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**DIRECTORATE FOR EDUCATION
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CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION GOVERNING BOARD**

LEARNING FOR JOBS. THE OECD INTERNATIONAL SURVEY OF VET SYSTEMS: FIRST RESULTS AND TECHNICAL REPORT.

These are collated results of the international questionnaire sent to OECD countries to collect information about their VET systems.

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LEARNING FOR JOBS

THE OECD INTERNATIONAL SURVEY OF VET SYSTEMS: FIRST RESULTS AND TECHNICAL REPORT

Introduction

1. The information presented in this study is based on countries' responses to the OECD VET international questionnaire circulated to countries in August 2007. The purpose of the international questionnaire was to collect qualitative and quantitative information on VET systems in the OECD countries and to classify national VET systems according to their main characteristics, providing a basic tool of international comparison. The secretariat is indebted to the many countries, which have devoted much time and effort to completion of the international questionnaire, which now enables systematic comparison of many VET systems.

2. Results from the survey are presented at Annex A, but are not further discussed or analysed at present. They were used to compare and analyse VET systems in the comparative report of the policy review of VET and individual country reviews.

Technical report

3. The questionnaire provides an opportunity to compare countries' VET systems and their different aspects: the practical training component of VET, employer and employee involvement in VET, funding mechanisms, quality controls and tools for collecting evidence on the outcomes from VET. Information is presented in a compressed form to allow for a quick comparison of VET systems across countries.

Countries participating in the questionnaire

4. Results are presented for sixteen countries that responded to the questionnaire. England and Mexico responded to the questionnaire but their results on VET programmes are not presented since figures on students' enrolment in their VET programmes are missing.

5. Information provided by countries was verified for most countries through individual consultations between the OECD Secretariat and a country. Countries had an opportunity to verify and comment on the majority of the presented data while commenting on the final draft of the comparative report.

Definition of a national VET programme

6. VET refers to various forms of education and training. It can be provided within and outside education systems. Within education systems VET can be offered at different levels. In most countries occupation-related education and training starts at upper secondary level and it continues through tertiary and adult education. At any education level forms of VET provision can vary significantly, for example in many OECD countries upper secondary students can choose among VET programmes that differ in terms of length, outcomes (including the possibility of transition to higher levels of education), time spent in

workplace training, etc. This variety of practices in VET makes the comparison of countries VET systems challenging.

7. To capture the complexity of VET systems the questionnaire was structured by national programmes - responses were required for every national VET programme separately. VET programmes (in initial and continuing VET) were identified by the OECD Secretariat based on information collected through the mapping of national educational programmes (part of the annual joint UNESCO, OECD and Eurostat data collection) and subsequently selected according to the accepted definition of a VET programme. Finally, the list of selected programmes was verified by countries and, if necessary, completed.

Box.1 Definition of a national VET programme

A VET programme is defined as a collection of educational and training activities that are organised to accomplish a pre-determined objective or the completion of a specific set of educational tasks, one of which is to equip people with skills and competencies required in particular occupations or trades. VET programmes, in addition to professional preparation, may also provide with general education and prepare for further education. For a programme to be considered as a VET programme it should comprise at least 25% of the vocational and technical content. In comprehensive systems when students choose among general and vocational courses, VET programmes would be these ones that enable students to choose vocational courses making at least 25% of the content of the programmes (OECD, 2004, p.80; p.85).

Information was requested on initial and continuing VET programmes (CVET) with the highest share of students (at country level) as a percentage of the total ISCED level population (e.g. students in a VET programme at ISCED 3 level as a percentage of the total ISCED 3 student population). The following types of VET programmes were excluded: special education programmes, some art programmes, e.g. ballet, music, circus schools, and tertiary education programmes above ISCED 5B level.

Initial education referred to education that typically takes place in organised, structured settings and is usually provided in the formal systems of schools, colleges and universities within a country. It includes early childhood education and care programmes, through compulsory schooling and beyond to post-compulsory education. Initial education typically follows a continuous path or paths of progression prior to initial entry into full-time employment. Programmes offered as part of initial education can also be regarded as regular educational programmes. (see also Glossary)

Continuing education referred to the learning activity of those returning to education after having left initial education. Continuing education activities include: the activities that involve studies with subject content similar to regular educational programme; or the underlying programmes which lead to similar potential qualifications as corresponding regular educational programmes. (see also Glossary)

Two levels of aggregation – building blocks

8. Collecting data at the national programme level allows differences in VET organisation within countries to be examined, but at the price of comparability of VET systems across countries. To circumvent the problem of comparability of national VET programmes, programmes have been identified as secondary, post-secondary and tertiary according to the ISCED classification and grouped at two levels: secondary VET, and post-secondary and tertiary VET. In Ireland some programmes identified at ISCED 4 level were classified as secondary programmes. Data on secondary VET programmes are presented in Annex. Information collected on postsecondary and tertiary VET programmes will be verified and used in the new review of postsecondary VET “Skills beyond School” The match of the programme to ISCED levels was initially proposed by the OECD Secretariat (based on countries responses collected through the mapping of national education programmes carried out on a regular basis by the OECD). Countries had the opportunity to verify and correct these associations when responding to the questionnaire.

Programme weight

9. The results are presented as a sum of all national VET programmes separately for secondary level (ISCED 2 and 3) and for post-secondary and tertiary level (ISCED 4 and ISCED 5). But programmes vary not only in terms of their organisation and structure but also in terms of the number of students enrolled. Some programmes have very few students while others would cater for a majority of the relevant population. To tackle this, a weight was attached to each programme reflecting student numbers. The aim of this approach was not only to identify the different characteristics of VET systems, but also to reflect their prevalence in the system. For example we are interested not only in whether secondary VET students are trained by enterprises but also in the number of students taking part in this training.

