



Switzerland in the Global Apprenticeship Debate

FoBBIZ Discussion Paper
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1 Background, Aim & Terminology

1.1 Background & Aim

For about 15 years now and after a period of rather little attention, vocational education and training (VET) as a subject and instrument in international cooperation has drawn significant interest. While in Switzerland's international cooperation, VET is nothing new - there are plenty of examples from the last 60 years, how VET incl. dual approaches can be adopted to different contexts - the interest from different actors has increased significantly over the years. This was also one of the triggers for the founding of FoBBIZ in 2012.

Internationally, the increased importance of VET is reflected, *inter alia*, in various reports (e.g. WB 2019, ILO 2019) and thematic initiatives (e.g. by the EU, ILO, OECD, WEF, GAN – for more details see Chapter 2). In these discussions, the dual approach to resp. dual apprenticeship training has been receiving more and more attention¹. Today, there is an increased awareness among various actors that VET must, in one way or another, be a joint undertaking of the state, business sector, and social partners; and it cannot be a state affair alone. At the same time, with more actors taking up and promoting VET approaches under the terms “apprenticeship” and/or “dual VET”, international discussions on the topic have become more diverse.

Switzerland has a longstanding tradition and high quality expertise in incorporating VET, including dual apprenticeships, as an instrument in international cooperation. However, what is still relatively new, is that the topic has taken on a domestic dimension, with more state and non-state actors (including new actors) getting involved. The fruits of this development include, amongst other the Confederation's IBBZ strategy (2014), which was developed as a whole-of-government approach, as well as the establishment of an IBBZ coordination group of the federal administration. In recent years, various activities have been implemented on this basis, relations between the different actors have been successfully clarified, and a common understanding on terms, concepts, modalities and roles of engagement has been developed. Apart from the federal administration, various other governmental and non-governmental actors are also intensively involved in the international dynamics and debates around VET in general, and dual apprenticeships in particular. Against this backdrop, the question arises of how Swiss actors can make key elements and approaches of dual apprenticeships usable in other contexts, provide (coordinated) contributions to the thematic exchanges at the level of partner countries as well as at the international resp. global level, and at the same time learn from such international experience and expertise.

In this FoBBIZ discussion paper, we want to shed light on the context, levels and key issues of the international debate on apprenticeships and the role of dual approaches. We will outline opportunities and risks for international cooperation in this area from a Swiss perspective, and formulate conclusions and suggestions for further consideration. The overall aim is to inform FoBBIZ members and actors in VET and international cooperation about the intricacies of this debate, and to support Swiss actors make better use of the opportunities it creates. The paper is intended to be a starting point that shall initiate further discussion and development.²

¹ This happened particularly due to the Sustainable Development Goals 2030 and their emphasis on the role of private actors in development, the discussion around the youth unemployment crisis in the aftermath of the global economic and financial crisis 2007/08, and the high demand for skilled labour and the promotion of lifelong learning.

² The paper also includes the results of a series of events and discussions on this topic that were organized by FoBBIZ between December 2019 and April 2021.

1.2 Terminology

Globally, there is neither clarity nor consensus around the term and modality of “apprenticeships”. The various forms and understandings range from:

short term on-the-job training with company-specific certificates or certificates issued by private education providers,

to:

long-term dual apprenticeships leading to a formal diploma and qualification. The latter exist in Germany, Switzerland and Austria, amongst other places.

In some contexts, apprenticeships are understood as:

a *format of training* with distinct elements, most notably the combination of learning at the workplace and learning at school,

while in others they are understood as:

a *system type* synonymous with terms such as “dual-track VET”.

As a result, definitions and understandings of apprenticeship vary from country to country, and from organisation to organisation (see chapter 2.2 for concrete examples and sources). Many terms are used internationally: ‘dual-apprenticeship’, ‘formal apprenticeship’, ‘quality apprenticeship’, ‘informal’ and ‘traditional’ apprenticeships, ‘work-based learning’, ‘alternation’, etc. – and they may refer to similar or starkly different systems and practices depending on the contexts. There may be different terms of engagement between the apprentice and the employer, as well as different regulations, obligations, and rights of the private sector. Thus, to understand what each term refers to in a specific context, one needs to closely examine the system or model and its application in that context. In other words: just because a given system is called “apprenticeship” does not mean it *is* apprenticeship from one’s own perspective.

Simple definitions are not sufficient to capture this worldwide breadth and variety of apprenticeship concepts. Deeper discussion of key elements and principles is required to develop a mutual understanding of commonalities and differences, which will provide a sound basis for the further development of VET systems and apprenticeships through mutual inspiration and learning.

In this discussion, one must be aware that what may appear as similar systems at first glance, often turn out to be quite different. For example, both the dual system as it is known in Switzerland and the Anglo-Saxon³ apprenticeship systems can broadly be characterised by *common elements* such as:

- ✓ contract-based employment,
- ✓ strong involvement of employers,
- ✓ combining off and on the job training,
- ✓ being regulated by law,
- ✓ having a specific duration (longer in the dual system, generally shorter in Anglo-Saxon countries).

³ It has to be said here that there is actually no such thing as the “Anglo-Saxon” perspective, since the heterogeneity of approaches in the Anglo-Saxon world is considerable.

At the deeper level, however, there are quite some differences between the concepts⁴. It is essential to understand this, to avoid tensions over the design, further development and implementation of apprenticeship approaches. When it comes to these *differences*, some overall issues include:

- # *Duration*: while dual apprenticeships represent long-term training schemes producing craftsmen with a (high and quite broad) qualification (Berufskonzept), other approaches constitute shorter duration competency-based trainings, with rather narrowly defined competencies / skills (opening the discussion around the nexus between apprenticeship and traineeship).
- # *Standardisation and qualifications*: dual apprenticeships are conceptualised as leading to formally recognised qualifications. However, in many contexts, apprenticeships are instead conceptualised as flexible instruments, oriented towards private sector defined standards.
- # *Private sector engagement*: in dual systems, employers and their organisations are strongly engaged along the training value chain, from co-defining the offer to defining and implementing the content, testing and certification. In other systems, the involvement of the private sector is less direct, often through types of skills councils and alike, rather focusing on standard setting, but not much beyond.
- # *Control, coverage, and quality assurance*: while dual systems are built around agreed curricula, Anglo-Saxon systems are built on agreed occupational standards and assessment criteria, leaving the mode of training rather open and unregulated, and therefore up to the private market.

