and ineffective. This paper addresses this apparent contradiction. It revisits the existing arguments against African VET to consider whether they have continued salience. It suggests that what is needed is a new approach to thinking about VET in Africa that takes account of innovations in theory, policy and practice about VET in other regions and in the wider field of African development theory. It offers a discussion of three areas in which a new approach might develop: reviewing the international evidence on VET reform; reimagining the purpose of VET; and revisiting the head-hand division and its implications for vocationalism in schools." (Authors' abstract)

**2010**

**Analyzing the nexus of higher education and vocational training in Europe : a comparative-institutional framework** / Justin J. W. Powel, Heike Solga

In: Studies in Higher Education 35 (2010) 6, pp 705-721

"Given ongoing economic, political and social transformation, skill formation systems are under pressure to change. This is acknowledged in European declarations - Bologna for higher education and Copenhagen for vocational training - and various national reform processes. The omnipresent convergence hypothesis is that these international pressures will result in national skill formation systems becoming more similar. However, if these systems throughout Europe are to match the dominant anglophone models, which value general higher education more than specific vocational training, those countries with strong apprenticeship traditions are especially challenged. Due to countries' differential starting points, the convergence hypothesis needs to be tested, taking the shifting complementary and competitive relationship between the two organizational fields of higher education and vocational training into account. Ideational internationalization, and normative and regulative Europeanization, as manifest in the Bologna and Copenhagen processes, require analysis as factors driving institutional change in post-secondary higher and vocational educational systems. Key questions are: will common trends and challenges lead to cross-national convergence of skill formation systems? Or do national responses instead indicate that adaptations are mainly consistent with specific cultural and structural characteristics? This article discusses why, in order to answer such questions adequately, in-depth comparative research should overcome the persistent division in research on these two sectors by examining the nexus of higher education and vocational training." (Authors' abstract)

## **The Move toward Convergence--Developments in the Higher Education System in Israel /**

Nitza Davidovitch; Dan Soen

In: Higher Education Policy 23 (2010) 3, pp 412-435

<http://www.palgrave-journals.com/hep/journal/v23/n3/full/hep201016a.html> [Accessed 5.9.2014]

"The paper deals with the unique relationship evolving between the two major categories of higher learning institutions in Israel: the country's universities and the colleges that were established in their shadow. Following an introduction to the history of higher education in Israel, stressing the initial dominance of the research universities, the paper traces developments of the unique dialogue that has developed in recent decades between universities and colleges in Israel by discussing the changes in goals, curricula, orientation to vocational education, organizational structure and development, and academic independence. The changing relations between these two types of institutions highlight the system's flexibility, the power of the institutions' own interpretation of their roles, and the system-wide resistance to a binary system imposed in a top-down policymaking process. Following a review of these changes, the authors offer the case of the Academic College of Judea and Samaria as a point in case, exploring the permeability of the boundaries between university and college institutions in Israel. The paper concludes that the initial intention of the Council for Higher Education to establish a dual system of research universities and popular colleges is gradually converging into a monistic system following the research university concept and model." (Authors' abstract)

## **2009**

**Accreditation of Vocational Learning Outcomes : European Approaches to Enhance Permeability between Vocational and Higher Education /** Roland Tutschner [Ed.] ; Wolfgang Wittig [Ed.] ; Justin Rami [Ed.]. - Bonn : Bundesinstitut für Berufsbildung, 2009. - 120 p. - (impuls ; 38). - ISBN 978-3-88555-865-1

[https://www.na-bibb.de/uploads/tx\\_ttproducts/datasheet/impuls\\_38.pdf](https://www.na-bibb.de/uploads/tx_ttproducts/datasheet/impuls_38.pdf) [Accessed 5.9.2014]

The improvement of education and training is a key priority within the EU's Lisbon strategy (2000), and the implementation of this goal in the domain of vocational education has been specified by the Copenhagen declaration of 2002. Its primary objectives are the establishment of a European Qualifications Framework (EQF) and a European Credit Transfer System for VET (ECVET) as well as common principles for the accreditation of non-formal and informal learning. With regard to vocational education and training this leads to the question of how vocational learning outcomes (that is, knowledge, skills and competences acquired in VET and other learning settings related to occupations and skilled work) can be accredited for higher education. The LEONARDO DA VINCI Transfer of Innovation project CREDIVOC ("Transparency and Mobility through Accreditation of Vocational Learning Outcomes") has examined the systems, strategies and instruments of accreditation in Austria, Finland, France, Germany and Ireland with the aim to identify and test innovative instruments and examples of good practice. The national in-depth case studies presented in this volume focus on selected instruments and practices of accreditation in the partner countries. These include the method of equivalence check by means of the Module Level Indicator (MLI) in Germany, the accreditation practices between VET colleges and universities of applied science in Austria,

the Validation of Acquired Experience (VAE) in France, the individualisation in Finnish adult education and the recognition and accreditation of prior learning in the engineering sector in Ireland. (BIBB-Doku)

**Vocational education and training and higher education in the transition countries / Jean-Raymond Masson**

In: European journal of vocational training (2009) 46, pp. 89-113

[http://www.cedefop.europa.eu/etv/Upload/Information\\_resources/Bookshop/570/46\\_en\\_Masson.pdf](http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/570/46_en_Masson.pdf) [Accessed 5.9.2014]

"This article considers the contrasting developments in the new Member States, namely the declining student participation in vocational training, and the marked increase in participation in higher education, as demonstrated by the latest Eurostat statistics. The reforms of the educational systems which are under way have led to an increase in the numbers undertaking general and higher education and to improvements in overall performances in secondary education. Nevertheless, the substantive reform of initial vocational training remains problematical, while shortages of skilled workers are being felt. However, the differentials in terms of earnings and job markets are such that they continue to encourage the rejection of vocational training and a flight to higher education. At the same time, developments in higher education primarily relate to courses of long duration and are accompanied by an increase in failure at school and graduate unemployment, while significant changes are taking place at post-secondary level calling for substantial development of short higher education courses. In this context, the messages of the World Bank proposing that vocational training should be moved to post-secondary level, and of the European Union calling for a relaunch of vocational education primarily through a closer link with higher education seem to be contradictory. Further reflection is called for, with a greater understanding of the diversity of the situations, in the context of implementation of the Copenhagen and Bologna processes." (Authors' abstract, BIBB-Doku)

## International mobility

### 2014

**Labor migration, skills and student mobility in Asia** / Yuqing Xing; Jean-Christophe Dumont; Nilim Baruah; Philippe Herve; Thomas Liebig; Jonathan Chaloff. - Tokyo: Asian Development Bank Institute, 2014. - ISBN 978-4-89974-040-7

[http://www.adb.org/sites/default/files/pub/2014/2014.02.25.book\\_labor\\_migration.skills.student\\_mobility.asia.pdf](http://www.adb.org/sites/default/files/pub/2014/2014.02.25.book_labor_migration.skills.student_mobility.asia.pdf) [Accessed 5.9.2014]

"This report is a summary of the major policy issues raised at discussions among experts and practitioners from various international organisations and several Asian countries at the 'Third roundtable on labor migration: assessing labor market requirements for foreign workers and policies for regional skills mobility'. The event was co-organised by the Asian Development Bank Institute, the Organisation for Economic Co-operation and Development, and the International Labour Organization in Bangkok from 23 to 25 January 2013. The report highlights the trends and outlook for labor migration in Asia and assesses the labor market requirements for foreign workers. It also focuses on building a mobility area for skills to help create a 'free flow of skilled labor' among the Association of Southeast Asian Nations [ASEAN] member states, gaining from skills portability and links between education and migration, as well as managing low-skilled migration and promoting decent work opportunities for labor migrants. The contents are: Trends and outlook for labor migration in Asia; The international mobility of students and its links with labor migration; Skilled labor mobility in Asia; Managing low-skilled labor migration and fostering decent work in Asia. The annex of the report includes a compilation of updated data on the international migration flows within and from Asia to provide a better understanding of the labor migration trends in the region." (Editor)

**Monitoring ECVET implementation strategies in Europe in 2013** / European Centre for the Development of Vocational Training [Ed.]. - Luxembourg : Publications Office of the European Union, 2014. - 168 p. (Cedefop working paper ; 22). - ISBN 978-92-896-1614-0