10. Programme weight was calculated by dividing the number of VET students enrolled in the programme by the total number of VET students enrolled at the corresponding level of education (e.g. an VET secondary programme weight = VET students enrolled in the programme / total number of VET students enrolled at secondary level). Presented results are therefore estimates based on the number of students enrolled in VET programmes. In programmes where both school-based and work-based pathways are proposed and where figures on enrolment in these two tracks are available weights were calculated for school-based and work-based part of the programme separately (see Annex B).

11. Several features of this approach should be taken into account in the interpretation of the results from the questionnaire.

- Results reflect the structure of each VET system. More diversified VET systems yield more variety. For example, if a country has only one VET programme at upper-secondary level, the weight of this programme will be 100% since this programme caters for all upper secondary VET students. The tabulated results for this country in upper secondary VET will show either a value of '0%' or of '100%'. In countries with many different programmes the range of possible results will be wider.
- Duration was not taken into account in the computation of programme weights. Two programmes with similar numbers of graduates may have different weights because one of them has a longer duration and therefore more students at any point in time.
- As regards missing information, when information on the programme was not provided or little information was provided, the programme was omitted from the analysis, and did not contribute to the calculation of programme weights. In countries with missing programmes the results might therefore be biased towards programmes where information was available. If information on the programme was missing occasionally, it was shown as 'missing'.

How to read the tables - example

12. The table below shows the importance of practical training in vocational education and training, regardless whether it is provided in workplace or school workshop. Depending on the country and programme practical training may range from less than one fourth to more than two third of the study content. For example in Norway a majority of VET students (80%) spend between 50 and 70% of their study time on practical training. It is not clear how much time is devoted to practical training by the remaining 20% of VET secondary students due to variation in practices.

Table 1. How much practical training in a VET qualification?

Estimated percentage of upper secondary vocational programmes

	Time spent in practical training as ratio of total programme				
	75% or more	Between 50% and 75%	Between 25% and 50%	Less than 25%	Varies depending on institutions, programmes, fields, etc
Australia ¹					■■■■
Austria	■■	■	■■	■	-
Belgium	■	■	-	-	■■■■
Czech Republic	-	■	■■■■	-	-
Denmark	-	■■■■	-	-	-
Finland	■■■■	-	-	-	-
France	■	■■■■	-	-	-
Germany	-	■■■■	■	-	-
Hungary	-	■	■■■	■	-
Netherlands	■	■■	■■■	■	■■■■
Norway	-	■■■■	-	-	■
Sweden	-	-	■■■	-	-
Switzerland	■	■■■■	-	-	■
Turkey	-	■■■■	-	■	-
United States	-	-	■■■■	-	-

Note: Estimated percentage of vocational upper secondary programmes: - 0%; ■ 1-25%; ■■ 26-50%; ■■■ 51-75%; ■■■■ 76-100%.

1. Most secondary vocational programmes are outside the school sector.

Limitations of the data

13. We believe that the information collected through the questionnaire is important and useful, but this document highlights as well its limitations. The aim is to point out areas where more involvement from countries is required to generate better quality data indicating the directions for future work.

Definition of VET

14. The definition of a VET programme adopted in this study was based on the OECD Handbook for Internationally Comparative Education Statistics consistent with International Standard Classification of Education (ISCED-97). The definition of VET set out in ISCED leaves considerable room for interpretation. Classification of a programme orientation (general, pre-vocational, vocational) is based on the criteria of “the degree to which a programme is specifically oriented towards a particular class of occupation or trades and leads to a labour-market relevant qualification”, and on the criteria of the content of the programme, with vocational and technical content representing less than 25% of the programme in general programmes, and more than 25% in pre-vocational and vocational programmes.

15. According to countries’ comments on the questionnaire, theoretical and practical VET are often intertwined. Therefore the border between general on the one hand and vocational and technical content on the other hand is not easy to determine, for example should mathematics and computer science that are necessary in the work of a car mechanic be considered as VET or as general education?

Classification of VET programme

16. National VET programmes were assigned to different levels (ISCED 3, and ISCED 4 and 5) according to ISCED classification. However, differences between countries' VET systems and little precise definition of VET lead to inconsistency between countries in programmes allocation. For example, programmes that in some countries are identified as tertiary B education in others will be perceived as tertiary A. We acknowledge the existence of the issue, though verification of the consistency of programmes allocation to ISCED levels across countries was out of focus of this study.

ANNEX A: RESULTS OF THE INTERNATIONAL QUESTIONNAIRE

Results for secondary level (ISCED 2 and 3)

Table A. 1 How much practical training in a VET qualification?

Estimated percentage of secondary vocational programmes

	Time spent in practical training as ratio of total programme				
	75% or more	Between 50% and 75%	Between 25% and 50%	Less than 25%	Varies depending on institutions, programmes, fields, etc
Australia ¹					■■■■
Austria	■■	■	■■	■	-
Belgium	■	■	-	-	■■■■
Czech Republic	-	■	■■■■	-	-
Denmark	-	■■■■	-	-	-
Finland	■■■■	-	-	-	-
France	■	■■■■	-	-	-
Germany	-	■■■■	■	-	-
Hungary	-	■	■■■	■	-
Ireland	■	■■	-	■	-
Netherlands	■	■■	■■■	■	■■■■
Norway	-	■■■■	-	-	■
Sweden	-	-	■■■	-	-
Switzerland	■	■■■■	-	-	■
Turkey	-	■■■■	-	■	-
United States	-	-	■■■■	-	-

Note: Estimated percentage of vocational upper secondary programmes: - 0%; ■ 1-25%; ■■ 26-50%; ■■■ 51-75%; ■■■■ 76-100%.