We at FoBBIZ recognise the breadth of the terminology used internationally. Still, we tend to understand apprenticeships rather as a *format of training* than a type of VET system as such. However, depending on its specific design, the format of apprenticeship training requires a certain VET system architecture, governance, and financing, and is therefore closely linked to the systems dimension. Throughout this paper, we keep this relation in mind.

2 The International Apprenticeship Debate: Contextual Factors, Actors and their Positioning

2.1 Contextual Development Factors and Drivers – Future of Work Debate

The international debate about apprenticeships, as well as the Swiss debate about dual-track VET in particular, are taking place against the backdrop of diverse social developments, of which the most important is mass unemployment, particularly amongst youth, to which VET must react and find effective responses. These debates started some time ago but have intensified in recent years, with the issues being elaborating in detail in various fora, under the broad concept of the “future of work” (see esp. WB 2019, ILO 2019, WEF 2020, CEDEFOP/OECD 2021). The most important drivers reshaping the world of work are:

- *Technological change*: namely automatization, digitalisation and artificial intelligence.
- *Social and cultural change*: changing attitudes towards work, gender and social inclusion.
- *Demographic change*: depending on the context, a youth bulge and/or an ageing society.
- *Climate change*: global warming and dwindling natural resources leading to crisis including migration flows.
- *Mobility and flexibility*: changing careers and ever-increasing mobility.
- *Globalisation*: living in a small world with ever-increasing interconnectedness.

⁴ We partly rely here on a contribution of Paul Comyn, Senior Skills and Employability Specialist at the ILO, on the occasion of the FoBBIZ forum on “The Re-Emergence of Apprenticeship in International Cooperation – Concepts, Approaches & Comparisons” on 12 December 2019; see synthesis note on www.fobbiz.ch for more information.

Against the backdrop of these major developments, a more intensive discussion is developing internationally and in educational research about which competencies will be of particular importance in the future and how these can best be learned, maintained and developed. There is a wide spectrum of arguments in the discussion; there is agreement that soft skills such as critical thinking and analysis, creativity and problem solving, cooperation and working together, self-management (being focused and positive), and communication (empathy, respect, etc.) are of particular importance, although the lists of competencies as well as the terms used vary considerably. There is also agreement that a) the half-life of competencies is getting ever shorter and therefore lifelong learning is becoming more and more important to be able to keep up with changes and to be able to move flexibly in the labour market, and b) learning in the real work context is becoming even more relevant and may become the dominant form of learning (esp. WB 2019, ILO 2019, WEF 2020, CEDEFOP/OECD 2021). Furthermore, there is agreement that high quality basic education must form the basis of any meaningful VET, post-compulsory training and life-long learning.

This discourse, sparked by the above-cited major international reports and the context of high youth unemployment, explains the increased international interest in dual-track VET. It also explains the simultaneous intense reform debate around dual-track VET in Switzerland and Europe, starting with the Avenir Suisse report "The future of apprenticeship. VET in a new reality" in 2010 and institutionally continued with the VPET 2030 initiative in Switzerland.⁵ In the EU framework, the discussion was taken up in the recent CEDEFOP/OECD Report on "the next step for apprenticeship" outlining also the "new work challenges" and approaches to dealing with them. In summary, there is a plea for more flexible, responsive systems that quickly absorb trends, give more importance to the workplace as a place of learning and at the same time strengthen general education in view of 21st century skills – partly a convergence between the VET and general education streams in post-compulsory formal education (CEDEFOP/OECD 2021: 15ff).

2.2 International Actors and their Positioning in the Apprenticeship Debate

The increased interest in dual-track VET resp. apprenticeship, and other forms of work-based learning, has led to various initiatives at the international level. The specialized EU organisations like CEDEFOP and ETF, the ILO, OECD, the World Bank Group, the WEF, the UN-organisations, and bilateral donors, national and private actors have (again) put the issue high on their agendas. In the following, we briefly summarise the relevant initiatives of the most powerful actors (in alphabetical order).

EU and Specialized Organisations CEDEFOP and ETF

Given the challenges of the EU member countries to create paths for a successful school-to-work transition and a life-long-learning strategy for all on the one hand, and to nurture a competitive and highly skilled labour supply on the other, dual apprenticeship approaches have gained much more attention and been incorporated into many policy initiatives in the wider EU framework, most notably the EU Alliance for Apprenticeships^{6&7} and the strong capacity building of the competent technical expert organisations, namely CEDEFOP and ETF, which consult member countries and accession and neighbouring countries in their efforts to develop apprenticeship systems.

The EU Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships defines apprenticeships as formal VET schemes that:

⁵ See <https://www.berufsbildung2030.ch>

⁶ See <https://ec.europa.eu/social/main.jsp?catId=1147&intPageId=5234&langId=en> [6.5.2021].

⁷ The Alliance is supported by an EU Apprenticeship Toolbox that condensates and showcases the apprenticeship systems of example countries running dual-track VET systems with apprenticeships as the main formats, see. <https://www.apprenticeship-toolbox.eu/> [6.5.2021]

- ✓ combine learning in education or training institutions with substantial work-based learning (ideally a minimum of 50%) in companies and other workplaces;
- ✓ lead to nationally recognised qualifications within the VET/education system;
- ✓ are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution; and
- ✓ pay or otherwise compensate the apprentice for the work-based component.

The framework explicitly aims to promote high quality educational qualifications to develop a highly skilled and qualified workforce: “High quality standards avoid that apprenticeships are geared towards low-skilled jobs and poor training that damage their reputation” (EU Council 2018: 1). The framework does not cover internships or traineeships; these are covered in separate EU frameworks (e.g. on quality traineeships).

The CEDEFOP and the ETF have both developed guiding documents for policy makers and practitioners, covering apprenticeships and broader approaches to work-based learning. The most notable conceptual frameworks include the CEDEFOP analytical framework for apprenticeships (2019), which provided the basis for the EU council recommendation, and its publication together with the OECD (2020) outlining the further development of apprenticeships. The ETF supports its partner countries with a platform for work-based learning and a series of technical policy guides. All of these efforts are in line with the EU council framework. The most recent publications by CEDEFOP (2021a, 2021b) are simply discussion inputs with no policy prescriptions. However, both point to the challenges of establishing a common understanding of what “quality and effective apprenticeships” should constitute. On the one hand, there is an expansion from the conventional starting point of EQF level 3 to level 2 (special needs groups integration) up to level 6 (dual studies); on the other, there are apprenticeship opportunities outside the formal education system, financed, regulated and implemented by other state and non-state actors (e.g. actors in work integration), who embrace the dual learning principle⁸, but do not carry out apprenticeships in the proper sense.