[http://www.cedefop.europa.eu/EN/Files/6122\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6122_en.pdf) [Accessed 5.9.2014]

This fourth annual report on European credit systems for vocational education and training (ECVET) "covers 38 countries/regions and the most important forms of formal VET provision, mainly falling under the responsibility of the national authorities (Ministry of Education, national agencies, national boards of education) involved in the survey. It reviews developments up to September 2013 and may encompass relevant developments dating 2009 or before. The main focus is on what stage ECVET has reached in relation to national qualification systems. It asks what countries/regions have decided to keep ECVET on hold, to test it on qualifications, or have a policy commitment to apply ECVET to qualifications. A cluster analysis provides insights into current developments and key challenges." (Editor, BIBB-Doku)

**2013**

**African brain drain and its impact on source countries : what do we know and what do we need to know?** / Stella Capuano; Marfouk Abdeslam

In: Journal of Comparative Policy Analysis 15 (2013) 4, pp 297-314

"While there appears to be deep and growing concern for the brain drain from Africa, lack of adequate data has so far prevented a comprehensive analysis of its magnitude and its impact on source countries. Using original datasets on international migration, this paper addresses both issues. It shows that many African economies lost a considerable part of their highly skilled labor force due to migration to developed countries. The article also highlights that significant effort is still needed, in terms of data collection and empirical analysis, before drawing clear conclusions on the effects of the brain drain on Africa." (Author's abstract, IAB-Doku)

**Competency-Based Training, Global Skills Mobility and the Teaching of International Students in Vocational Education and Training** / Ly-Thi Tran; Chris Nyland

In: Journal of Vocational Education and Training 65 (2013) 1, pp 143-157 2013

"In Australia, all vocational education and training (VET) qualifications must be based on competency-based training (CBT) and training packages. Yet, since 2005, there has been a major expansion in the number of VET international students in Australia, 85% of whom are from Asia. Given this development, the teaching and learning contexts in which competency-based training and training packages are located are becoming increasingly diverse and no longer reflect the traditional training characteristics and boundaries that apply for domestic students. This paper examines the relevance of training packages and CBT for teaching international students in the Australian VET sector. It draws on interviews with teachers and international students from 25 public and private training providers in Australia. The discussion of the findings aims to assist the VET sector create a curriculum framework that supports flexibility, adaptation and responsiveness so that international students' divergent and shifting study purposes and complex learning characteristics can be catered for effectively. This contributes to helping the sector remain viable in a context in which a VET course is no longer a pathway to migration." (Authors' abstract, BIBB-Doku)

**Geographical mobility and qualification - a historical perspective** / Jochen Oltmer..

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), Special ed. "Vocational education and training - new challenges", pp 36-40

<http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7058> [Accessed 5.9.2014]

"The fundamental economic transformation of the past few decades has caused seismic shifts in the interrelationship between geographical mobility and qualification, the conditions, forms and consequences of which are mapped out in this article. The great mass migrations of the 19th and 20th centuries were characterized by the movement of people with low qualifications to become a 'cheap' and 'willing' workforce for the extraction and exploitation

of the natural resources specific to their destinations. Although it is a valid observation that migration has commonly been associated with gaining qualifications, in that era knowledge transfer due to the movement of specialists was only ever marginal in scale by comparison to the mass migrations of unqualified workers. In view of the accelerated pace of structural economic change since the Second World War, however, and the increasing level of professionalisation and specialisation in the most diverse fields of work, the acquisition of qualifications has since become a considerably more significant factor." (Authors' abstract, BIBB-Doku)

**Implementation of ECVET: Level of awareness rising specific added value still not identified in many areas : remarks on the status quo, barriers and drivers of the policy process / Karin Küßner ; Nikolas Schöpf.**

In: Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target / Christiane Eberhardt [Ed.]. - Bonn. - (2013), pp 104-115

<http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156> [Accessed: 5.9.2014]

Stakeholders in Germany and Europe are in agreement on how vocational education and training can be modernised and on how its attractiveness can be increased. Measures particularly include improving transparency, mobility, permeability and the recognition of occupational competences and the promotion of lifelong learning. The EQF and ECVET recommendations and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) now provide standardised concepts and instruments for the practical implementation of these goals. Once trials and testing have taken place from 2012 onwards, the ambitious timeframe at a European level intends "for ECVET to be gradually applied to VET qualifications at all levels of the EQF". This can only succeed if the instruments are known and accepted accordingly. These are conditions that are closely linked with the political implementation of ECVET in Germany. The present article deals with the implementation of ECVET in Germany and will address the following aspects in greater detail. In the first part, we round up practical experiences that have emerged from the ECVET pilot projects. These provide an impression of the implementation of the instrument relating to the aim of improving transnational mobility. Focusing on the barriers and hindrances to implementation, we then summarise the results of a study undertaken in February 2012 by the ECVET National Coordinating Agency (NKS ECVET). The second part of the article looks at the field of continuing training, an area that has thus far played only a subordinate role in the debates surrounding ECVET. The results of an investigation into the ECVET consultation process once again draw attention to the drivers and impediments in the implementation of this instrument. We also sketch out potential fields of application discernible alongside the support provided for mobility. (Authors' abstract, BIBB-Doku)

**Learning abroad: Current status and prospects of cross-border mobility / Berthold Hübers.**

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), Special ed. "Vocational education and training - new challenges", pp 41-45

<http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7059> [Accessed 5.9.2014]

"In Germany there is a broad consensus among the partners involved regarding stays abroad during the individual's vocational training. Stays abroad are considered the ideal way to acquire the international occupational competence which is needed for many jobs today. Despite the importance attached to stays abroad, it had not how ever been known to date how many persons undergoing initial vocational training complete a phase of their learning in another country per year. A study conducted on behalf of the Education for Europe - National Agency (NA) at BIBB examined this question. The following article presents key findings from this study. It also examines what action would have to be taken so that the widely accepted practice of completing a phase of learning in a foreign country can be incorporated into the vocational education and training field as a normal, integrated learning segment." (Authors' abstract, BIBB-Doku)

**Learning mobility and non-formal learning in European contexts : policies, approaches and examples** / Günter J. Friesenhahn (Ed.) [et al.]. - Strasbourg : Council of Europe, 2013. 209 p. - ISBN 978-92-871-7636-3

[http://pjp-eu.coe.int/documents/1017981/1667851/YKB17\\_Text.pdf/84ae531b-fbc8-440e-95bf-082d585420bf](http://pjp-eu.coe.int/documents/1017981/1667851/YKB17_Text.pdf/84ae531b-fbc8-440e-95bf-082d585420bf) [Accessed 5.9.2014]

"Mobility is considered to be important for the personal development and employability of young people, as well as for intercultural dialogue, participation and active citizenship. Learning mobility in the youth field focuses on non-formal learning as a relevant part of youth work, with links to informal learning as well as to formal education. Different stakeholders at European level, particularly the Council of Europe and the European Commission, but also individual member states, foster programmes and strategies to enhance the mobility of young people, and particularly the learning dimension in mobility schemes. This book on learning mobility is a joint Council of Europe and European Commission publication, and provides texts of an academic, scientific, political and practical nature for all stakeholders in the youth field - youth leaders and youth workers, policy makers, researchers and so on. It should contribute to dialogue and co-operation between relevant players and to discussion on the further development and purpose of youth mobility schemes and their outcomes for young people." (Publisher)

**Vietnamese international student mobility: past and current trends** / Chi Hong Nguyen  
In: Asian Education and Development Studies 2 (2013) 2, pp 127-148  
<http://www.emeraldinsight.com/doi/pdfplus/10.1108/20463161311321411> [Accessed 5.9.2014]

"This paper provides an overall picture of Vietnamese international student mobility which remains silent in Vietnamese international education and migration research. It traces the evolvement of Vietnamese student outflows in a historical approach by analyzing official documents published by governmental agencies, public media and international education and migration literatures. While the early Vietnamese student movements from the early 20th century to the 1986 Open Door period were mostly shaped by political purposes, the current trend is influenced by social and political transformations in Vietnam and host countries and by changes in the practices of higher education internationalization policies in

host countries. It also argues that the present movement of Vietnamese students becomes politicized as human capital is recognized as the focal force for the country's development and global integration. By analyzing the factors behind Vietnamese international student mobility, the paper hopes to contribute an understanding of the international student movements and professional migration in Vietnam which are still under-researched.” (Authors’ abstract)

