

CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#FormationPro

ORIENTATION, FORMATIONS,
INSERTION : **QUEL AVENIR POUR
L'ENSEIGNEMENT PROFESSIONNEL ?**

Skill formation in international comparison

**Prof. Dr. Marius R. Busemeyer,
University of Konstanz**

19 & 20 mai 2016 – Lycée Diderot (Paris)

Introduction and overview

- Skill formation regimes: an institutionalist perspective
- Variety of skill formation regimes in international comparison
- Explaining variety: partisan politics and varieties of capitalism
- Illustrative case studies

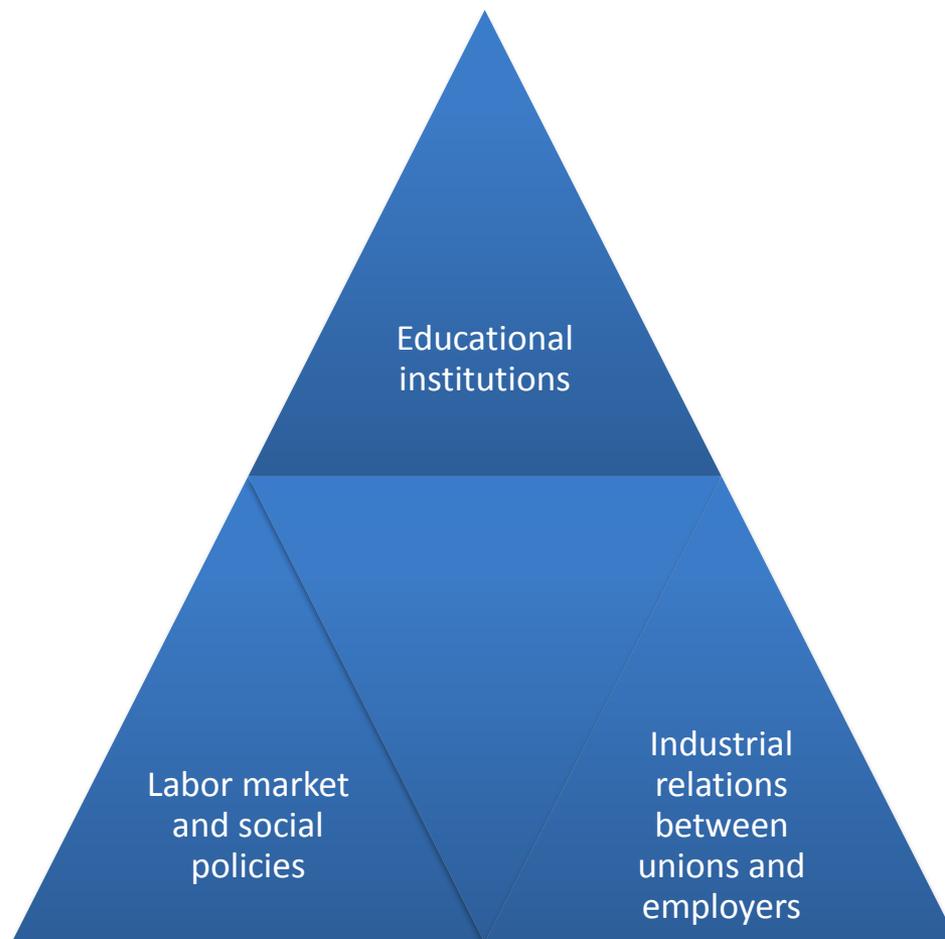


Skill formation regimes: an institutionalist perspective

- Def. of “skill formation regime”: self-reinforcing configuration of institutions at the intersection between labor markets and education and training systems
- Focus on upper and post-secondary education: relationship between general academic education and vocational education and training



Skill formation regimes: an institutionalist perspective





Variety of skill formation regimes in international comparison

Two central dimensions of variation:

- Firm involvement in initial VET: commitment of employers to participate in VET, i.e. to incur significant investments in skill formation
 - Public commitment to VET: commitment of the state to support and promote VET as an alternative to academic (higher education)
- Vocational specificity of education system, public subsidies for VET, public investments in VET

➤ Variety of skill formation regimes

Public commitment to vocational training	High	Statist skill formation system (SW, FR)	Collective skill formation system (GE, ...)
	Low	Liberal skill formation system (US, IR)	Segmentalist skill formation system (JAP)
		<i>Low</i>	<i>High</i>
<i>Involvement of firms in initial vocational training</i>			

Quelle: Busemeyer/Trampusch 2012, Introduction.