ILO: Quality Apprenticeships and current steps towards a Normative Definition

At international level, the ILO initiative is of particular importance because the ILO, as a tripartite multilateral organisation, has high credibility and far-reaching competencies in the field of VET. The ILO launched a programme to strengthen what it calls “quality apprenticeships” and developed a range of supporting instruments for creating apprenticeships (Framework for Quality Apprenticeships, Toolkit for Quality Apprenticeships Vol. 1 & 2, ILO 2017, 2019, 2020). As a tripartite organisation where governments, employers’ and workers’ organisations from 187 countries are represented, the ILO sees itself as the naturally positioned organisation for the promotion of apprenticeship approaches characterised by shared responsibility between these three actors. The definition of “quality apprenticeships” provided by the ILO (2019: 7f)⁹ is straight forward and rather standard, including the following elements:

- ✓ A legal framework
- ✓ A tripartite system of governance (joint responsibility)
- ✓ A written agreement (apprenticeship contract) including remuneration and social security coverage
- ✓ Supervision, decent work conditions
- ✓ A learning programme inclusive of on-the-job and off-the-job learning with defined learning outcomes and duration
- ✓ Formal assessment and recognised qualification

⁸ See further below about DCdVET for more information on the dual learning principle.

⁹ See ILO Report IV “A framework for quality apprenticeships”. It is important to mention that this is not the fully official and final definition by the ILO, but a draft definition for discussion, to be used for the 110th Session of the ILO Conference, to be held in 2022.

The ILO currently further drives a process that may ultimately lead to one or several international normative instruments on apprenticeships, be they conventions or recommendations. This would guide the 187 ILO member states in the shift towards a more work-based and business sector-driven VET system (ILO 2017, 2019), with the aim of supporting the members in their adaptation to the changing nature of work. Due to the extreme heterogeneity among ILO members, and the very different forms and importance of training offers in their national and sectoral education systems, the ILO is currently in the process of clarifying the breadth and depth of the normative instrument's coverage. (ILO 2019: 72¹⁰) This includes the question of whether and how internships, traineeships and other forms of workplace-based training should be covered. These formats represent a major challenge for many member countries, most likely because they are often applied but not regulated, and thus often used as forms of disguised employment or cheap labour with overall unsatisfactory labour market effects. The ILO also wants the normative instrument to specify which instruments can be used to meaningfully promote the attractiveness of apprenticeships. This also includes questions of financial incentives for companies (ILO 2019: 59ff). Whether such an instrument will be adopted at all, and if so, how far it will go – i.e., whether the ILO will adopt a broad understanding of apprenticeships or a more focused one as indicated by the term “quality apprenticeships” – is still unclear, but likely to be influenced by its decent work agenda and broad base of constituents.

OECD

In 2012, the G20 Task Force on Employment cited quality apprenticeships as one of the key policy tools to promote better school-to-work transition (OECD 2012). This initiative must be understood in the context of the economic crisis of 2007/08, and has since led the OECD slightly away from its previous (somewhat critical) stance towards apprenticeships – a stance also evident in its country reports on Switzerland, which repeatedly criticised the country's low participation levels in post-secondary general education and university. In the more recent OECD publications (see, for example, CEDEFOP 2021a and OECD 2018, mentioned above), a more nuanced position on "quality apprenticeships" is taken. The terminology used here shows awareness that apprenticeships are not usually perceived as “quality training”. The OECD sometimes takes a challenging position, which is also inconsistent with other values it expresses (such as the need for balancing actors' interests), when it insists, drawing on the Anglo-Saxon tradition of competency-based learning, that only the level of proficiency should be defined, but not the pace of learning and duration of an apprenticeship (OECD 2012: 5). However, recently the OECD has corrected its position about this specific issue and calls for negotiated approaches regarding the duration (OECD 2018: 80ff). Overall, the OECD, together with the CEDEFOP, continues to push for a more flexible and responsive, and thus more relevant apprenticeship system, geared towards economic growth by being primarily focused on the development of a high-skilled workforce. Today, it considers the unique combination of workplace and theoretical learning of apprenticeships to be a key means of developing broader, more relevant skills sets for future labour markets, which will be defined by the above-described megatrends (OECD 2018: 15). Furthermore, it has promoted apprenticeships as a key strategic option to overcome youth unemployment, promoting quality growth and creating jobs. In this sense, the OECD argues for apprenticeship approaches based on the dual-track VET system as we know it in Switzerland.

UNESCO – UNEVOC & Global Education Monitoring Report

The United Nations Educational, Scientific and Cultural Organization (UNESCO) runs an International Centre for Technical and Vocational Education and Training (UNEVOC). UNEVOC covers diverse dimensions of VET and runs a large international network. In its current strategy,

¹⁰ As said in the previous footnote, it is important to understand that this position of the ILO as an organisation is still subject of discussion and can change.

UNEVOC focuses, among other areas, on private sector engagement by creating a business dialogue platform for fostering cooperation with global business actors. However, UNEVOC does not have a focus on apprenticeships, or suchlike.

UNESCO also hosts the independent team for reporting on progress on SDG 4, covering education (including VET). In the 2012 GEM report, apprenticeships are covered under the chapter “strengthening the links between school and work”, and are considered to be strong instruments for developing relevant work experience. However, this has remained a onetime mention, and has not developed into a topic of repeated interest in the GEM reports.

The World Bank Group

The World Bank (WB) has not yet been involved in the debate about apprenticeships and does not seem to have a specific policy on it. In its World Development Report (2019), it highlights contextual developments, but does not provide a precise statement on the role of apprenticeships against this background. It rather uses the concept of apprenticeship in a non-specific way, which could even be considered a risk from a Swiss point of view (for details see risks in chapter 4). However, other development banks, such as IDB, have started to venture into dual apprenticeship approaches. The regional development banks do tend to apply heterogeneous and not necessarily harmonised approaches, influenced by the main education paradigms of their regions. The WB and other development banks are also part of the Interagency Group on TVET (IAG TVET) led by UNESCO, where such approaches are also reflected.

World Economic Forum

The WEF has been particularly involved in the future of work debate. In its “Future of Jobs Report 2020” (WEF: 2020), it impressively presents the developments and future skills requirements that are summarised above. In this context, Matthew Lauer from the Mercuria Group, not on behalf of the WEF but via the WEF's Future of Jobs Platform, has formulated a strong plea for apprenticeships (Lauer: 2019). Although the WEF itself does not take a position on apprenticeships, Lauer's contribution to the discussion shows that, on the one hand, the WEF is convinced of the potential of work-based learning and in particular sees apprenticeships as a flexible instrument for re-skilling and up-skilling. It does not elaborate a conceptual framework, but simply expresses strong praise for the relevance of this specific format of work-based learning in developing a high-skilled and high-wage workforce.