## 2012

**ECVET as a vehicle for better mobility? Moving from recommendation to practice : experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM und VaLOGReg (2009-2012) /** Christiane Eberhardt [Ed.]. - Bonn : Bundesinstitut für Berufsbildung, 2012. - 57 p. - (Wissenschaftliche Diskussionspapiere ; 134)  
ISBN 978-3-88555-926-9

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889> [Accessed 5.9.2014]

"The Copenhagen Declaration of 2002 initiated a multitude of activities aimed at fostering the mobility of individual persons and at increasing the transparency of qualifications. One of these initiatives encompasses the development of the European Credit System for Vocational Education and Training, or ECVET. The aim of ECVET is to establish a procedure which permits the transfer and reciprocal recognition of learning outcomes achieved in different educational systems and within various contexts of initial and continuing vocational education and training. One major stage of development is marked by the 'Proposal for the establishment of a European Credit System for Vocational Education and Training (ECVET)', which was adopted by the European Parliament in December 2008. Following a test phase suggested by a majority of the member states, the European Commission published an open call for tenders on the 'Testing and Development of the European Credit System for Vocational Education and Training - ECVET in May 2008. Eleven projects were selected to pilot ECVET across the whole of Europe during the period from 2009 to 2012. The present publication addresses the experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM and VaLOGReg with the objective of debating the opportunities for and limitations of applying ECVET within the context of the promotion of European mobility with representatives from practice and policymaking." (BIBB-Doku)

**Study on Mobility Developments in School Education, Vocational Education and Training, Adult Education and Youth Exchanges /** European Commission (Ed.). Brussels, 2012. - 418 p.  
[http://www.europemobility.eu/download/TC/funding\\_schemes/Mobility\\_Study\\_Final\\_Report.pdf](http://www.europemobility.eu/download/TC/funding_schemes/Mobility_Study_Final_Report.pdf) [Accessed 5.9.2014]

“Despite looming large on the horizon in European policy discussions on education, training and youth, transnational mobility undertaken for learning purposes remains in many ways a curiously under-researched phenomenon, both from a pedagogical and a sociological angle. What is the actual scope of the activities – how many people in Europe (young and old) go abroad for a period of time to acquire new skills, competences and knowledge; in what contexts does this take place; and how is this financed (and by whom)? And what is the precise rationale for these activities, how are they organized and outcomes recognized, and

what is the nature of the interplay between the various programmes, schemes and initiatives? These are the questions that this study seeks to answer. It focuses on learning mobility in mobility schemes outside the European action programmes (the Comenius, Grundtvig and Leonardo da Vinci-strands of the Lifelong Learning Programme and the Youth in Action Programme), and it complements a similar study on mobility in higher education.” (Editor)

## 2011

### **Employment related mobility and migration, and vocational education and training.** -

Luxembourg : Publications Office of the European Union, 2011. - 36 p. - (Cedefop working paper ; 09). - ISBN 978-92-896-0681-3

[http://www.cedefop.europa.eu/EN/Files/6109\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6109_en.pdf) [Accessed 5.9.2014]

In the European labour market, worker mobility can help address regional imbalances. This report focuses on the difficulties migrant workers face in making their way in the destination country labour market. It reviews ReferNet research reports from several European countries on the problems migrant workers face, and examines whether these workers could benefit from vocational training. The answer is a tentative 'yes'. Difficulties in the labour market can often be due to a lack of social capital, i.e. the network of contacts that help individuals to move proficiently within a social environment. Training institutions which involve social partners and local communities can effectively fill this gap for migrant workers. (BIBB-Doku)

### **Global Skills and Mobility Challenges and Possibilities for VET : A Crossborder Cross-Sectoral Case Study /** Roslyn Cameron; Terry O'Hanlon-Rose

In: International Journal of Training Research 9 (2011) 1-2, pp 134-151

“The complex interplay of technological advances, global demographic trends and macroeconomic forces has seen the emergence of global markets, economies, supply chains and labour markets. The use of skilled migration policy and initiatives for many countries feeling the effects of aging populations and skill shortages adds another dimension to this complex environment. These macro trends are impacting upon the provision of technical vocational education and training (TVET) and created a growing need for TVET educators, curriculum and ultimately TVET graduates to have global perspectives and competencies and international mobility skill sets. Another trend impacting on TVET is the increasing internationalisation of tertiary education. In response to the trade of skilled workers, nations such as the Philippines are adapting the delivery of higher education courses to include cross-border qualifications to produce a globally-ready workforce. The paper presents a case study of a cross-border, cross-sectoral alliance between Australia and the Philippines to highlight some of the possibilities. The paper will explore an array of issues and the challenges and possibilities these present for a globally responsive and sustainable TVET system.” (Authors' abstract)

**Knowledge, skills and competence in the European labour market : What's in a vocational qualification?** / Michaela Brockmann ; Linda Clarke ; Christopher Winch. - Abingdon, Oxon : Routledge, 2011. - 204 p. - ISBN 978-0-415-55690-3

"Establishing transparency and comparability of qualifications across member states is vital for the free movement of labour across the European Union. This book examines how qualifications, knowledge, skills and competences are understood in different national contexts and trans-nationally and reveals a complex picture of differences and similarities both within and between countries. Against the background of EU policy initiatives, and in particular the European Qualifications Framework, an important focus is on the prospects and difficulties of establishing cross-national recognition of qualifications. Drawing on case studies of particular sectors and occupations in England, France, Germany and the Netherlands, this insightful book, written by leading academics in the field, will be a vital resource for students and researchers involved with vocational education and training, continuing professional development, human resource management and European Union policy. Drawing on case studies of particular sectors and occupations in England, France, Germany and the Netherlands, this insightful book, written by leading academics in the field, will be a vital resource for students and researchers involved with vocational education and training, continuing professional development, human resource management and European Union policy." (Publisher, BIBB-Doku)

**Transparency and recognition of learning outcomes from transnational placements** / Karin Küßner ; Sibilla Drews.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 40 (2011) 4, pp 29-32

<http://www.bibb.de/en/58278.htm> [Accessed 5.9.2014]

"Placements abroad during initial vocational education and training (IVET) are no longer a marginal phenomenon: according to a study commissioned by Germany's National Agency, every year around 23,500 young people in dual-system or full-time school-based IVET programmes undertake phases of transnational mobility. These transnational training phases are not solely for the purpose of foreign language learning and the acquisition of intercultural competence; with the lengthening duration of transnational phases and the growing focus on specialist competence, transnational placements are also expected to meet increasingly high quality requirements. Until now, however, there has been a lack of uniform criteria for the description and assessment of learning outcomes and for the definition of units of learning outcomes. Referring to examples from the Leonardo da Vinci programme, the article shows how the orientation to learning outcomes and the systematic use of European transparency instruments can help to align phases of transnational mobility more precisely to the structures and specialist requirements of IVET in Germany." (Authors' abstract, BIBB-Doku)

**TVET Initiatives in Southeast Asian Countries in Response to Increasing Labour Mobility within the Region and beyond** / Paryono

In: International Journal of Training Research 9 (2011) 1-2, pp 123-133

"The International Labour Organisation (ILO) report (2007) highlights that labour productivity,

education and migration play important roles in shaping competitiveness, growth and development in Southeast Asia. The statistics also reveal interesting aspects of labour mobility. Thirteen and a half million migrants originate from countries in the Association of Southeast Asian Nations (ASEAN) and this number is continuously increasing. Using primary and secondary data, this paper describes the trend in labour mobility and relevant TVET initiatives in response to the trend at the regional, national and school levels. Some of the ongoing initiatives at the regional and national levels include Regional Skills Recognition and mutual agreements, the progress on the National Qualifications Framework, quality assurance in TVET, and bilateral and multi-lateral agreements. In addition, this paper describes some salient initiatives at the school level in response to labour mobility, such as improvement of programmes and school curriculum, teaching-learning processes, and providing timely job information for graduates of TVET. " (Authors' abstract)