1. Most secondary vocational programmes are outside the school sector.

Table A. 2 Time spent by VET students in work placements

Estimated percentage of secondary VET students, by time spent in work placement
(as ratio of the total programme length)

	% of programme length spent in work placement with employers			
	75% or more	Between 50% and 75%	Between 25% and 50%	Less than 25%
Australia ¹	■ ■	-	-	-
Austria	■ ■	-	-	■ ■ ■ ■
Belgium (Fl) ¹	■	-	-	-
Czech Republic	-	-	-	■ ■ ■ ■ ■
Denmark	-	■ ■ ■ ■ ■	-	-
Finland	■	-	-	■ ■ ■ ■ ■
France	■	-	-	■ ■ ■ ■
Germany ²	-	■ ■ ■ ■	-	■
Ireland ²	-	■ ■		
Netherlands	-	■ ■	■ ■ ■ ■	-
Norway ²	-	■ ■ ■ ■ ■	-	-
Sweden ²	-	-	-	■ ■ ■ ■
Switzerland ¹	■	■ ■ ■ ■ ■	-	-
United States	-	-	-	■ ■ ■ ■ ■

Note: Estimated percentage of VET secondary programmes: - 0%; ■ 1-25%; ■ ■ 26-50%; ■ ■ ■ 51-75%; ■ ■ ■ ■ 76-100%.

1. In Australia, Belgium (Flanders) and Switzerland the amount of workplace training depends on the institution and programme.

2. Some missing data, so not all programmes are represented.

Table A. 3 Who pays for VET?

Percentage of secondary vocational programmes

	Programmes provided by institutions charging fees	Programmes where students are eligible for support from public funds through:		
		Tax relief	Loan	Grant
Australia ^{1, 2}	■ ■ ■ ■ ■	■ ■ ■ ■	-	■ ■ ■ ■
Austria	■	■	-	■ ■ ■ ■ ■
Belgium (Flanders)	■ ■	-	-	■ ■ ■ ■ ■
Denmark	■	-	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Finland ¹	■ ■	-	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Germany	-	-	■	■
Hungary	-	-	-	■ ■ ■ ■ ■
Ireland ³	■			■
Japan	■ ■ ■ ■ ■	-	■ ■ ■ ■ ■	■
Netherlands ¹	■ ■ ■ ■ ■	-	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Norway	-	-	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Sweden	-	-	■ ■	■ ■ ■ ■ ■
Switzerland	-	-	-	■ ■ ■ ■ ■
Turkey ¹	■ ■ ■ ■ ■	■ ■ ■ ■ ■	-	-

Note: Estimated percentage of VET upper secondary programmes: - 0%; ■ 1-25%; ■ ■ 26-50%; ■ ■ ■ 51-75%; ■ ■ ■ ■ 76-100%.

1. Fees are subject to government guidelines in public sector.

2. Most programmes, although 'upper secondary' in terms of ISCED level, are outside the school sector.

3. In addition, students in FÁS apprenticeship receive an allowance during off-the-job period.

Table A. 4 Contracts for workplace training

Estimated percentage of VET upper secondary programmes in workplace training
by contract characteristics

	Basis of contractual status			Contractual parties			Characteristics of the contract		
	Mandatory	Non mandatory	Varies	Employer	Trainee	VET institution	Employment	Training	Combining training and employment
Australia	■ ■	■ ■ ■		■ ■ ■ ■	■ ■ ■ ■	■ ■	-	-	■ ■
Austria	■ ■ ■ ■	■		■ ■ ■ ■	■ ■ ■ ■	■ ■ ■	■ ■	■ ■ ■ ■	■
Belgium (Fl)	■ ■		■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■	■ ■	-
Denmark	■ ■ ■ ■	-		■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■	-	-	■ ■ ■ ■
Finland	■	■ ■ ■ ■		■ ■ ■ ■	■	■ ■ ■ ■	-	■ ■ ■ ■	■
France	■ ■	-		■ ■	■ ■	-	-	-	■ ■
Germany	■ ■ ■	-		■ ■ ■	■ ■ ■		-	■ ■ ■	-
Hungary	-	■ ■		■ ■	■ ■	■ ■	-	-	■ ■
Ireland	■ ■	■		■ ■	■ ■		-	-	■ ■
Netherlands	■ ■ ■ ■	-		■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■		■ ■ ■ ■	■ ■ ■ ■
Norway ¹	■ ■ ■ ■	-		■ ■ ■ ■	■ ■ ■ ■	-	-	-	■ ■ ■ ■
Switzerland	■ ■ ■ ■	-		■ ■ ■ ■	■ ■ ■ ■	-	-	-	■ ■ ■ ■

Note: Estimated percentage of VET secondary programmes: - 0%; ■ 1-25%; ■ ■ 26-50%; ■ ■ ■ 51-75%; ■ ■ ■ ■ 76-100%.