New Actors in the Apprenticeship Debate

Some actors (both traditional and newly engaged ones) have developed their own initiatives and positions through which they influence the international apprenticeship debate. The most important ones are:

British Council's Quality Apprenticeships Toolkit and Benchmarking Platform. The British Council (BC) has developed an apprenticeship quality toolkit¹¹ which defines an apprenticeship as an organised and formalised format of internship. It builds on what we understand in Switzerland as school-based VET, and therefore adopts a rather problematic understanding of apprenticeship. In addition, the BC developed a benchmarking toolkit for apprenticeships¹². This is built around a large set of questions and used for BC programmes. The interesting thing about the BC activities is the fact that the apprenticeship instrument, which has been developed in very different ways in the Anglo-Saxon world, is now being worked on more intensively. The benchmarking tool also takes up many of the challenges of the Anglo-Saxon understanding of apprenticeships, and shows that a much

¹¹ See <https://www.britishcouncil.org/education/skills-employability/what-we-do/vocational-education-exchange-online-magazine/apprenticeships/cooperation-europe> [6.5.2021]

¹² See: <https://www.britishcouncil.org/education/skills-employability/tool-resources/apprenticeships#:~:text=We%20developed%20the%20Apprenticeship%20Benchmarking,your%20network%20to%20do%20so> [6.5.2021]

broader understanding is developing in the context of the international debate on apprenticeships (e.g. on different levels of training through apprenticeships, quality requirements and certification/recognition, the role of the private sector and social partners).

The Donor Committee for Dual Vocational Education and Training (DCdVET): the four donors of Austria, Germany, Liechtenstein, and Switzerland have joined forces in their thematic work on dual VET and established a knowledge hub on dual VET in development cooperation. The DC dVET has clarified its understanding of dual VET in development cooperation (DCdVET 2016). It incorporates the following three dimensions:

- ✓ the organisational-institutional dimension (most notably joint responsibility between public and private actors),
- ✓ the pedagogical dimension (the dual concept of learning at the workplace and in school), and
- ✓ the societal dimension (the role of professions, the social acceptance and prestige of VET training).

This basic understanding supports the DC dVET members in supporting their partners in developing dual-track VET approaches. It also supports its members in positioning themselves meaningfully in the extremely diverse settings in which their projects operate, as the universe of apprenticeships is enormously diverse – in terms of everything from forms of training to governance. In such a complex context, it is very important to strategically support the development of systems and approaches that are based on a proper understanding of both the local context and what dual apprenticeships are and are not. Thus, the positioning of development partners with respect to apprenticeship support is in many ways a major challenge, especially for those like the DC dVET members who have both a strong interest in promoting elements of the dual VET system and contributing to economic development and poverty reduction in their partner countries.

The Global Apprenticeship Network (GAN) mainly engages to create more private sector interest and support for apprenticeships by setting good examples and advocating for much-needed policy developments in this regard. GAN's real strengths are the national apprenticeship dialogue networks and its strong enterprise memberships which have been set up to advocate and promote work-based learning, including through apprenticeships. The approach GAN takes is clearly private sector-driven, working with thought and business leaders. Therefore, the apprenticeship concept that GAN promotes emphasises the workplace learning part; the conviction that the key competencies of the 21st century can be better learned through work; the relevance and quality of training; and economic competitiveness through training of a highly competent workforce. GAN does not advocate a specific model of apprenticeship but keeps the concept rather broad and generic.

The German Development Cooperation with its GOVET platform presents its understanding of the key features of the German dual VET system to the international debate. It includes the following five key dimensions:

- ✓ Joint responsibility of state, trade and industry and social partners
- ✓ Learning within the work process
- ✓ Acceptance of national standards
- ✓ Qualified VET staff
- ✓ Institutionalised research and consultation

The German dual-track system is one of the prime examples referred to in international debates on apprenticeships. The five key dimensions above are therefore influential in this debate. The GOVET platform also includes a roundtable where the German international VET cooperation stakeholders (federal, state, civic, social and chamber partners) exchange information and coordinate their activities regarding topics and countries. It also serves as a first entry point for any issue on international cooperation and VET and acts as a hub for requests.

Private Sector Actors including Private Companies, Chambers of Commerce, Private Foundations, and Private Investors: Private actors are increasingly becoming drivers of change on the scene of research and international cooperation, and key partners for working towards the SDGs. They invest time, money, and know-how into the promotion and development of high-quality and accessible VET research and programmes, with a focus on the future of work and upskilling and re-skilling, but also initial training. They mainly invest because they consider the lack of skills to be a major bottleneck for business development, and they focus on VET and apprenticeships because of their needs and/or responsibility. Such actors are increasingly becoming strong partners in development cooperation, forming a fast-growing number of public-private partnerships for development and also running their own programmes. Their conceptual approach to VET is generally private-sector driven and geared towards work-based learning modalities, with apprenticeships as one of the preferred formats, with the school part often privately organised. However, an increasing number of companies, investors and, most notably, foundations, are starting to cooperate with state actors and NGOs to better influence systems, work on certification and get access to political and financial support.

3 Swiss Actors and their Positioning in the International Apprenticeship Debate

3.1 The Actor Setup and Strategic Guidelines

In the following, the key Swiss actors and their roles and general guidelines on apprenticeship are briefly outlined. Besides the federal actors, there are many other public and private actors engaged in apprenticeship-related activities and collaborations. To get an overview of this multifaceted reality and stimulate further discussion, we have grouped these actors in a way that is helpful but still incomplete and simplified.

Federal Agencies

At federal level, there are several agencies that integrate international cooperation on VET into their strategic guidelines and objectives, including SERI, SECO, SDC, DPA (Directorate of Political Affairs), SEM and SFUVET. Their positions in international VET cooperation are comprehensively described in the IBBZ Strategy 2014 and in the report on the Hêche postulate (Federal Council 2019). The Swiss Strategy on Education, Research and Innovation (ERI) (Federal Council 2018) describes (in an updated version) the goals, tasks and activities of the actors of the Federal Department of Economic Affairs, Education and Research EAER. These papers show the so-called "plurality of objectives" (or alternatively "areas of tension") pursued through VET in various sector policies; outline the responsibilities and cooperation modalities; and emphasise strategic complementarity (Federal Council 2019: 3). The papers clearly state that the VET cooperation between federal agencies is primarily coordinative – a "whole of government" approach that coordinates positions and mobilises resources in a targeted manner whilst aiming to avoid conflicting objectives/strategies and damage to reputations (Federal Council 2019: 3, 15f). At the same time IBBZ does not aim to conduct common operational activities at international level (Federal Council 2019: 8). The papers then show the areas of tension in which the actors of governmental IBBZ operate. The reputation risk for Swiss VET is repeatedly mentioned; development cooperation activities that reference the Swiss VET system could damage its reputation in various ways (Federal Council 2019:10, Federal Council 2018: chapters 4.2&4.3). Such fields of tension highlight the fact that eventually each agency's work reflects its own strategic orientation and guidelines. For instance, SERI has just recently readjusted its position (implementation of the Federal Council's international ERI strategy of July 2018 for the VET sector in SERI, SBFI 2020b). Its strategy outlines the conditions under which SERI will engage in/support international VET cooperation, e.g., by