➤ Variety of skill formation regimes



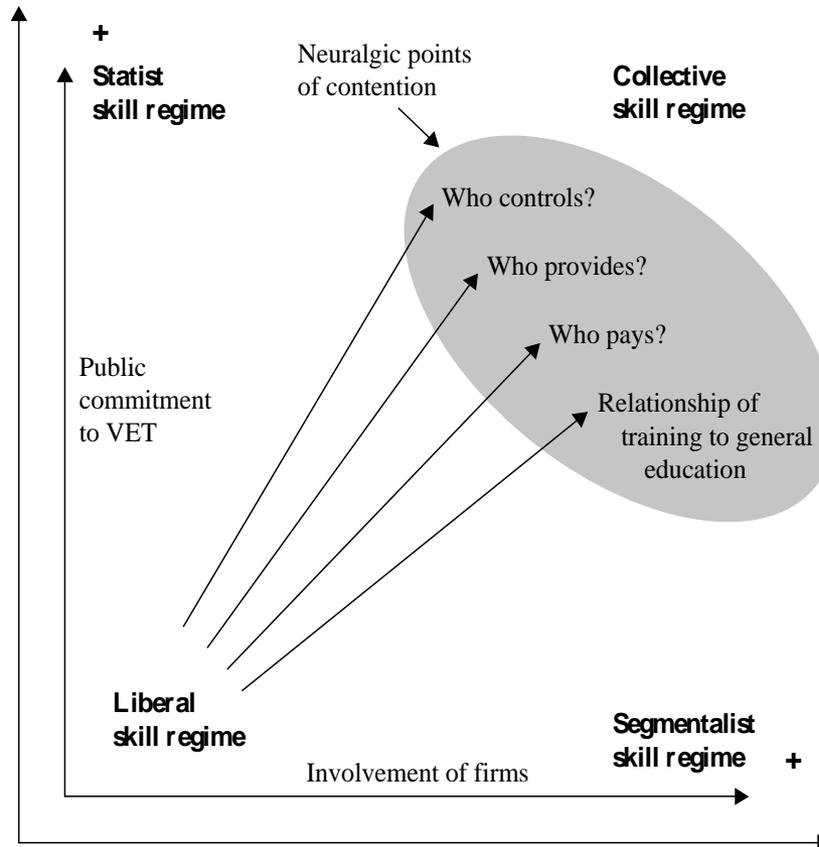
Quelle: Busemeyer/Iversen 2012, Collective Skill Systems, Wage Bargaining, and Labor Market Stratification.



Explaining variety: partisan politics and varieties of capitalism

Logic of influence

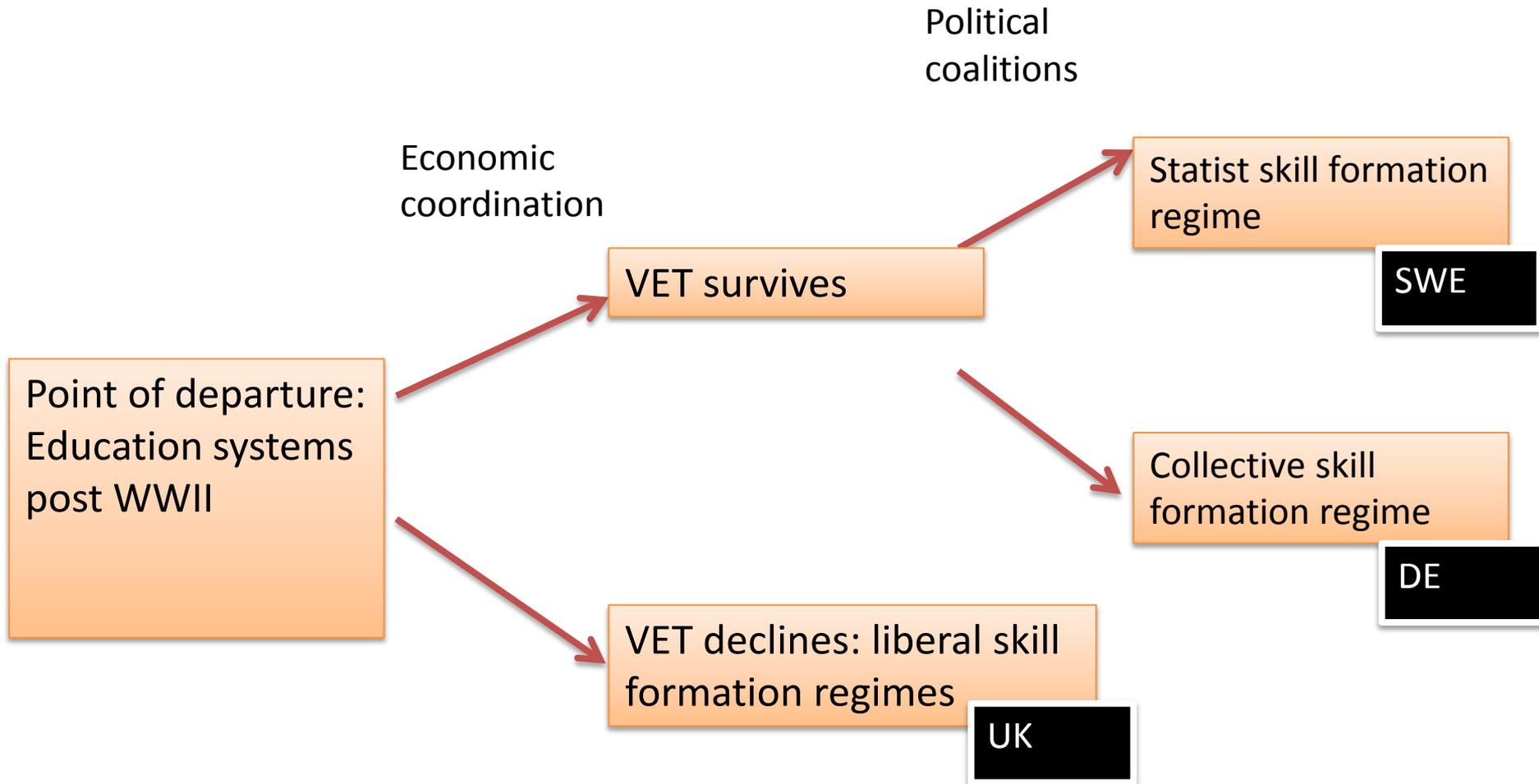
Characteristics of the state, unions, and the relationship between business and government