1. Local government is also part of the contract.

Table A. 5 How governments and employers support workplace training

	Public funding		Firms' collective contribution (e.g. training levy)	Employers' contribution to VET		
	Direct subsidy	Tax deduction		Training equipment	Salaries of trainers	Trainee travel expenses
Australia	Yes	Yes	No	Yes	Yes	Yes
Austria	Yes	Yes	In some sectors	Yes	Yes	Yes
Belgium (Fl)	Yes	Yes	No	Yes	Yes	Yes
Denmark	No	No	Yes	Yes	Yes	No
Finland	Yes	No	No	-	-	-
France	No	Yes	Yes	Yes	Yes	No
Hungary	Yes	No	Yes	Yes	Yes	Yes
Ireland	No	No	Yes	Yes	Yes	Yes
Norway	Yes	No	No	Yes	Yes	Yes
Netherlands	No	Yes	In some sectors	Yes	Yes	Yes
Switzerland	No	Yes	In some sectors	Yes	Yes	Yes

Table A. 6 Criteria according to which government allocates funds for workplace training

	Number of training places	Theoretical duration of the training	Student completion rate	Qualifications training leads to	Labour market performance of graduates	High priority fields	Equity role	Number of employees	Firm gross payroll	Firm gross turnover
Australia	no	no	no	yes	no	no	no	no	no	no
Austria	yes	no	yes	no	no	no	yes	no	no	no
Belgium (Flanders)	yes	yes	no	no	no	no	no	no	no	no
Czech Republic	no	no	no	no	no	no	no	no	no	yes
Finland	yes	no	no	no	no	no	no	no	no	no
Hungary	yes	no	no	no	no	no	yes	yes	yes	no
Norway	yes	no	no	no	no	no	yes	no	no	no
Turkey	no	no	no	no	no	no	no	yes	no	no

Table A. 7 Quality assurance in enterprises providing practical training

	Curriculum	Training content	Programme duration	Physical resources	Number of training places	Qualifications acquired	Educational performance	Labour market performance
Australia	no	yes	no	no	no	no	no	no
Austria	yes	yes	yes	yes	yes	yes	yes	no
Belgium (Fl)	no	yes	no	no	yes	no	no	no
Czech Republic	no	no	no	no	no	no	no	no
Denmark	no	no	no	no	no	yes	no	no
Finland	no	no	no	yes	no	no	yes	yes
France	no	no	no	no	no	no	no	no
Germany	yes	yes	no	no	no	yes	yes	no
Hungary	*	*	*	*	*	*	*	no
Netherlands	no	yes	no	no	no	yes	no	no
Norway	m	m	m	m	m	m	m	m
Sweden	**	**	**	**	**	**	**	**
Switzerland	yes	yes	yes	yes	yes	yes	yes	no
United States	no	no	no	no	no	no	no	no

Note: m: missing.

* In Hungary, the Chamber of Commerce and Industry operates the quality assurance system covering the conditions needed to start workplace training, including interim checking to ensure that the training is done under prescribed circumstances, and that its content and methodology is appropriate.

** In Sweden, the Swedish Schools Inspectorate has a mandate to examine the quality of workplace training, and local education/governing boards are responsible for workplace training.

Table A. 8 Types of survey allowing information on labour market outcomes to be collected

Estimated percentage of upper secondary vocational programmes where outcomes are recorded in surveys

	Regular labour force survey	Longitudinal survey	Leaver survey	Census
Australia	■■■■	-	■■■■	■■■■
Austria	■■■■	-	-	■■■■
Belgium (Fl)	■■■	■■■	■	-
Czech Republic	■■■■	■■■■	■■■■	-
Denmark	■■■■	■■■■	■■■■	-
Finland	■■■	-	■■■	■■■
France	-	-	■■■■	-
Germany	-	-	-	■■■
Hungary	-	■	■■	-
Ireland	■■	-	■	-
Netherlands	■■■■	*	■■■■	-
Norway	■■■■	■■■■	■■■■	-
Sweden	■■	-	■■■	-
Switzerland	■■■■	■■■■	-	■■■■
Turkey	■■■■	-	■■■■	-

Note: Estimated percentage of VET secondary programmes: - 0%; ■ 1-25%; ■■ 26-50%; ■■■ 51-75%; ■■■■ 76-100%. In addition, some countries, notably the Nordic countries, employ national registers to track students into the labour market, bypassing the need for regular surveys.

* In the Netherlands, a cohort study is following a group of pupils – data on 16-plus in upper secondary education will be available in a few years.

**ANNEX B: NUMBER OF STUDENTS ENROLLED BY VET PROGRAMMES AND
PROGRAMME WEIGHTS**

	National VET programmes	Enrolment	Programme weight by level
Australia ¹ 2007	<i>Secondary level (ISCED2 and 3)</i>		
	A.1/B.1 Basic vocational education courses (not Aust'n Appretices)	35300	3%
	<i>A.1/B.1 Australian Apprenticeship</i>	242300	21%
	A.2/B.2 Initial vocational courses, skilled vocational courses for recognised trades and other vocational skilled courses (not Aust'n Appretices)	237600	20%
	<i>A.2/B.2 Australian Apprenticeship</i>	203000	17%
	A.3/B.3 Very short vocational courses (not Aust'n Appretices)	450400	39%
	<i>A.3/B.3 Australian Apprenticeship</i>	0	0%
	<i>A.5/B.5 Australian Apprenticeship</i>	162700	48%
Austria 2002/2003	<i>Secondary level (ISCED2 and 3)</i>		
	A.1 Polytechnische Schule	20 626	6%
	A.2 Pflegehilflehrgänge	1,204	0%
	A.3 Berufsbildende Statut-Schulen (soweit nicht anders zugeordnet)	5 001	2%
	A.4 Land-und forstwirtschaftliche	10110	3%
	A.5 Mittlere berufsbildende	35468	11%
	A.6 Lehre (Duale Ausbildung)	127806	39%
	B.1 Höhere berufsbildende Schulen für Berufstätige ²	7664	2%
A.7 Höhere berufsbildende Schulen ¹	122215	37%	
Belgium (Flanders) 2006/07	<i>Secondary level (ISCED2 and 3)</i>		
	A.1 Gewoon secundair onderwijs - 2de graad en 1ste en 2de leerjaar van de 3de graad BSO	61619	14%
	A.2 Modulair secundair onderwijs op niveau van 2de en 3de graad BSO	3924	1%
	A.3 Deeltijds beroepssecundair onderwijs 15 - 18 jarigen	5968	1%
	A.4 Vorming in de leertijd georganiseerd door het SYNTRA	4202	1%
	A.5 Gewoon secundair onderwijs - 2de graad en 1ste en 2de leerjaar van de 3de graad TSO	91079	21%
	B.1 VDAB-beroepsopleidingen	63337	14%
	B.2 Secundair onderwijs voor sociale promotie - LSBL en LSTL	213694	48%
	B.3 Deeltijds beroepssecundair onderwijs 18 - 25 jarigen	<i>included in A.3</i>	
B.4 Secundair onderwijs voor sociale promotie - HSBL en HSTL	<i>included in B.2</i>		