**Learning abroad: Current status and prospects of cross-border mobility** / Berthold Hübers.  
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 40 (2011), H. 4, pp. 15-19  
<http://www.bibb.de/en/58332.htm> [Accessed 5.9.2014]

"In Germany there is a broad consensus among the partners involved regarding stays abroad during the individual's vocational training. Stays abroad are considered the ideal way to acquire the international occupational competence which is needed for many jobs today. Despite the importance attached to stays abroad, it had not however been known to date how many persons undergoing initial vocational training complete a phase of their learning in another country per year. A study conducted on behalf of the Education for Europe - National Agency (NA) at BIBB examined this question. The following article presents key findings from this study. It also examines what action would have to be taken so that the widely-accepted practice of completing a phase of learning in a foreign country can be incorporated into the vocational education and training field as a normal, integrated learning segment." (Authors' abstract, BIBB-Doku)

## School-to-work transitions

### **"Skills beyond school" - the OECD review of postsecondary vocational education and training**

With this policy review of postsecondary vocational education and training, OECD will look at the preparation of younger people and adults for technical and professional jobs. Key policy challenges include responsiveness to labour market needs, alongside inclusion, access, career guidance, finance, governance, teaching quality, integration with workplace learning, articulation with other sectors of education, and qualifications and assessment. It will build on the success of Learning for Jobs – which examined vocational education and training policy through 17 country reviews and a comparative report - and forms part of the horizontal OECD Skills Strategy linked to PIAAC and other initiatives across the OECD.

For more information and individual country policy reviews see

<http://www.oecd.org/edu/skills-beyond-school/skillsbeyondschool.htm>.

Further country reports on different topics, prepared or commissioned by the "Directorate for Education and Skills" of the OECD, can be found here:

<http://www.oecd.org/edu/bycountry/>

### **2014**

#### **Explaining national differences in education-work transitions : twenty years of research on transition systems / David Raffe.**

In: European societies : the official journal of the ESA. - 16 (2014) 2, pp 175-193

"In the 1980s and 1990s the study of education-work transitions took a comparative turn. Researchers sought to identify national differences in transition processes and outcomes and explain them in terms of institutional characteristics of national 'transition systems'. This was an ambitious aim because it required the study of transitions to develop as a field of 'macro' social-science research, while continuing also to use theories, techniques of analysis and data associated with 'micro' research. This paper reviews the progress of transition-system research over the past 20 years. It describes the development of the research field and how it has been shaped by its theoretical origins, the political context, the availability of data and the organisation of research. The research has made significant if uneven progress towards explaining national differences in transitions; its achievements appear more significant when viewed from a perspective which emphasises the case-oriented rather than variables-oriented aims of comparative research." (Authors' abstract, BIBB-Doku)

#### **Informal employment among youth: Evidence from 20 school-to-work transition surveys /**

Erin Shehu and Björn Nilsson. - Geneva: International Labour Office, 2014. - 89 p. -

(Work4Youth Publication Series No. 8)

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_234911.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_234911.pdf) [Accessed: 5.9.2014]

"This report provides empirical evidence to confirm that informal employment, a category

considered as 'non-standard' in traditional literature, is in fact 'standard' among young workers in developing economies. Based on the school-to-work transitions surveys (SWTS) run in 2012-2013, the report finds that three-quarters of young workers aged 15-29 (at the aggregate level) are currently engaged in informal employment." (Editor)

**Investing in Youth : Brazil** / Paris: OECD Publishing. - 180 p.

<http://www.oecd-ilibrary.org/docserver/download/8114071e.pdf?expires=1409318639&id=id&accname=oid018224&checksum=61D5B250EB178A705C954372C950EA93> [Accessed 5.9.2014]

"This book provides an overview of how youth are faring in the labour market in Brazil, using key labour market indicators and an analysis of school-to-work transitions, and compares the situation of Brazilian youth to that of young people in OECD countries and some emerging economies." (Editor)

**Labour market transitions of young women and men in sub-Saharan Africa** / Sara Elder; Koko Siaka Koné. - Geneva: ILO, 2014. - 90 p. - (Work4Youth Publication Series No. 9)

[http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_235754.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_235754.pdf) [Accessed 5.9.2014]

"This report presents the results of the School-to-work transition surveys (SWTS) implemented in eight sub-Saharan African countries – Benin, Liberia, Madagascar, Malawi, the United Republic of Tanzania, Togo, Uganda and Zambia – in 2012 or 2013. Results show that unemployment of young people remains a matter of concern, but that issues relating to the quality of available work are of even greater relevance to the design and implementation of policy interventions." (Editor)

**Mapping youth transitions in Europe** / Massimiliano Mascherini; Anna Ludwinek; Carlos Vacas; Anja Meierkord; Michael Gebel. - Eurofound [Ed.]. - Luxembourg: Publications Office of the European Union, 2014. - 112 p. - ISBN 978-92-897-1141-8

[http://www.eurofound.europa.eu/publications/htmlfiles/ef1392.htm?utm\\_source=website\\_item1&utm\\_medium=website&utm\\_campaign=YouthTransitions20140725](http://www.eurofound.europa.eu/publications/htmlfiles/ef1392.htm?utm_source=website_item1&utm_medium=website&utm_campaign=YouthTransitions20140725) [Accessed 5.9.2014]

"Young people in Europe continue to experience great difficulties in entering the labour market. Although the youth unemployment rate in a few Member States has started to fall, overall 23% of young European job-seekers aged 15–24 could not find a job in January 2014. In 2012, 14.6 million young people across Europe were not in employment, education or training (NEETs), accounting for 15.9% of the entire population of those aged 15–29. This report analyses the labour market situation of young people in Europe, focusing in particular on their school-to-work transition, while also monitoring their more general transition to adulthood. It also investigates the ability of young people to remain in employment against the odds during the crisis and charts their transitions from temporary to permanent contracts. The report concludes with a discussion on the strengths and weaknesses of selected policy measures." (Editor)

## **The measurement of school-to-work transitions as processes : about events and sequences**

/ Christian Brzinsky-Fay

In: European societies : the official journal of the ESA. - 16 (2014) 2, pp 213-232

"Measuring individual transitions means capturing a process with a specific time dimension. The established analysis of school-to-work transitions focuses on single status changes, such as those between education and unemployment. As longitudinal datasets became increasingly available, the periodical character of transitions has deserved attention, mostly in terms of studies that used event history models. But even these kinds of studies continued to focus on single status changes, which are not determined by theory but by the respective research question, or by data availability. Hence, the analysis of micro-level transitions remains selective, because there is no common idea how to explore them. As a result, school-to-work transition research is in danger to overlook important aspects of this life-course trajectory. This paper argues that the reason is the missing theoretical definition of a transition. Given the growing complexity of school-to-work transitions, the status change concept becomes inappropriate for their analysis. Recent methodological developments regarding the explorative analysis of longitudinal processes, namely sequence analysis, offer the possibility to cope with the complexity of school-to-work transitions. The paper aims at comparing the advantages and drawbacks of two methods in analysing transitions, and advocates a combined research design between explorative and hypothesis-testing methods." (Authors' abstract, BIBB-Doku)

**Navigating difficult waters : learning for career and labour market transitions** / European Centre for the Development of Vocational Training [Ed.]. - Luxembourg : Publications Office of the European Union, 2014. - 122 p. - (Research Paper ; 42). - ISBN 978-92-896-1628-7  
[http://www.cedefop.europa.eu/EN/Files/5542\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5542_en.pdf) [Accessed 5.9.2014]

"Work by Cedefop has shown that participation in training has a positive effect on the probability of finding a job. This study adds to such results by showing that learning can support labour market transitions of adult workers by increasing their adaptability to a changing environment. The study offers a colourful mosaic of life and career patterns, and intends to increase awareness of the importance of the various policies – guidance, counselling, and participation in education and training – that can effectively support adults in making better career decisions." (Editor, BIBB-Doku)

## **Same Same but Different: School-to-work Transitions in Emerging and Advanced Economies**

/ Glenda Quintini, Sébastien Martin. - OECD, 2014. - 58 p

[http://www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/same-but-different-school-to-work-transitions-in-emerging-and-advanced-economies\\_5jzbb2t1rcwc-en](http://www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/same-but-different-school-to-work-transitions-in-emerging-and-advanced-economies_5jzbb2t1rcwc-en) [Accessed 5.9.2014]

Improving school-to-work transitions and ensuring better career opportunities for youth after labour market entrance are common goals in emerging and advanced economies as they can contribute to raising the productive potential of the economy and to increasing social cohesion. However, the challenges faced in achieving these objectives and the policies

required vary between emerging and advanced economies. This paper analyses youth labour market outcomes in 16 countries: eight emerging countries and eight advanced economies. In light of this analysis, it also discusses differences and similarities in the policy measures countries have at their disposal to tackle the key emerging challenges.