adding value for Swiss VET policy interests (SBFI 2020b: 9). This includes ensuring that the activities do not in any way entail reputational risks or run counter to the interests of strengthening the position of Swiss VET in international cooperation. SECO (Economic Cooperation and Development) and SDC also have a new strategy for Switzerland's international cooperation 2021-2024, envisaging an important role for VET and pursuing the goal of strengthening the engagement of the private sector in development cooperation, a field where dual apprenticeship has a lot to contribute. SECO's department of international labour affairs (DAIN) plays a critical role as it represents and positions Switzerland's interests in international organisations.

Cantons, Cities, Authorities

Some cantons (and their authorities and structures) have their own contacts and cooperation e.g., within the Francophonie and similar platforms, some are engaged in bilateral project settings, receive delegations and share know-how and expertise. Structures such as public VET schools and public-run VET counselling centres and labour-market integration centres receive delegations and engage in projects of international cooperation. The same is true for the larger cities (e.g. Geneva, Zurich, and others) and their authorities and structures; however, cities tend rather not to engage in VET as this is usually not their policy focus, but some of their structures (e.g. public VET schools, VET and labour market counselling centres) do have cooperation at international level (including know-how exchange, mobility, etc.).

Business Sector including Businesses, Associations, Chambers of Commerce, Investors and Similar

The business sector includes important actors that contribute to the debate in different ways, such as businesses and social enterprises, branch (and professional) associations, chambers of commerce (e.g. SwissCham and its members, as well as other chambers of commerce), investors and banks (sustainable and social investments). They are usually engaged in cooperation for training abroad and international mobility; are interested in creating more conducive business environments including qualified labour offers; act as know-how bearers, expert input providers, service providers (but rarely), and advocates for dual VET (e.g., as members of GAN network). New organisations emerge in the form of investment partners, such as banks (e.g., Alternative Bank Schweiz) and investment funds that aim to invest in socially and economically interesting business opportunities, which can include marketable training offers.

Universities and Universities of Applied Sciences

These are highly engaged and important actors in research, training cooperation and mobility, services (commissioned research e.g. evaluations) and consulting. Their engagement has not been explicitly mapped and is potentially of considerable extent. Many university actors have built strong foundations in VET over the years, specialising in specific fields of expertise: e.g., BFH-HAFL in rural contexts and agricultural professions and extension; CDC/BFH in construction and wood-related professions; FHNW in ICT and VET; ETHZ with CEMETS in system development' the Graduate Institute of the University of Geneva in North and Western Africa; HSLU in social work, education, tourism and hospitality; SFUVET in teacher training, curriculum development and system reform; PHZH in vocational guidance and recognition of prior learning, etc. They have become key cooperation partners in many international cooperation projects.

NGOs & Technical Implementing Partners

These actors implement their own projects and/or mandates in the domain of dual-track VET, specifically apprenticeship, work-based learning, etc. No comprehensive overview of NGO engaged in VET is available, but the experiences of FoBBIZ and the authors of this paper show that, next to the big players such as Caritas, Don Bosco, HEKS, Helvetas Swiss Intercooperation, Solidar and Swisscontact, there are an unknown number of smaller organisations engaged in VET within a broader international network. A non-exhaustive list of such includes Brücke Le Pont,

Bread for All, Co-Operaid, Helvartis, HMK Hilfe für Mensch und Kirche, Joshi Foundation, Plan international, Sahee Foundation, SAM global, SolidarMed, Velafrica, Vivamos Mejor, Water for Water, to name just a few.

Specialized Organizations

Organisations such as Movetia (mobility promotion), SVEB (lifelong learning), Swiss skills (VET promotion) are established system partners with strong international exposure and orientation.

Commercial Education Service Providers

There has been slow and still very minor development at the level of commercial VET training offers. Organisations such as Skillsonics, Global Swiss Learning and Swiss Learning Hub are supporting international partners with Swiss quality curricula and training offers (including online). At the level of international schools, there are a few well established and highly recognised VET providers in Switzerland, mainly in the field of tourism and hospitality, but also in healthcare and other high-level offers.

Consultancies

Many small consultancies offer specialised VET-oriented and generic project-oriented services for development cooperation and are important knowledge-bearers in the market. However, there is no available overview of their activities.

FoBBIZ plays a small and limited role by regularly bringing these stakeholders together for exchanges. Other platforms for positioning, exchange and mutual learning in the international VET and apprenticeship discourse are the IBBZ conferences and the Winterthur Congress. The last IBBZ conference took place in 2017; another one is being considered but has not yet taken place. The Winterthur Congress will not be continued (see Federal Council 2019, SERI 2020b). Thus, at this point, there is no place where strategy and positioning in the international apprenticeship debate can be discussed and defined with stakeholders from business and civil society, comparable to the VET partner conferences (Verbundpartnertagung) or VPET governance structure conferences, such as the tripartite VET conference (TBBK), that happen at domestic level. At the international level, the aforementioned governance structures of the Swiss (federal) actors are in our view not very conducive to such conference formats, as, amongst other things, they do not represent all IBBZ actors. A formal format involving a broader group of actors such as the GOVET Round Table in Germany does not exist in Switzerland.

3.2 The Positioning in the Apprenticeship Debate

Based on the above list of actors, we would like to highlight the understandings and positions of selected actors with respect to the apprenticeship debate (first the federal actors in alphabetical order, followed by other actors).

SECO (department of international labour affairs - DAIN)

DAIN has the lead in representing the Swiss position in ILO's ongoing process of developing an international normative instrument for apprenticeship. Through its formal channels, which collaborate with the ILO, SECO can influence the discourse, together with social partners and other federal agencies (consulted through the IBBZ coordination group, SERI 2020b: 11). A Swiss position on the ILO's efforts is not yet known. SECO (through DAIN) is also involved in the discourse with other international organisations like the OECD.