¹ The statistics for Australia are based only on the public VET system, *i.e.* they exclude fee-for-service-delivery by private providers and school students who undertake VET entirely at school.

² Programme classified as upper-secondary (ISCED 3) and post-secondary (ISCED 4).

Czech Republic 2008	Secondary level (ISCED2 and 3)		
	A.1 Program odborného vzdělávání pro žáky se specifickými vzdělávacími potřebami ve středním odborném učilišti	13633	4%
	A.2 Program odborného vzdělávání ve středním odborném učilišti	109917	29%
	A.3 Program odborného vzdělávání ve střední odborné škole	253872	67%
Denmark 2007	Secondary level (ISCED2 and 3)		
	A.1 Erhvervsgrunduddannelse (EGU)	<i>included in A.2</i>	
	A.2 EUD (erhvervs-faglige uddannelser social- og sundhedsuddannelser, landbrugs-faglige uddannelser)	55999	95%
	B.1 EUD enkeltfag	2673	5%
	B.2 Arbejdsmarkedsuddannelserne (AMU)	<i>labour market programmes</i>	
Finland 2005 ³	Secondary level (ISCED2 and 3)		
	A.1 Ammatillinen perustutkinto	122607	53%
	<i>A.1 Apprenticeship</i>	601	0%
	B.1 Ammatillinen perustutkinto näyttötutkintona	24914	11%
	<i>B.1 Apprenticeship</i>	17535	8%
	B.2 Ammattitutkinto	30716	13%
	<i>B.2 Apprenticeship</i>	16785	7%
	B.3 Erikoisammattitutkinto	4901	2%
<i>B.3 Apprenticeship</i>	12764	6%	
France ⁴ 2005	Secondary level (ISCED2 and 3)		
	A.1 Enseignement de second cycle professionnel du second degré (sous statut scolaire) CAP	107 460	9%
	<i>A.1 en apprentissage</i>	174 540	15%
	A.2 Enseignement de second cycle professionnel du second degré (sous statut scolaire) BEP	488 533	43%
	<i>A.2 en apprentissage</i>	46 467	4%
	A.3 Enseignement de second cycle professionnel du second degré (sous statut scolaire) MC	7 733	1%
	<i>A.3 en apprentissage</i>	4 267	0%
	A.4 Enseignement des écoles sanitaires et sociales (specific schools)	<i>Information on the programme missing</i>	
	A.5 Enseignement de second cycle professionnel du second degré (sous statut scolaire) BP	16 000	1%
	<i>A.5 en apprentissage</i>	20 000	2%
	A.6 Enseignement de second cycle professionnel du second degré (sous statut scolaire) BMA et baccalauréat	201 888	18%
	<i>A.6 en apprentissage</i>	37 112	3%
	A.7 Enseignement de second cycle technologique du second degré	<i>not classified as VET programme</i>	
	B.1 Enseignement de second cycle professionnel du second degré ,CAP	18198	2%
	B.2 Enseignement de second cycle professionnel du second degré , BEP	5707	1%
B.3 Enseignement de second cycle professionnel du second degré , MC	541	0%	

³ Figures for students in apprenticeship were estimated on the basis of Statistics Finland data.

⁴ Number of students in apprenticeship in VET programmes was estimated on the basis of data from "Repères et références statistiques – édition 2007".