## **2013**

**Apprenticeship in a globalised world : premises, promises and pitfalls** / Salim Akoojee [Ed.] ; Philipp Gonon [Ed.] ; Ursel Hauschildt [Ed.] ; Christine Hofmann [Ed.]. - Munster, 2013. - 254 p. : (Bildung und Arbeitswelt ; 27). - ISBN 978-3-643-90352-5

"In April 2013, the International Network on Innovative Apprenticeship (INAP) hosted its fifth international conference in Johannesburg, South Africa, in cooperation with the International Labour Organisation (ILO). Bringing together researchers, policy makers and practitioners from more than 34 countries, the conference pointed the need for apprenticeships to deliver on its promise of workplace skills and for it to respond to changing economic and social realities. This book is a summary of papers presented and discussed at the Johannesburg Conference split up equally to the five key areas: (1) Introducing Apprenticeship: Backgrounds, changes and difficulties; (2) Enabling learning opportunities in workplaces and informal contexts; (3) Competence assessment and development; (4) Managing transitions from VET into the world of work; (5) Curriculum design, apprenticeships and National Qualification Frameworks." With regard to the conference venue, a particular focus was on topics that refer to the African context. One of the most central issues here is the question, how informal apprenticeship systems can be upgraded. (Authors' abstract, BIBB-Doku)

**Connecting the Forgotten Half: The School-to-Work Transition of Noncollege-Bound Youth** / Thomson J. Ling; Karen M.O'Brien.  
In: Journal of Career Development 40 (2013) 4, pp 347-367  
<http://jcd.sagepub.com/content/40/4/347>

"While previous research has examined the school-to-work transition of noncollege-bound youth, most have considered how a limited set of variables relate to job attainment at a single point in time. This exploratory study extended beyond the identification of constructs associated with obtaining a job to investigate how several factors, collected longitudinally in adolescence, related to employment stability and job quality with a diverse, nationally representative sample of non-college-bound youth. Logistic regression and structural equation modeling were used to determine the predictors of an adaptive school-to-work transition over time. Depression, substance use, adolescent educational attainment, and employment in adolescence were associated positively with obtaining employment. Adolescent educational attainment and employment in adolescence were associated positively with stability of employment. Depression, adolescent educational attainment, employment in adolescence, and income were positively associated with job quality. Substance use and parental education level were negatively associated with job quality." (Authors' abstract)

**Cultural and social diversity and the transition from education to work** / Guy Tchiboza (ed.). Dordrecht: Springer 2013. 232 p. (Technical and vocational education and training: issues, concerns and prospects ; 17). - ISBN 978-94-007-5107-1

"This edited volume provides multidisciplinary and international insights into the policy, managerial and educational aspects of diverse students' transitions from education to employment. As employers require increasing global competence on the part of those leaving education, this research asks whether increasing multiculturalism in developed societies, often seen as a challenge to their cohesion, is in fact a potential advantage in an evolving employment sector. This is a vital and under-researched field, and this new publication in Springer's Technical and Vocational Education and Training series provides analysis both of theory and empirical data, submitted by researchers from nine nations including the USA, Oman, Malaysia, and countries in the European Union. The papers trace the origins of business demand for diversity in their workforce's skill set, including national, local and institutional contexts. They also consider how social, demographic, cultural, religious and linguistic diversity inform the attitudes of those seeking work—and those seeking workers. With clear suggestions for future research, this work on a topic of rising profile will be read with interest by educators, policy makers, employers and careers advisors." (Publisher)

**Education to employment : getting Europe's youth into work** / Mona Mourshed ; Jigar Patel ; Katrin Suder. - Berlin, 2013. - 118 p.  
[http://www.mckinsey.de/sites/mck\\_files/files/a4e2e\\_2014.pdf](http://www.mckinsey.de/sites/mck_files/files/a4e2e_2014.pdf) [Accessed 5.9.2014]

"In 2013, the European Union dedicated two summits to youth unemployment, with a third to come in Rome in 2014. One result: the Youth Guarantee, announced in June 2013, promises to provide a job or training to all young people in Europe no more than four months after finishing their education. In addition to existing funding, the European Union has allocated a further €8 billion between 2014-20, the bulk of it to be spent in the next 2 years, to tackle the problem. In our 2012 report Education to Employment: Designing a System that Works, we sought to understand how people move from the classroom to the workforce. To do so, we surveyed over 8,000 young people, education providers, and employers around the world. We examined how and why skills mismatches occur, and what can be done to fill them. In this report, we take a similar approach to youth unemployment in Europe. We concentrated on four broad questions: Is the scale of youth unemployment problem in Europe a result of lack of jobs, lack of skills, or lack of coordination? What are the obstacles that youth face on their journey from education to employment? Which groups of youth and employers in Europe are struggling the most? What can be done to address the problem? To answer these questions, we focused on eight countries that are home to three-quarters of Europe's 5.6 million unemployed youth: France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the UK. To do so, we built a unique fact base along the full journey from education to employment to inform future decision making, through a survey of more than 5,300 young people, 2,600 employers, and 700 education providers. We also examined more than 100 programmes in 25 countries to provide insight into education-to-employment (E2E) solutions that may be relevant to Europe." (Excerpt from text; BIBB-Doku)

**Indonesian rural youth transitions: employment, mobility and the future of agriculture /**  
Ben White

In: Land, Livelihood, The Economy and Environment in Indonesia / Anne Booth and Chris Manning (Eds). - Jakarta: Yayasan Pustaka Obor Indonesia, 2012, pp 243-263  
[http://repub.eur.nl/pub/50538/Metis\\_195004.pdf](http://repub.eur.nl/pub/50538/Metis_195004.pdf) [Accessed 5.9.2014]

"This chapter reflects on the dynamics of Indonesian rural youth transitions. As in other countries, Indonesian rural youth's transition to adulthood is being prolonged as they remain longer enrolled in education, their average age at first marriage rises, and their entry into the labour force is postponed. Each new generation of rural young men and women has grown up better educated than their parents. This however has not been matched with expansion of employment to opportunities for educated youth, and one-third of Indonesians aged 15-24 in rural areas are openly unemployed. In such situations the young may be forced to improvise their own survival strategies. It is not surprising then to see increasing emphasis on promotion of 'entrepreneurial' skills in national youth policy, education policy, and World Bank and [International Labour Organisation] ILO policy discourse. There is little evidence that these policies increase employment prospects or earnings." (Authors' abstract)

**Inspiring impact : the journey to employment. A guide to understanding and measuring what matters for young people /** John Copps; Dawn Plimmer. - London: New Philanthropy Capital (NPC), 2013. - 74 p.