SECO (economic cooperation and development)

Through its development cooperation activities SECO also shapes bilateral international cooperation projects in several partner countries. According to the position paper published in 2018 on its engagement in VET at the international level, SECO seeks to contribute to system development and explicitly refers to dual approaches. VET projects seek to increase enterprise productivity and

thus competitiveness. The formulated principles of cooperation highlight important, but not sufficient, conditions which could indicate a clear position to the international apprenticeship debate, e.g., the strong commitment of the private sector, dialogue between the public and private sectors including social partners, and other conditions.

SERI

SERI has defined its priorities for positioning and promoting Swiss VET in international cooperation in the aforementioned documents – the ERI strategy and SERI's internal implementation of the same. In these papers, no actual reference is made to the dual apprenticeship debate or to questions of the dual system. However, SERI's understanding of dual-track type VET is expressed in all its publications, including the latest Facts and Figures 2021¹³. In the ERI strategy implementation paper, SERI indicates furthermore that it is active in various international platforms and specialist dialogues, particularly in the EU and OECD context and their specific bodies, and thus contributes to the debate.

SDC

SDC explicitly refers to the Swiss VET system in its education strategy (2017), advocating a labour market orientation, the inclusion of the private sector and the use of the dual principle of learning. Due to its mandate, SDC activities tend to focus on inclusive VET and labour market integration of specific-needs groups. Through the SDC co-financed Donor Committee for Dual VET (see above), SDC is actively involved in the international debate on dual VET in development cooperation and thus also on the topic of apprenticeships and related issues. The basic understanding of dual VET that it has developed makes a significant contribution to conceptual clarity and the ability to communicate at international level. For example, the Donor Committee has supported the positioning of dual approaches in the ILO Apprenticeship Toolkit and maintains professional relations with various relevant platforms, organisations and actors. At partner country level, SDC, together with its implementing partners, engages with all relevant international and national actors in the apprenticeship debates taking place.

SFUVET

SFUVET pursues the strategic goal set by the Federal Council of supporting the federal offices in international cooperation on VET, and thereby contributes to strengthening the systemic understanding of dual-oriented VET in the international context. SFUVET is actively involved in the international apprenticeship debate at the level of research and in project and advisory work. For example, SFUVET contributed to the latest CEDEFOP/OECD report (2021a) and the corresponding platform on the future of apprenticeships. In addition, there is close cooperation with the ILO, such as in the implementation of courses on Quality Apprenticeships, and also with UNESCO-UNEVOC. Furthermore, SFUVET is involved in various system reform projects as a specialist and consulting partner. SFUVET bases its work closely on the principles defined by SERI.

Companies, Associations, Chambers of Commerce, Foundations, NGOs and Education Providers

Some of these actors participate rather indirectly in the international apprenticeship debate or the promotion of dual apprenticeship approaches at project level, by responding to the dynamic demand for Swiss expertise and cooperation, or by using the concepts for their own purposes and members. They are constantly caught between allegiance to the Swiss model and the actual possibilities for sustainable implementation in relation to the objectives and target groups in the partner

¹³ See: <https://www.sbf.admin.ch/sbf/en/home/services/publications/data-base-publications/vocational-and-professional-education-and-training-in-switzerland.html>

countries. We observe that in recent years when actors take inspiration from Swiss experiences/models but adapt them to other national contexts they can be successful, whereas the direct transfer of system elements is not a recipe for success.

Overall, federal IBBZ actors are involved in a wide range of processes and committees at the international level (see Federal Council 2019 and SERI 2020b). These are coordinated via the IBBZ coordination group as needed (currently in the context of the ILO developments). The other actors mentioned above also contribute to the debate, but less systemically and with less or no coordination. How Switzerland learns from and about these international processes and how inputs flow back into the broader landscape of international VET cooperation is currently unclear (see section 3.1).

4 Analysis of Opportunities and Risks from a Swiss Perspective

From a Swiss VET and development perspective, opportunities and risks arise from the contextual developments described and the positioning of the relevant international actors.

4.1 Opportunities

Overall, there is a global interest in and trend towards all forms of work-based learning, particularly dual-track VET and/or apprenticeships. This trend has, as explained, various drivers: the challenges in the transition from school to work; the problem of the relevance and financial viability of training by the public sector, and thus the need for greater involvement of the private sector; and the developments under the rubric "Future of Work", whereby more work-based learning arrangements are considered more adequate and forward-looking. But this trend is, unsurprisingly, difficult to predict. It seems certain though, that it is affecting all nations, such that they are all dealing with similar topics and processes. All partners are called upon to design and constantly develop their systems and services in such a way that they and, above all, the workforce, regardless of gender and age, can deal meaningfully with change. Switzerland and its partner countries in international cooperation are equally challenged here, despite their different starting points, and this creates a great need for mutual learning and action.

The increased interest in apprenticeships is a great opportunity for Switzerland's dual-track model and its actors, both in the VET system and in international cooperation. Important characteristics and strengths of the Swiss dual-track system, such as cooperative governance; the financing model; the nationwide regulation that leaves room for many flexible models in cantons, sectors and occupational fields; the liberal labour market regulation; the innovation strength; the strong anchoring of practical learning; the dynamic development and strong character of higher VET and the permeability between VET and general education programmes; the vocational baccalaureate; the cost-benefit orientation; the strong scientific support; and many other factors are resources that can be brought to bear in international exchange.

For VET system actors, the international interest in dual-track VET and apprenticeships is a confirmation of the relevance of their approach, as is the domestic interest. It is also an opportunity to learn by sharing experiences. Sharing one's own experiences and approaches creates clarity, and by exchanging with third parties in the context of international and multilateral cooperation, valuable lessons for the further development of Swiss VET can be learnt. The interest in mutual learning and exchange is also supported by the fact that more and more Swiss companies are internationalising, and are confronted with the challenges of the labour market and skills shortages in their international locations. These private actors benefit from an international dialogue; they have an interest in commensurable/comparable (above all, qualitatively comparable) training qualifications and competencies at different locations to secure operations, production and maintenance,

and also to be able to deploy personnel flexibly. International exchange and networking are increasingly important given the major and rapidly advancing developments described above. It is therefore somewhat surprising that the demand for cooperation in international VET and the commitment of private sector partners is still rather reserved. The reason for this could be that the discussion is rather exclusive and adequate forums/platforms for cooperation and exchange have not yet been found (private sector actors need to see the immediate benefit of the discourse to engage themselves). Last but not least, the positive reception of dual training is also an opportunity to strengthen the recognition of Swiss VET qualifications internationally.