	B.5 Enseignement de second cycle professionnel du second degré, BP	7727	1%
	B.6 Enseignement de second cycle professionnel du second degré, BMA et baccalauréat	3047	0%
Germany 2006	Secondary level (ISCED2 and 3)		
	A.1 Berufsvorbereitungsjahr	77667	4%
	A.2 Berufsschulen (Duales System) Erstausbildung	1279030	71%
	A.3 Berufsgrundbildungsjahr	50137	3%
	A.4 Berufsfachschulen, die berufliche Grundkenntnisse vermitteln ⁵	194462	11%
	A.5 Schulen des Gesundheitswesens	5332	0%
	A.6 Berufsfachschulen, die einen Berufsabschluss vermitteln	194462	11%
	A.7 Beamtenausbildung (mittlerer Dienst)	11896	1%
Hungary 2005	Secondary level (ISCED2 and 3)		
	A.1 Alapfokú iskolai végzettség nélküli szakmákra való szakképzés szakiskolában (nappali rendszerű képzés)	630	0%
	A.2 Szakközépiskola 9-12 évfolyam (nappali rendszerű képzés)	178069	54%
	A.3 Szakiskola, (általánosan képző) 9-10. évfolyamai, (nappali rendszerű képzés)	59044	18%
	A.4 Alapfokú iskolai végzettségre épülő szakképzés (nappali rendszerű képzés)	5663	2%
	A.5 10. évfolyamra épülő szakképzés (nappali rendszerű képzés)	59000	18%
	A.8 Felzárkóztató oktatás szakiskolában (nappali rendszerű képzés)	enrollment missing	
	B.1 Alapfokú iskolai végzettség nélküli szakmákra való szakképzés szakiskolában (felnettóktatás)	enrollment missing	
	B.2 Szakközépiskola 9-12. (13) évfolyam (felnettóktatás)	23522	7%
	B.3 Szakiskola, előkészítő szakiskola, speciális szakiskola (általánosan képző) 9-10. évfolyamai (felnettóktatás)	96	0%
	B.4 Alapfokú iskolai végzettségre épülő szakképzés (felnettóktatás)	1069	0%
	B.5 10. évfolyamra épülő szakképzés (felnettóktatás)	1100	0%
Ireland 2005 ⁶	Secondary level (ISCED2 and 3)		
	A.1 Youthreach	2 653	4%
	A.5 Fás Apprenticeship	30 778	42%
	A.6 Vocational Preparation and Training II (PLC) Year 1 and 2	Included in B.4	
	B.1 VTOS - Vocational Training Opportunities S (Core)	Information on the programme missing	5%
	B.2 Local Training Initiatives	4 718	3%
	B.3 Traineeship	included in B2	3%
	B.4 Vocational Preparation and Training II (PLC – Post Leaving Certificate) Year 1 and 2	29 533	40%
	B.5 Sector specific	2 580	4%
Japan 2005	Secondary level (ISCED2 and 3)		
	A.1 Koto-gakko Zennichisei Honka Senmon/ Koto-gakko Teijisei Honka Senmon/ Koto-gakko Tsushinsei Senmon	910039	92%
	A.4 Koto-senmon-gakko Honka	34495	3%
	A.5 Sensyu-gakko Koto katei	49129	5%

⁵ Number of students enrolled in programme A.4 was initially included in the figure on students' enrolment in programme A.6. Figure for each of these programmes was estimated separately as half of the total students population enrolled in two programmes (e.g. $A_4 = 0.5 * (A_4 + A_6)$).

⁶ Some secondary programmes are classified at ISCED 4 level.

Netherlands 2005 ⁷	Secondary level (ISCED2 and 3)		
	A.1 WEB-assistentenopleiding, voltijd bol en bbl	16201.5	3%
	A.1 Apprenticeship	5400.5	1%
	A.2 Praktijkonderwijs (pre-vocational programme)	<i>Information on the programme missing</i>	
	A.3 Klas 3-4 voorbereidend middelbaar beroepsonderwijs (VMBO)	<i>Information on the programme missing</i>	
	A.4 WEB-basisberoepsopleiding, voltijd bol en bbl	88470	19%
	A.4 Apprenticeship	29490	6%
	A.5 WEB-vakopleiding, voltijd bol en bbl	91781	19%
	A.5 Apprenticeship	30593	6%
	A.6 WEB-middenkaderopleiding, voltijd bol en bbl	141900	30%
	A.6 Apprenticeship	47300	10%
	A.7 WEB-specialistenopleiding, voltijd bol en bbl	6580	1%
	B.1 WEB-assistentenopleiding, deeltijd bol	2224	0%
	B.2 WEB-basisberoepsopleiding, deeltijd bol	4035	1%
	B.3 WEB-vakopleiding, deeltijd bol	3769	1%
B.4 WEB-middenkaderopleiding, deeltijd bol	5653	1%	
Norway 2006	Secondary level (ISCED2 and 3)		
	A.1 Videregående opplæring, yrkesfag	68119	80%
	B.1 Videregående opplæring, yrkesfag for voksne	17029	20%
	B.2 Praksiskandidatordningen	<i>Information on the programme and enrolment missing</i>	
	B.5 Arbeidsmarkedsopplæring (AMO)	<i>labour market programmes</i>	
	B.6 Høyere utdanning,	<i>Information on the programme and enrolment missing</i>	
	B.8 Yrkesopplæring i regi av studieforbundene	<i>Information on the programme and enrolment missing</i>	
	Sweden 2005	Secondary level (ISCED2 and 3)	
A.1 Gymnasieskolan		180000	67%
B.1a Gymnasial vuxenutbildning (Komvux)		81940	30%
B.5 Folkhögskolan yrkes		5000	2%

⁷ Number of students in apprenticeship in upper secondary programmes was estimated on the assumption that 75% of upper secondary VET (MBO) students (25 year-olds and younger) attend school-based track (bol), and 25% participate in apprenticeship-based pathway (bbl). Source: www.cbs.nl/en-GB/menu/themas/onderwijs/publicaties/artikelen/archief/2008/2008-2362-wm.htm and www.mboraad.nl/web/show/id=145902