<http://www.thinknpc.org/publications/the-journey-to-employment/inspiring-employability-final-for-web/?post-parent=7805> [Accessed 5.9.2014]

This paper seeks greater understanding of the impact young people have on the journey to employment. "Based on evidence from the literature and insights from consultation with experts, seven groups of factors that contribute to successful job outcomes have been identified. These are: (1) personal circumstances; (2) emotional capabilities; (3) attitudes to work; (4) employability skills; (5) qualifications, education and training; (6) experience and involvement; and (7) career management skills." (Excerpt from text)

**Iraq: workforce development /** World Bank (Ed.). - Washington: World Bank, 2013. - 35p

[http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting\\_doc/CountryReports/WFD/SABER\\_WfD\\_Iraq\\_CR\\_Final\\_2013.pdf](http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/WFD/SABER_WfD_Iraq_CR_Final_2013.pdf) [Accessed 5.9.2014]

"There is a widespread feeling of urgency in Iraq, across the public and private sectors, to improve workforce development (WfD) and the links between education and the workplace. However, the country has no clear strategy or plan of action for WfD. The necessary linkages across technical and vocational education and training (TVET) programs and other types of education or the workplace are limited. As a result, Iraq was rated at a Latent stage for all three dimensions on the Systems Approach for Better Education Results (SABER) WfD assessment: Strategic Framework, System Oversight, and Service Delivery. Iraq participated in the SABER WfD initiative, a new World Bank tool that provides systematic documentation and assessment of the policy and institutional factors that influence the performance of education and training systems, in order to improve WfD policies and practices."(Excerpt from text)

**Participation of young people in education and the labour market.** Luxembourg : Eurostat, 2013. - 7 p.

[http://epp.eurostat.ec.europa.eu/statistics\\_explained/extensions/EurostatPDFGenerator/getfile.php?file=77.87.228.66\\_1408973666\\_0.pdf](http://epp.eurostat.ec.europa.eu/statistics_explained/extensions/EurostatPDFGenerator/getfile.php?file=77.87.228.66_1408973666_0.pdf) [Accessed 5.9.2014]

"This article focuses on the complex interplay between education and labour market participation in the European Union (EU) and its Member States, supplementing a companion article on youth unemployment. In the case of young people, participation in education and in the labour market interact in complex ways going beyond a straightforward one-way transition from school to work. In some countries, young people start working much earlier than in others, e.g. in the form of summer jobs or jobs for students. It is also possible to be in education and on the labour market at the same time, leading to an overlap. It is important to be aware of these issues when interpreting and assessing youth unemployment rates." (Editor)

**Post-Basic Education and Training in Rwanda : Skills Development for Dynamic Economic Growth /** Worldbank (Ed.). - Washington, 2013. - 148 p

<https://openknowledge.worldbank.org/handle/10986/16452> [Accessed 5.9.2014]

"Improved access to and quality of upper secondary schools, teacher training colleges, Higher Learning Institutions (HLIs), and demand-driven Technical and Vocational Education and Training (TVET) courses to supply the demand for the higher-level skills and competencies relevant to labor market needs remains a central priority for the ministry of education in Rwanda. Since the original analysis and drafting of this report took place there have been a number of changes within the Post Basic Education and Training (PBET) sector and progress has been made on various areas of policy implementation discussed in the report. Most significantly, the government of Rwanda announced in 2010 that all students will be entitled to access fee-free education until the end of upper secondary school (or equivalent). This policy move addresses some of the concerns raised in the report to ensure that increasing numbers of basic education graduates can move on to PBET. This report provides a description of key aspects of the education sector as a whole with particular emphasis on quality improvement in basic education. The present report takes the perspective that Rwanda's PBET system is the country's principle mechanism for generating the skilled labor force needed to become a middle-income, knowledge- and expert-based economy." (Editor)

**School-to-Work Transition Information Bases /** United Nations Educational, Scientific and Cultural Organization ; UNESCO Bangkok Office. 2013. - 57 p. - (Asia-Pacific Education System Review Series ; 6). - ISBN 978-92-9223-404-1

<http://unesdoc.unesco.org/images/0021/002166/216661e.pdf> [Accessed 5.9.2014]

"This booklet analyses the information system supporting school-to-work transition in selected countries in the Asia-Pacific region. The rationale for the study is underpinned by the importance of accurate and reliable information as the starting point of successful TVET policy. The booklet explores key policy issues and challenges currently confronting governments, and likewise provides a set of recommendations for policy makers to address

these issues, drawing from examples of countries in the region. This publication fills a long-standing need for a clear and comprehensive analysis of a pressing policy issue that has not been sufficiently explored previously. It is hoped then that it will serve as a key resource for policy makers, practitioners and stakeholders and contribute to informed decision making and progress in TVET policy, research and practice. This booklet was prepared within the framework of a regional thematic study conducted by UNESCO Bangkok in collaboration with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.” (Editor)

**Transitions in informal apprenticeship : results from ILO research in several African countries** / Christine Hofmann ; Wendy Okolo.

In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Ed.] ; Philipp Gonon [Ed.] ; Ursel Hauschildt [Ed.] ; Christine Hofmann [Ed.]. - Münster. - (2013), pp 145-148. - ISBN 978-3-643-90352-5

"Informal apprenticeship is a major route for African youth to gain employable skills and enter the labour market. Transitions in informal apprenticeship are discussed in terms of access to apprenticeships, dropout rates, and transitions to the world of work upon completion. Building on studies conducted in several African countries, this paper concludes that, while each of these countries is diverse in their settings, transitions in informal apprenticeship remain entrenched in local tradition and practices. Transitions to formal sector jobs are possible, but only for a lucky few." (Authors' abstract, BIBB-Doku)

**Transitions in Vocational Education** / Jürgen Seifried [Ed.] ; Eveline Wuttke [Ed.]. - Opladen : Barbara Budrich, 2013. - 330 p. (Research in Vocational Education ; 2). - ISBN 978-3-8474-0017-2

"This volume focuses on the different passages and transitions in Vocational Education and professional work life. Exploring the personal experiences of coping with the transition from school to vocational education, vocational education to work, and - finally - within work life, the book takes account of the rapidly changing conditions under which these processes take place." The contributions in this book span the range from highly regulated and corporative structured vocational educational systems (e.g. Germany, Switzerland) to largely deregulated systems (Uk, Australia). Despite these differences, young people experience a similar level of difficulty entering the workforce, training programmes or higher education programmes. (Publisher, BIBB-Doku)

**Youth and skills: Putting education to work.** - Paris: UNESCO, 2013. - 480p.

<http://unesdoc.unesco.org/images/0021/002180/218003e.pdf> [Accessed 5.9.2014]

"Many young people around the world — especially the disadvantaged — are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth

and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations. The *2012 Education for All Global Monitoring Report* examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives." (Editor)

**45 Background Papers prepared for the Education for All Global Monitoring Report 2012**  
**"Youth and skills: Putting education to work":**

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/background-papers/2012/>

**2012**

**Bumpy rides : school to work transitions in South Africa** / Todd Pugatch. - January 2012. - Bonn, 2012. - 50 p. :- (IZA Discussion paper ; 6305)  
<http://ftp.iza.org/dp6305.pdf> [Accessed 5.9.2014]

"Re-enrollment in school following a period of dropout is a common feature of the South African school to work transition that has been largely ignored in both the literature on South Africa and the wider literature on sequential schooling choice. In this paper, I quantify the importance of the option to re-enroll in the school to work transition of South African youth. To do so, I estimate a structural model of schooling choice in South Africa using a panel dataset that contains the entire schooling and labor market histories of sampled youth. Estimates of the model's structural parameters confirm the hypothesis that enrollment choices reflect dynamic updating of the relative returns to schooling versus labor market participation. In a policy simulation under which re-enrollment prior to high school completion is completely restricted, the proportion completing 12 years of schooling rises 8 percentage points, as youth who would have dropped out under unrestricted re-enrollment reconsider the long-term consequences of doing so. The results suggest that the option to re-enroll is an important component of the incentives South African youth face when making schooling decisions." (Authors' abstract, BIBB-Doku)

**Characterizing Spanish labour pathways of young people with vocational lower-secondary education** / H. Corrales-Herrero ; B. Rodríguez-Prado.  
In: *Applied economics* 44 (2012) 29, pp. 3777-3792

"School-to-work transition is no longer considered to take place at one point but it is seen as a sequential process with multiple stages that extend over a relatively long period in which individuals gradually settle down into the labour market. This article constructs and examines the labour pathways followed by Spanish young people who have completed vocational lower secondary education. To do so, we use the Survey on Educational-Training Transition and Labour Integration, a retrospective longitudinal dataset that contains monthly calendar information about the labour states in the 4 years after completing vocational education. A wide range of states is covered: part-time employment, full-time employment, unemployment and several situations of inactivity. To examine young labour pathways we use sequence analysis, an exploratory technique which allows us to obtain a measure of dissimilarity between sequences. Later, a cluster analysis is applied that allow us to identify

seven patterns of transition into the labour market. Nevertheless, most trajectories may be classified as linear, with a successful integration into the labour market. A multinomial logit model confirms that demographic and educational variables are relevant to explain the pathways followed by young people." (Author's abstract)

**Education to employment : Designing a system that works** / Mona Mourshed ; Diana Farrell ; Dominic Barton. - Berlin, 2012. - 105 p.