Quelle: Busemeyer/Trampusch 2012, Introduction.

Logic of membership
Degree of coordination among employers

> Explaining variety



Sweden

Dominant coalitions in the postwar era:

- Labor market arena: cross-class compromise between unions and employers after the Saltsjöbaden agreement
- Political arena: “red-green” coalition between social democrats and centrist Farmers’ Party
- Hegemonial position of social democrats in government
- Related to privileged access of trade unions to policy-making arena

Sweden

- Long-term project: establishing the principle of comprehensive education in all sectors of the education system
 - 1950s: experimental phase
 - 1962: introduction of comprehensive school up to grade 9 (lower secondary education)
 - 1969/1972: comprehensivation of upper secondary education: integration of VET into general secondary school system
 - 1977 comprehensivation of higher education
 - 1980s/1990s: various attempts to increase employer involvement, largely failed
- Institutionalization of statist skill formation regime

Germany

Dominant coalitions in the postwar era:

- Labor market arena: emerging cross-class coalition between employers and unions, but still fragile in the 1950s
 - Collective VET system depends on, but also helps to consolidate cross-class cooperation
- Political arena:
 - Until 1969: dominant position of the Christian democrats
 - But: informal (and between 1966-69 formal) Grand Coalition between social and Christian democrats
 - supports “politics of mediation” and cross-class compromise, but employers’ interests more influential due to dominant Christian democrats

Germany

Important education reforms:

- 1969 Berufsbildungsgesetz:
 - statutory framework for firm-based dual training
 - institutionalization of corporatist governance structure
 - but: principle of employer autonomy is preserved
- 1970s: failure of reform attempts to transform the collective model into a more statist (i.e. Scandinavian) regime type
- Balance of power more in favor of employers and Christian democrats
- Until recently, limited success in transforming segregated secondary school system or improving the permeability between VET and HE
- Institutionalization of skill formation regime with firm-based dual apprenticeship model at its core

➤ England (UK)

Dominant coalitions in the postwar era:

- Changing government majorities between Labour and Conservatives
- In 1950s and 1960s: consensus-oriented policy-making, but then increasing partisan conflict, in particular in the 1970s and 1980s
- Labor market arena:
 - no sustainable cross-class coalition between employers and unions
 - dominance of craft-based unions over industry-based unions
 - government attempts of establishing corporatist framework fail

England (UK)

Important education reforms:

- Gradual introduction of comprehensive secondary education, but with private component
- Attempts to establish corporatist framework for VET:
 - 1964 Industrial Training Act
 - 1973 Employment and Training Act
- but: no long-term cross-class consensus on VET, collective institutions dismantled by Thatcher government in the 1980s
- 1980s: decline of traditional apprenticeship in industry, transformation of VET into labor market social policy program
- Shift in balance of power in VET: dominance of employer interests, unions get crowded out
- 1990s and after: repeated attempts to resuscitate apprenticeship fail