The increased international interest in the Swiss VET system also represents a great opportunity for Swiss public and private actors to engage at different levels in international cooperation. Such engagements can broadly be divided into two areas: policy dialogue and technical cooperation. System actors, especially SERI, SECO, and SDC, as well as embassies, SFUVET and specialised universities, have a key role to play in sharing their experience at international development-oriented forums or bilateral exchange meetings, and in actively participating and positioning themselves in international and domestic-oriented policy formulation. Similar exchanges are also possible at the level of technical cooperation and can take place at national, regional or global level. There are excellent opportunities for SDC SECO, their project implementers and NGOs to position Swiss expertise and experience. This also opens opportunities for new forms of cooperation and partnerships between development, technical and system actors, to involve the private sector more closely and to test new financing and cooperation models. The dynamic development of private initiatives in VET is, as shown above, driven by companies, foundations, chambers of commerce, and investors. This development confirms the new direction that SECO and SDC have taken, namely, to intensify cooperation with the private sector, which they have till now done very cautiously, and barely at all in the case of VET. Indicating this shift is a series of cooperation agreements and projects between various Swiss actors and international partners.

4.2 Risks

According to our assessment, there are four challenges or risks worth mentioning: an expectation risk, a resource risk, a reputation risk, and a justification risk.

Expectation Risk

Experiences and publications on the subject clearly show that the Swiss model is not easily transferable. However, expectations are still generally high: "Often [there are] grossly unrealistic expectations: especially regarding VET. This becomes a broad-spectrum antibiotic with effects for and against everything" (Jäger, Maurer & Fässler, 2016, 152). To a certain extent, thematic exchange over the years has made expectations more realistic. Still, many partners hope to get quick and easy solutions, and they are often promised such by individual actors. We believe that dual apprenticeship alone cannot solve structural problems of labour markets or training systems. The importance of political, institutional, economic and social preconditions for the successful introduction of dual apprenticeships is often underestimated by both partners and, to a certain extent, development actors.

Resource Risk

On the one hand, the demand for support and expertise can quickly exceed the availability of such, so there is a risk that not enough well-founded and culturally sensitive Swiss expertise can be mobilised for apprenticeships in international cooperation. How many resources can Switzerland and Swiss actors really mobilise and what services are possible? What resources is Switzerland prepared to invest in international business and cooperation and what are the benefits? And even if investment is available and resources can be mobilised, they have to be "translated", i.e., adapted to the local context, so that they can have a sustainable and systemic effect in the partner country. Not all Swiss know-how providers have relevant experience and can do this translation work themselves

from the outset; it is often the task of projects that have this experience and are familiar with the local context.

On the other hand, there may be a resource risk from a development policy perspective: the position of the ILO on the issue of financial incentives for companies to promote apprenticeships could have massive financial consequences for the member states or put pressure on them to financially incentivise companies to take on apprenticeship schemes – resources that would then be lacking elsewhere. At the same time, it would be difficult to ensure that the companies and the VET system are of sufficient quality and there would be the risk that dual apprenticeship systems would be set up incorrectly in the long term.¹⁴ The same applies to the pedagogical aspects and private sector involvement around apprenticeship or dual-track VET.

Reputational Risk

Although most conceptual developments in the apprenticeship debate basically point in a sensible direction, there are still many different approaches and understandings that potentially counteract the high quality that Switzerland associates with apprenticeship (including CEDEFOP 2021a and 2021b). This is for example reflected in the use of terms such as "Quality Apprenticeships" or "Quality and Effectiveness Apprenticeships" by ILO, EU and other international partners to distinguish "good" approaches from the normal ones that are still dominant in many contexts. If such approaches nevertheless claim to be (or be related to) dual or quality apprenticeships (e.g., for the purpose of gaining reputation or marketing) but do not build on a sustainable system structure, this could be counter effective. From a Swiss perspective, this might undermine the reputation of its dual-track VET system based on apprenticeships. Whether indeed there is a reputational risk to Swiss-inspired approaches must be questioned and assessed on a case-by-case basis. We believe that the risk is rather minor, since development cooperation takes inspiration from the Swiss dual system for project design and implementation, but recognises the need to adapt it to local contexts.

Justification Risk

The ILO's efforts to define a (more or less) binding international normative instrument, and the initiatives of other multilateral partners in the field of apprenticeships (e.g., EU, OECD, and others as given above), could lead to Switzerland having to repeatedly explain why it would deviate from the proposed standards and definitions. This might be even more challenging if multilateral partners decide to opt for rather broad approaches that would include very short training formats. In general, there is an international tendency to establish standards in the important areas like duration, places of learning, and the role of the business sector, that do not correspond to the Swiss understanding (broad qualifications and high-level competencies require a certain duration of training; see also cost-benefit calculations). Switzerland is already familiar with such issues, which appear in the OECD apprenticeship discourse. Furthermore, from a development policy perspective, a normative ILO instrument should not be viewed primarily from a risk perspective; it may also act as a lever and orientation for system reforms, and thus a strong legitimisation to support such developments.

¹⁴ See for example the debate on fake apprenticeships in the UK (<https://www.personneltoday.com/hr/fake-apprenticeships-are-turning-training-system-into-a-farce/>) or the CEDFOP/OECD discourse on possible scenarios for apprenticeships (CEDEFOP 2021a: 22ff).

5 Conclusions and Suggestions

Driven by the global megatrends discussed in this paper, spheres of international cooperation are moving closer together. Development cooperation, international cooperation, multilateral platforms, specialised discourses at the international level, etc., are all working on the same or largely comparable issues and challenges. Partner countries have over the years significantly built their own VET capabilities to the point where they are now dealing with challenging system and innovation issues linked to dual apprenticeships. It is critical to see such challenges as a part of overall reform of VET systems in partner countries, which has led them to increasingly draw on system knowledge and specific technical expertise and experience from Switzerland. However, such knowledge cannot be made available by the traditional development actors alone and it is only available to a limited extent among the Swiss VET system actors for reasons of resources and narrowly defined mandates; at the same time, these diverse Swiss actors are less and less active in clearly separate spheres. Their forums, processes and the professional discourse are increasingly coming together. The latest positioning of SERI and its international activities (SERI 2020b) also shows the extent to which the relevant areas of action and interest overlap. Developments in the ILO, the EU, the OECD and other international organisations and platforms are highly relevant for all VET *and* development stakeholders, even if they pursue different goals and represent different claims and interests.