[http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment\\_FINAL.pdf](http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf) [Accessed 5.9.2014]

"Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. How can a country successfully move its young people from education to employment? What are the challenges? Which interventions work? How can these be scaled up? These are the crucial questions. In this report, we attempt to answer them. To do so, we developed two unique fact bases. The first is an analysis of more than 100 education-to-employment initiatives from 25 countries, selected on the basis of their innovation and effectiveness. The second is a survey of youth, education providers, and employers in nine countries that are diverse in geography and socioeconomic context: Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, the United Kingdom, and the United States. We started this research recognizing the twin crises of a shortage of jobs and a shortage of skills. In the course of it, though, we realized we needed to take into account another key shortage: the lack of hard data. This deficiency makes it difficult to even begin to understand which skills are required for employment, what practices are the most promising in training youth to become productive citizens and employees, and how to identify the programs that do this best." (Editor; BIBB-Doku)

**Effective transitions from school to work : the key role of FE colleges** / Mike Fletcher. - London: 157 Group, 2012. - 24 p.

[http://www.157group.co.uk/sites/default/files/documents/effective\\_transitions\\_from\\_school\\_to\\_work\\_policy\\_paper.pdf](http://www.157group.co.uk/sites/default/files/documents/effective_transitions_from_school_to_work_policy_paper.pdf) [Accessed 5.9.2014]

This paper is one of a suite of publications that reflects the 157 Group's consistent advocacy of an inclusive and efficient further education sector working in partnership with other organisations to deliver high-quality education and training for those aged 14 to 24. It shows how further education (FE) colleges are actively involved in bringing the vision about, taking advantage of the new freedoms and initiatives recently introduced by the government. (Excerpt from text)

**Experience of school transitions : policies, practice and participants** / Stephen Billett [et al.] (Ed.). - London: Springer 2012, 286 p. - ISBN: 978-9400741973

"Leaving school, whether to move on to training, work or education, is a fundamental rite of passage the world over. This volume draws on a wealth of international sources and studies in

its analysis of the 'transitions' young students make as they move on from their secondary schooling. It identifies how these transitions are planned for by policymakers, enacted by school staff and engaged with by students themselves. With data from a range of nations with advanced industrial economies, the book delineates how the policies relating to these transitions need to be conceived and implemented, how the transitions themselves are negotiated by young people, and how they might be shaped to meet the varied needs of the students they are designed to help. The authors argue that the relationship, often complex, between what schools provide in the way of preparation, and the ways in which students take up what is on offer, is the crucial nexus for understanding the experience of transitions by young people, and for enhancing that experience. With a host of case studies of transition policies themselves, as well as evaluative data on how they were received by the school leavers whom they were designed for, this valuable addition to the educational literature deserves to be read by all those with roles in preparing the young for their journey into a complex adult world full of pitfalls as well as opportunity." (Publisher)

**From education to working life : the labour market outcomes of vocational education and training** / European Centre for the Development of Vocational Training [Ed.]. - Luxembourg : Publications Office of the European Union, 2012. - 87 p. (Cedefop Reference series)  
ISBN 978-92-896-1125-1

[http://www.cedefop.europa.eu/EN/Files/3063\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3063_en.pdf) [Accessed 5.9.2014]

"While considerable empirical evidence exists concerning the effectiveness of education in general, there has been less emphasis on understanding, from a comparative European perspective, the effect of the type of education on labour market outcomes of young people. Using data from the EU Labour Force Survey 2009 ad hoc module, this report focuses on the labour market outcomes of VET. Comparing levels and orientations of education, it considers employment, occupation or sector differences, the education-to-work transition process, job quality and the effect on wages. The report underlines that initially VET results in positive labour market outcomes, which should be placed in a longer-term context, given the effect that structural changes in European Union labour markets will have on the demand for occupations in different sectors." (Editor, BIBB-Doku)

**Reclaiming their Voice : New Perspectives From Young Women and Men in Upper Egypt** / Worldbank (Ed.). - Washington, 2013. - 111 p.

<https://openknowledge.worldbank.org/handle/10986/11908> [Accessed 5.9.2014]

"This study examines the demographic, socioeconomic, and cultural circumstances of young men and young women (aged 15-29) in Upper Egypt. Where appropriate, comparison is made with the rest of the country. It explores the perceptions of young men and women regarding the challenges and opportunities they face as they attempt to gain access to education, employment, services, and civic engagement. More broadly, the study explores their views on the factors that facilitate or limit their inclusion in the society and economy of Upper Egypt. This report focuses on two main transitions of young Upper Egyptians: the transition from school to work, and the transition to active citizenship and civic engagement." (Editor)

**Study on a comprehensive overview on traineeship arrangements in Member States : final synthesis report** / Kari Hadjivassiliou ; Philipp Grollmann ; Tanja Weigel [et al.]. - Luxembourg : Publications Office of the European Union, 2012. - VI, 858 p. - ISBN 978-92-79-23539-9 <http://ec.europa.eu/social/BlobServlet?docId=7754&langId=en> [Accessed 5.9.2014]

"The main objective of this study was to provide an overview of traineeship arrangements in all 27 Member States and to collect the most up-to-date information about different forms of traineeships across the EU. Traineeships are seen as an effective mechanism which allows young people to familiarise themselves with the world of work, thus facilitating their transition from education (or a period of inactivity or unemployment) to employment. However, there are also growing concerns across the EU about the quality and fairness of traineeships as well as their effectiveness as a school-to-work transition mechanism. The availability and quality of information on traineeships is rather uneven across the EU. This study is a response to the need for a comprehensive EU-wide robust traineeship-related evidence base. The study's methodological approach combined a range of qualitative methodologies which included stakeholder interviews at both EU and national levels; a quasi-systematic literature review; a comparative mapping exercise based on information collected in each Member State; and case studies." For the purposes of this study the following five types of traineeships were examined: (1) Traineeships which form optional or compulsory part of academic and/or vocational curricula; (2) Traineeships in the open market; (3) Traineeships as part of active labour market policies (ALMPs) for unemployed young people; (4) Traineeships which form part of mandatory professional training, e.g. law, medicine, teaching, architecture, accounting, etc.; and (5) Transnational traineeships. (Excerpt from text, BIBB-Doku)

**Vocational High School or Vocational College? Comparing the Transitions from School to Work** / Cristina Lopez-Mayan ; Catia Nicodemo. - Bonn, 2012- (IZA Discussion paper ; 6309) <http://ftp.iza.org/dp6309.pdf> [Accessed 5.9.2014]

"Using a specific micro-dataset with information on working histories, we analyse the labour market entry of Spanish youths who have completed vocational education. According to the education system, young people can enter the labour market with vocational high school (upper secondary education) or with vocational college (tertiary education). Both present a period of workplace training, although, as they belong two distinct schooling levels, they have different entry requirements. Those who complete vocational college has spent more years in education and we would expect more success in finding a first job. Surprisingly, results do not confirm this hypothesis. We do not find important differences in the estimates of the determinants of transitions across types of vocational education. Apprenticeship has a very important role on increasing the hazard rate to employment and this result holds after controlling for unobserved heterogeneity and previous labour experience." (Authors' abstract)

**Youth unemployment and vocational training** / Constanza Biavaschi ; Werner Eichhorst ; Corrado Giulietti [et al.] - Bonn, 2012. - 106 p. (IZA Discussion paper ; 6890) <http://ftp.iza.org/dp6890.pdf> [Accessed 5.9.2014]

"This paper focuses on the determinants of the labor market situation of young people in developed countries and the developing world, with a special emphasis on the role of vocational training and education policies. We highlight the role of demographic factors, economic growth and labor market institutions in explaining young people's transition into work. We then assess differences in the setup and functioning of the vocational education and training policies in major world regions, as an important driver of differential labor market situation of youth. Based on our analysis we argue in favor of vocational education and training systems combining work experience and general education and give some policy recommendations regarding the implementation of education and training systems adapted to a country's economic and institutional context." (Publisher; BIBB-Doku)