Switzerland 2005	Secondary level (ISCED2 and 3)		
	A.1 Berufliche Grundbildung/ Formation professionnelle initiale /Formazione professionale di base	1345	1%
	A.2 Berufliche Grundbildung/ Formation professionnelle initiale /Formazione professionale di base	211785	89%
	A.3 Berufsmaturität/ Maturité professionnelle/Maturità professionale	26160	11%
Turkey 2004	Secondary level (ISCED2 and 3)		
	A.1 Mesleki Lise	380829	28%
	A.2 Ticaret Meslek Lisesi	159783	12%
	A.3 Anadolu Meslek Liseleri	83692	6%
	A.4 Teknik Lise	23113	2%
	A.5 Anadolu Teknik Lisesi	26199	2%
	A.6 Mesleki ve Teknik Eğitim Merkezi	31897	2%
	A.7 Diğer Bakanlıklara bağlı Meslek Liseleri	36149	3%
	A.8 Çok Programlı Lise	159402	12%
	B.1 Açık Meslek Lisesi	142194	10%
	B.2 Mesleki Eğitim Merkezi	333255	24%
	B.3 Mesleki Eğitim Merkezi	included in B.2	
US 2003 ⁸	Secondary level (ISCED2 and 3)		
	A.1 Secondary education (grades 9-12) – Career and Technology Education	1 688 562	76%
	A.1 with work placement	533230.1	24%
	B.1 Adult Basic Education	enrolment missing	

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Number of student in A.1 programme was estimated on the assumption that students with specialisation in vocational concentrators account only for 25% of the total public high school student population, 1994 – year of reference. (Source: Karen Levesque “Vocational Education in the United States: Toward the Year 2000”, NCES, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000029>, Table 24). Number of VET students in A.1 programme with work placement was estimated on the assumption that 25% of students with specialization in vocational concentrators participate in cooperative education or in work experience courses in a specific occupational area during their high school studies (Source: idem, Table 43).

ANNEX C: GLOSSARY

Allowances for a training period - funding channelled directly to individuals in training; cover part of the opportunity costs of participation in training.

Assessment - a quality assurance procedure which monitors the quality of teaching and learning and results in a graded judgment about the quality of a VET provider or programme. Assessment is also frequently called evaluation.

Block release basis – practical vocational training/general academic VET is provided without interruption during a few weeks or months.

Census - the process of obtaining information about every member of a population.

Collective agreement - a written agreement, made between the employer and the employees, which sets out terms and conditions of employment (such as wages, hours of work, working conditions and grievance-procedures).

Continuing education – Covers the learning activity of *those returning to education after having left initial education*. Continuing education activities include: the activities that involve studies with subject content similar to regular educational programme; or the underlying programmes which lead to similar potential qualifications as corresponding regular educational programmes and the full-time equivalent duration of the programme is at least one semester. (OECD, 2004)

Day release basis - alternating a part of a week in practical training with general academic instruction (e.g. three days in practical training in an enterprise and 2 days in general academic VET in school).

Direct subsidy - involves a direct cash transfer from public sources to enterprises providing practical vocational training e.g. state contribution to the training fund, grants.

Employers contribution to VET cost - includes monetary costs directly channelled to VET (e.g. contribution to training levy fund) and resource costs linked to the provision of practical training.

Financial incentives to firms to train – refers to financial support to firms that invest in training of their employees. This includes both direct and indirect subsidies from public and non-public sources.

Full practical training - practical training component represents 90% or more of the total study over the whole length of the programme.

Full time/Part time - Student should be classified as full or part-time on the basis of study load of the student. Study load should be measured in terms of: a) *the academic value or progress* which the study represents (a full-time student is one whose study represents an academic value that would typically be achieved with a full-time commitment of time by the student and if they would normally be expected to be in the programme for the entire school year. A full-time commitment of time equates to 75% or more of the typical school week. Otherwise the student should be recorded as a part-time), and/or b) in terms of *student' time commitment* (full-time student is one whose commitment of study time, both institution and

non-institution based, represents 75% or more of the school week and if they would normally be expected to be in the programme for the entire school year) (OECD, 2004).

General academic VET - Part of a VET programme providing students with general education that usually takes place in educational institutions (*e.g.* general and technical courses such as physics, chemistry, chemistry for nurses, mathematics, language courses).

Grant - refers to financial support awarded to a student that does not have to be repaid. Tuition allowances and tuition waivers should be considered as grants. Only publicly-funded grant schemes provided to VET students attending public or private institutions should be considered. Grant schemes funded from private sources (such as grants awarded by foundations) be excluded.

Grants from levy training funds – Governments and sectoral bodies collect training levies from firms which are then disbursed to eligible firms that have requested training grants. (OECD, 2005)

Indirect subsidy – the term would cover any form of subsidy that does not involve a direct transfer, such as for example tax deduction and exemption.

Individual loans – Bank loans to adult learning purposes. Government usually guarantees the loans in case of defaults. (OECD, 2005)

Initial education – Initial education typically takes place in organised, structured settings and is usually provided in the formal systems of schools, colleges and universities within a country. It includes early childhood education and care programmes, through compulsory schooling and beyond to post-compulsory education. Initial education typically follows a continuous path or paths of progression prior to initial entry into full-time employment. Programmes offered as part of initial education can also be regarded as regular educational programmes. (OECD, 2004)

Internal evaluation – teacher/trainer work is evaluated by a VET provider (*e.g.* by school principal, by enterprises providing training).

Labour force survey - is used to collect quantitative information in a given population about labour market.

Leaver survey – survey of VET graduates at some point of time after graduation.

Levy-based-train-or-pay scheme – Only firms that do not reach the threshold of training expenditure are obliged to pay. (OECD, 2005)

Loan - refers to financial support awarded to a student that has to be repaid (including loans that may be converted into grants). Only publicly-funded and/or publicly-guaranteed loan schemes provided to VET participants should be considered. Loans funded from private sources (such as loans provided by commercial banks without public subsidy or guarantee) should be excluded.

Local level – *e.g.* municipality, district, commune.

Longitudinal survey - the study of a group of individuals at regular intervals over a relatively long period of time.