Against this backdrop, we propose the following:

1. *Define Goals and Concepts in the Multilateral Dialogue and Present them in a Coordinated Manner:* When it comes to Switzerland's positioning in the multilateral dialogue, it is essential that the Confederation's VET stakeholders jointly analyse opportunities and risks and pursue consolidated goals, if possible, by using jointly defined concepts and terminology. We believe that it is important to clarify whether Switzerland favours global standardisation aligned with the Swiss dual-track VET model, or more broad-based standards, in view of the great heterogeneity of VET systems worldwide. It should also be borne in mind that some of the multilateral discussions are aimed more at binding international guidelines, while others are aimed more at contributing to technical support for partner countries. With regard to the dual-track VET model in Switzerland, we would recommend clarifying in particular the following two points:
 - # Interface of qualifications and apprenticeship training: how committed should Switzerland be to ensuring that apprenticeships lead to formally recognised VET qualifications?
 - # Subsidising host companies: to what extent should Switzerland work to ensure that companies that participate in apprenticeship training are not directly subsidised for this, as is customary in Switzerland?
2. *Better Clarify and Justify different Forms of Bilateral Cooperation:* The agencies at the federal level should better clarify why they support – or not – certain forms of VET in their bilateral cooperation. It must be recognised that the mandate for international VET cooperation is justified in different ways.

For SERI, it is obvious that in its bilateral cooperation it tends to support reforms that are as strongly oriented as possible towards a narrow definition of the Swiss dual-track VET system. At the same time, SERI could also demonstrate more strongly to partner countries that Switzerland has broad VET expertise that go beyond the topic of dual-track VET, for example with regard to VET funding, an enabling environment for active private sector role, policy dialogue and stakeholder engagement, the use of digital technologies in training and recognition of prior learning (this list could easily be extended, see chapter 4.1). Elements of the broader Swiss VET system can be adapted to partner contexts.

For SDC and SECO, their mandate in VET cooperation is based on development policy objectives. In view of the considerable heterogeneity of education systems in partner countries, it should be acknowledged that they do not only support reforms that are exclusively oriented towards the Swiss dual-track VET model. At the same time, however, such forms of bilateral cooperation should be well justified. It would be helpful to keep two concerns in mind: firstly, the need to link theoretical and practical elements in the training process, and secondly, the need to involve representatives of the world of work in the management and implementation of VET. The following questions seem most relevant to us:

- # Governance of VET and the role of the private sector: Which tasks can be taken over by which actors in VET systems? What expectations can be placed on non-state actors? What are the limits of state control and how can the necessary scope of action be guaranteed for the actors involved?
 - # Financing of VET: Which financial incentives make sense under which circumstances, which have undesirable effects and should not be supported?
 - # Curriculum development: How can skill standards and curricula in VET be designed that reflect the requirements of rapidly changing labour markets and at the same time contribute to the attractiveness of VET?
3. *Integrate Swiss VET System Partners into International Cooperation:* International cooperation with partner countries in the South is developing dynamically; the demand for technical and system expertise in VET projects is increasing and this demand must be addressed in innovative ways. We believe that to make Swiss projects in this area relevant and effective, it is centrally important for the Confederation, together with all partners, to formulate a coordinated and better response to the demand for technical and systems expertise in partner countries, and that partners learn from this engagement (see last point below). For this to happen, coordination is not enough. Organisational (and thus financial) boundaries must be overcome, incentives should be set, competence must be developed, roles must be newly defined, and the Swiss VET system partners must engage and open up for more international cooperation.
 4. *Involve and Actively Engage Non-governmental Actors in the Strategic Orientation of VET in International Cooperation and Move the International Dialogue closer to Swiss VET:* The international discourse on VET, and in particular apprenticeships, is led by federal actors, with only limited input from implementation partners. Federal actors define goals, strategies and means largely on their own. At the same time, the development discourse is largely separated from the international technical discourse of the domestic VET stakeholders.

However, due to the developments outlined above, and in line with Swiss VET, we recommend that:

- a. Goals, strategic orientation and fundamental conceptual questions in the international development debate should be clarified together and, where possible and appropriate, defined jointly, i.e., the international debate should involve all stakeholders in Switzerland, namely the private sector, new private actors (foundations, investors, etc.), social partners, professional partners and NGOs.
- b. The international technical and development-oriented debates should not be conducted in separate spheres of international cooperation actors and Swiss VET system actors. These spheres should be brought together to combine Swiss technical expertise in apprenticeships with the rich international experience in dealing with major changes.

To this end, we highly recommend that the platform of the IBBZ and, in coordination with it, the FoBBIZ should be used more intensively and expand its activities, and the exchange of

expertise should be conducted beyond the federal actors and their IBBZ coordination group. A *round table* could be suitable for this end.

It should also be considered whether *joint objectives* should be defined for international cooperation in VET to create improved policy coherence and mutual understanding, analogous to the joint education policy objectives of the Confederation and the Cantons.

For all of this to happen, the *non-governmental partners themselves need to actively engage, get organised and coordinate better*. Only in this way can these actors become partners to the established public actors in the field of international cooperation in VET. We clearly see a role for FoBBIZ here.

6 Key Literature and Resources

The key literature and resources are grouped along actor categories according to the structuring and aim of this discussion paper. A residual category of relevant resources can be found at the very end.

Swiss Actors

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- CEDEFOP. (2020). Vocational Education and Training in Europe 1995-2035. Scenarios for European vocational education and training in the 21st century.
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European Training Foundation. (2018). Work-based learning - A handbook for policy makers and social partners in ETF partner countries. Authored by Richard Sweet.

ETF platform on work-based learning: <https://www.etf.europa.eu/en/practice-areas/work-based-learning>

OECD

OECD. (2018). Seven Questions about Apprenticeships: Answers from International Experience. OECD Reviews of Vocational Education and Training. OECD Publishing, Paris.

OECD. (2012). OECD Note on “Quality Apprenticeships” for the G20 Task Force on Employment. <http://www.oecd.org/els/emp/OECD%20Apprenticeship%20Note%2026%20Sept.pdf>

OECD platform on work-based learning and apprenticeships: <http://www.oecd.org/education/skills-beyond-school/work-based-learning-and-apprenticeships.htm>

Other relevant policy and learning platforms

WEF. (2019). The future of work requires a return to apprenticeships. Authored by Matthew Lauer. <https://www.weforum.org/agenda/2019/12/apprenticeships-future-work-4ir-training-reskilling/>

GAN Global Apprenticeship Network <https://www.gan-global.org/>

Apprenticeship Toolbox <https://www.apprenticeship-toolbox.eu/>

Donor committee for dual vocational education and training DCdVET <https://www.dcdualvet.org/>, most notably “Dual VET in development cooperation: mutual understanding and principles” (2016).

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Further Sources on the Topic

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