## 2011

**Challenges and reforms in vocational education : aspects of inclusion and exclusion /** Stefanie Stolz [Ed.] ; Philipp Gonon [Ed.]. - Bern : Lang, 2011. - 327 p. (Studien zur Berufs- und Weiterbildung - Studies in vocational and continuing education ; 11). - ISBN 978-3-0343-1068-0

"In this collected edition, globalization and its consequences on vocational education systems are described and, at the same time, combined with the question of whether new phenomena of inclusion but also of exclusion are produced. Inclusion and exclusion are differentiations that predominate in all kinds of (vocational education) systems, regardless of their national background. These terms base on the requirements of the system itself but also on shortages, particularly when supply and demand are dehiscent. Vocational education developed out of the requirement to integrate large parts of society into a broader or more extended education and, consequently, into an economic and social process. Besides the so-called 'social question', gender-, status- and generation-specific characteristics and also the participation in higher education are under discussion. Depending on each country - this volume features contributions of Australia, Canada, China, Germany, Denmark, France, Finland, Japan, Norway, Sweden, Switzerland, and the USA - this debate generates a different development which is described by the authors in their different research areas. Collectively, a multifaceted overall picture arises which illustrates the importance of inclusion and exclusion." (Publisher, BIBB-Doku)

**School-to-work transitions in international comparison /** Christian Brzinsky-Fay. - Tampere : Univ. of Tampere, 2011. - 80 p. (Acta Electronica Universitatis Tamperensis ; 1126) . - Zugl.: Tampere, Univ., Diss., 2011 ISBN 978-951-44-8589-3  
<http://tampub.uta.fi/bitstream/handle/10024/66795/978-951-44-8589-3.pdf?sequence=1>  
[Accessed 5.9.2014]

"The transition from school to work is becoming more and more complex in the last decades, reflecting increasing flexibilisation in labour markets. This trend can be observed in many countries, even though to a different extent. The reasons for these disparities can be found mainly on the level of institutional arrangements. Thus, social science is very much engaged in analysing institutional effects on individual outcomes. The major limitations of this research regarding school-to-work transitions are, first, the neglect of periodical character of

transitions processes and, second, the complex causal relationships between institutional arrangements and individual outcomes. The transition from school to work is generally defined as the change from the status 'education' to the status 'employment' or from the status 'unemployment' to 'employment'. But, because of transition processes' increasing complexity this is no longer appropriate. Therefore, a 'sequence analysis' is presented, which is able to explore and reduces this complexity by identifying ideal types of transitions, which provides a basis for further research. Additionally, the analysis of institutional conditions for transition outcomes remains on a very basic level, because researchers only examine net effects of single institutions and not effects of institutions in combination with each other. Here, the application of configurational methods, namely Qualitative Comparative Analysis (QCA), helps to overcome this limitation of analysis. The application of both methods can help to overcome the limitations of contemporary school-to-work transition research." (Author's abstract, BIBB-Doku)

**Youth employment and skills development in The Gambia** / Nathalie Lahire; Richard Johanson; Ryoko Tomita Wilcox. - World Bank, 2013. – 122 p. - (World Bank Working Paper ; 217)

<http://hdl.handle.net/10986/5923> [Accessed 5.9.2014]

"Despite substantial improvements in access to basic education and steady economic growth, The Gambia still faces considerable challenges in respect to reducing poverty. As the result of its narrow economic base and its reduced internal market, the country will continue to rely heavily on the productivity of its citizens to reverse the cycle that keeps families in poverty generation after generation. Nearly 60 percent of the poor in The Gambia are under the age of 20 years. Youth face significant challenges with respect to employment outcomes, such as a very difficult transition from school to work and very low levels of education and training. In terms of education levels, a significant proportion of young people (especially in rural areas) leave school early, in part due to what are perceived to be low returns on education. Many of those who do receive high quality education and training choose to emigrate. More than half of young workers are engaged in agriculture, which predominates in rural areas (82 percent, versus 16 percent in urban areas), and the services sector is the most important source of youth employment in cities and towns, accounting for almost 65 percent of employed youth. Female youth are less likely to be employed or in education, and more likely to be inactive. The study assessed the impact of the following factors on youth's time use: education level, gender, local labor supply and demand, and place of residence. From the analysis, it was noted that the probability of being employed decreases as the level of human capital increases. In fact, uneducated youth display the highest probability of being employed." (Authors' abstract)

**2010**

**Characterizing the school-to-work transitions of young men and women : Evidence from the ILO School-to-work transition surveys** / Makiko Matsumoto and Sara Elder. - ILO, 2010. - 115 p.

[http://www.ilo.org/public/english/region/eurpro/ankara/areas/youth/1\\_12\\_ilo\\_school\\_to\\_work\\_transition\\_surveys.pdf](http://www.ilo.org/public/english/region/eurpro/ankara/areas/youth/1_12_ilo_school_to_work_transition_surveys.pdf) [Accessed 5.9.2014]

The ILO is committed to helping Governments and social partners in identifying main employment issues and in designing and implementing integrated policy responses. To assist member States in building a knowledge base on youth employment that helps better and informed policy-making, the ILO has designed a methodology referred to as a “school-to-work transition survey” (SWTS). The SWTS was developed to quantify the relative ease or difficulty faced by young people in “transiting” to a job that meets the basic criteria of “decency”, namely a job that provides the worker with a sense of permanency, security and personal satisfaction. The current thematic synthesis is based on the transition surveys that were conducted in eight countries in Asia, CIS and the Middle East between 2004 and 2006. The report explores how well young men and women are doing in the labour market in terms of security and satisfaction and explores in some depth particular topics such as job search and recruitment methods and the earnings of young workers. The conclusions at the end of the report point to some harsh realities facing youth in developing countries; the transitions from school to work for the vast majority of youth are proving to be an extremely lengthy and disheartening process. (ILO; BIBB-Doku)

**Innovative Apprenticeships : promoting successful school-to-work transitions** / Felix Rauner [Ed.] ; Erica Smith [Ed.] ; Ursel Hauschildt [Ed.] ; [et al.]. - 2nd ed. - Münster : Lit-Verlag, 2010. - 265 p. - ISBN 978-3-643-10367-3

"The transition from school to vocational education is of different quality and performance in the diverse national VET systems and heavily determined by the different structures of governance in the national education and VET systems. In September 2009, the International Network on Innovative Apprenticeship (INAP) hosted its third international conference in Turin bringing together leading researchers in the area of international TVET research. This book summarises all topics discussed within the frame of the Turin conference and overviews current research and analysis in the following fields: Managing successful transitions from school to work; Building vocational identity; Competence evaluation and development in VET; Levels of governance and the role of stakeholders in apprenticeships." (Publisher, BIBB-Doku)

## Appendix: Search sources

This selected bibliography is based on searches in the following databases and portals (listed in alphabetical order):

**ERIC (Educational Resources Information Center) Database**

<http://eric.ed.gov/>

**European Centre for the Development of Vocational Training (Cedefop) - Publications**

<http://www.cedefop.europa.eu/EN/publications.aspx>

**IAB-Infoplattform**

<http://infosys.iab.de/infoplattform/>

**ILO Library / Labordoc**

<http://www.ilo.org/public/english/support/lib/index.htm>

<http://labordoc.ilo.org/>

**Literaturdatenbank Berufliche Bildung (LDBB)**

<http://ldbb.bibb.de>

**OECD iLibrary**

<http://www.oecd-ilibrary.org/>

**UNESCO Documents and Publications Database (UNESDOC)**

<http://www.unesco.org/new/en/unesco/resources/online-materials/publications/unesdoc-database/>

**UNESCO Institute for Lifelong Learning (UIL) - Electronic Catalogue UILDOCS**

<http://uil.unesco.org/home/information-services/documentation-centre-and-library/>

**UNESCO-UNEVOC Online Library**

<http://www.unevoc.unesco.org/go.php?q=onlinelibrary>

**Sowiport**

<http://sowiport.gesis.org/>

**VET-Bib Bibliographic Database**

<http://www.cedefop.europa.eu/EN/Information-services/vet-bib-bibliographic-database.aspx>

**VOCEDplus**

<http://www.voced.edu.au/>

**The World Bank eLibrary**

<http://elibrary.worldbank.org/>

**The World Bank Open Knowledge Repository (OKR)**

<https://openknowledge.worldbank.org/>