Mechanisms for involvement of social partners in VET - set of rules and organisations shaping and regulating collaboration of social partners in the field of VET at national, regional, local and sectoral level, regardless if the involvement is on a mandatory or voluntary basis. For example, participation of industry,

employees' representatives in councils, committees, boards that advise/are consulted by relevant authorities on issues related to VET.

Modular programme – programme divided into separated learning modules/units, each associated with a certain amount of learning and leading to some kind of qualifications (credits, part of qualifications). Modularised courses allow people to choose between different course options, and can provide some freedom in the sequencing and speed at which the modules required for a qualification can be completed. Within the framework defined for each qualification, young people can compose their own profiles rather than complete a fully prescribed set of courses according to a prescribed schedule. (OECD, 2000)

Payback clauses – Firms and individuals establish a contract that specifies a period during which trained person is obliged to pay back training costs after voluntary quit. (OECD, 2005)

Policy framework - refers to national or regional laws or regulations regarding a given issue.

Practical vocational training – part of a VET programme (in initial/continuing VET), provides students practical experience related to his field of study. May take place in educational institutions *e.g.* upper-secondary schools, and other non educational entities such as enterprise-based training centres or enterprises (OECD, 2004, p.56 – definition of educational institution). For example, *practical vocational training* will refer to courses of cooking in school classes adapted to this end. It will also refer to training in cooking in the real work environment such as in a restaurant (some countries use the term ‘apprenticeship’ to designate practical vocational training in enterprises).

Practical vocational training in the workplace – practical vocational training in enterprises.

Practical vocational training provided by educational institutions – *practical* training provided by educational institutions (*e.g.* upper-secondary schools, training centres). Responses will depend on how countries define the educational institution, for example employer education centres in most countries are not classified as an educational institution, although a few countries do regard them in this way.

Programme at higher ISCED level – *e.g.* if the programme is at ISCED 3 level (usually corresponds to upper-secondary education), higher education level according to ISCED classification would be ISCED 4 and ISCED 5.

Public and private VET institutions - VET institutions are classified as either ‘public’ or ‘private’ according to whether a public authority or a private entity (Church, Trade Unions, business enterprises) has the ultimate power to make decisions concerning the VET institution’s affairs. The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution as either public or private, and some institutions may be classified as private even though they are mainly funded by central/regional government authorities.

Public funding – spending of public authorities on VET (all levels). It includes expenditures of ministries of education and of other ministries or equivalent institution.

Qualification – A qualification is achieved when a competent body determines that an individual has learned knowledge, skills and/or wider competences to specific standards. A qualification confers an official recognition of skills value in the labour market and in further education and training. (OECD, 2007)

Quality assurance - refers to systematic, structured and continuous attention to quality.

Quality control - formal external procedure used to assure quality of teaching, learning and training in private and public institutions providing VET.

Share of costs of practical vocational training by employers – costs of practical training provision are shared among firms through monetary contribution directly channelled to practical vocational training. This excludes for example the public funding on VET via general taxation including profit taxes paid by enterprises.

Social partners - organisations of employers and employees representing specific or sectoral interests.

Successful completion of a programme – The student has fulfilled requirements (e.g. as regards attendance, grades, number of credits, etc.) necessary to complete the programme that may be formally recognised with qualifications (awarding diplomas, credentials, certificates).

Tax relief - amounts deducted from a taxable income.

Teachers and trainers in VET - personnel providing VET instruction. Please refer only to teachers/trainers involved in practical vocational training (in educational institutions and in the workplace).

Theoretical ages - ages as established by law and regulation for entry and ending of a programme. (OECD, 2004)

Theoretical duration of the programme - the standard number of years (or days or weeks or months) in which a student can complete the education programme which is set out in law or regulations. Theoretical duration may differ from the *typical or average duration* of the programme which reflects the time that students take in practice to complete the programme. (OECD, 2007)

Transition to a programme at the same ISCED level – transition to a programme at higher ISCED level is not possible (e.g. from some ISCED 3C programmes) but a student can enter a programme at the same ISCED level (e.g. ISCED 3A, B) that gives an access to higher levels of education.

Tuition fees in VET – apply to fees paid by a student for instruction and training (including fees for training materials) in public and private VET institutions. Payments for entrance examination, special contribution for additional services such as insurance coverage should not be included.

VET programme - is a collection of educational and training activities which are organised to accomplish a pre-determined objective or the completion of a specific set of educational tasks, one of which is to equip people with skills and competencies required in particular occupations or trades. VET programmes, in addition to professional preparation, may also provide with general education and prepare for further education. For a programme to be considered as a VET programme it should comprise at least 25% of the vocational and technical content. In comprehensive systems when students choose among general and vocational courses, VET programmes would be these ones that enable students to choose vocational courses making at least 25% of the content of the programmes. (OECD, 2004)

VET provider - refers to an entity which provides vocational education and/or training programmes. This may encompass a broad range of public and private institutions, from secondary schools to adult education institutions, and enterprises providing training.

VET training entirely or partly financed by enterprises – “VET training financed in total or partly by enterprises, whether direct or indirect. Part financing could include the use of work-time for the training activity as well as the financing of training equipment (books, computers, CD-ROMs, etc)”. (EUROSTAT, 2002)

Voucher funding – funding that ‘follows’ the student. It channels education funding directly to individuals. It gives an individual the opportunity to select the VET institution of his choice and have all or part of the tuition paid. Vouchers can be funded and administered by the government, by private organisations, or by some combination of both. The actual payments to VET providers may be calculated on the basis of input/output criteria.

Work placement – any kind of placement with employers in the framework of the study programme, regardless of its duration and content. The term refers both to short placements in which students get a “flavour” of real work and to longer-term training with employers during which students carry out tasks similar to those of employees.

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