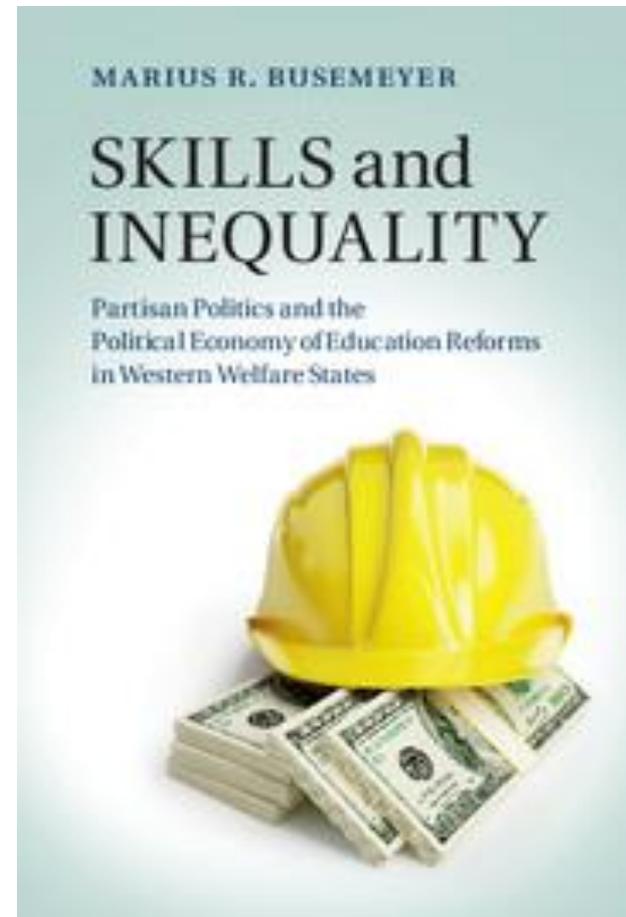
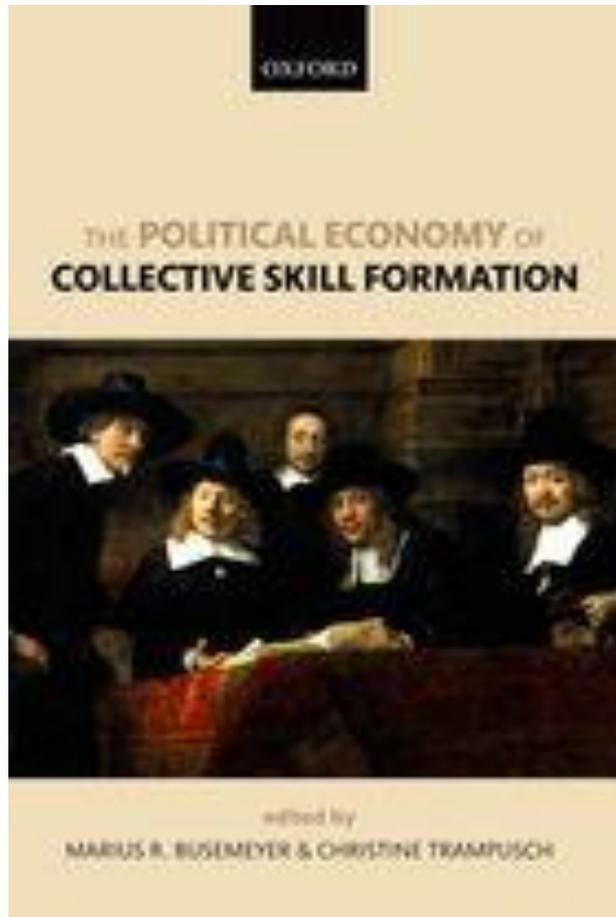
France

- Statist regime with some liberal elements
 - strong focus on general skills component in VET
 - academic (university) education has higher status
 - various attempts to promote employer involvement
- Political conflict more about opening up access to HE rather than promoting VET as an alternative

Conclusions

- Definition of skill formation regime: includes links to industrial relations and labor market policies
- Large cross-national variety in international comparison
- Partisan politics, industrial relations and varieties of capitalism important factors explaining this variety

➤ Thank you!



CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#FormationPro

ORIENTATION, FORMATIONS,
INSERTION : **QUEL AVENIR POUR
L'ENSEIGNEMENT PROFESSIONNEL ?**

Prof. Dr. Marius R. Busemeyer

University of Konstanz

19 & 20 mai 2016 – Lycée Diderot (Paris)