Export of the Dual Model of Vocational Education and Training – Promises and Pitfalls

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Seminari FP Dual a Catalunya: Quin model d'FP Dual necessita Catalunya?

Barcelona, Palau Macaya

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Dual System of VET

- <u>Promises:</u> youth employment, relevant qualifications, competitiveness & welfare

- <u>Pitfalls:</u> the (lacking) culture of common engagement for apprenticeships, "island solutions", inadequate handling, academic drift

- <u>Perspectives:</u> important contribution for education and economy

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Satisfaction with VET

There is a growing literature which aims at suggesting reforms in VET in a variety of countries. The satisfaction with existing VET systems is low and publications like Alison Wolfs' Review of Vocational Education recommends, in addition to other elements, more apprenticeships for England and subsidies for employers who are involved in such programs (Wolf, 2011). Apprenticeships in Europe today usually include school-based elements, which is why the term "dual system" is more popular in German-speaking countries.

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Trends and Wishes Towards More Dual Models of VET

OECD, EU, and other supranational organisations are more in favour of such a model nowadays. ILO is engaged in a lot of countries and is recommending fostering and furthering dual modes of vocational training in different parts of the world (Axmann & Hofmann 2013). Moreover, the European Training Foundation is engaged in Eastern Europe, in the Mediterranean region, in the Middle East, and in Africa in order to stabilize or to strengthen dual systems. All supranational organisations have enlarged their portfolio of support for other countries and offer more apprenticeship-like schemes nowadays (see ETF 2013, European Commission 2013).

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Modern Vocational Education and Training

- Overcoming the tradition of guilds in 19th century

- Vocational Education at the beginning of the 20th century: shaped

  by laws & schools:

  – Rise of schools: critique of schooling leads to stronger orientation towards the world of work

  – Legislation of VET due to competition between small shops and industry and in order to protect apprentices

  – Examinations as part of VET in order to raise the quality

- Heinrich Zschokke: from "hand-work" to "head work": "combined"

  systems of learning in arts and crafts, industry and services

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Normalisation of Dual VET in the 20th century

Daily based mandatory schooling for all apprentices as a supplement to work-based training (8 to 9 hours, 3 or 4 year VET programs)

International observers (1910 ff): „fascinating model which is able to produce "capable workmen" and "good citizens" ("Model Kerschensteiner")

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Legitimisation and Further Development of a Dual Model

First national legislation on VET 1930 (1933)

Overhauling cantonal specific and sector-specific laws in Switzerland

Mandatory Schooling, Written apprenticeship contract
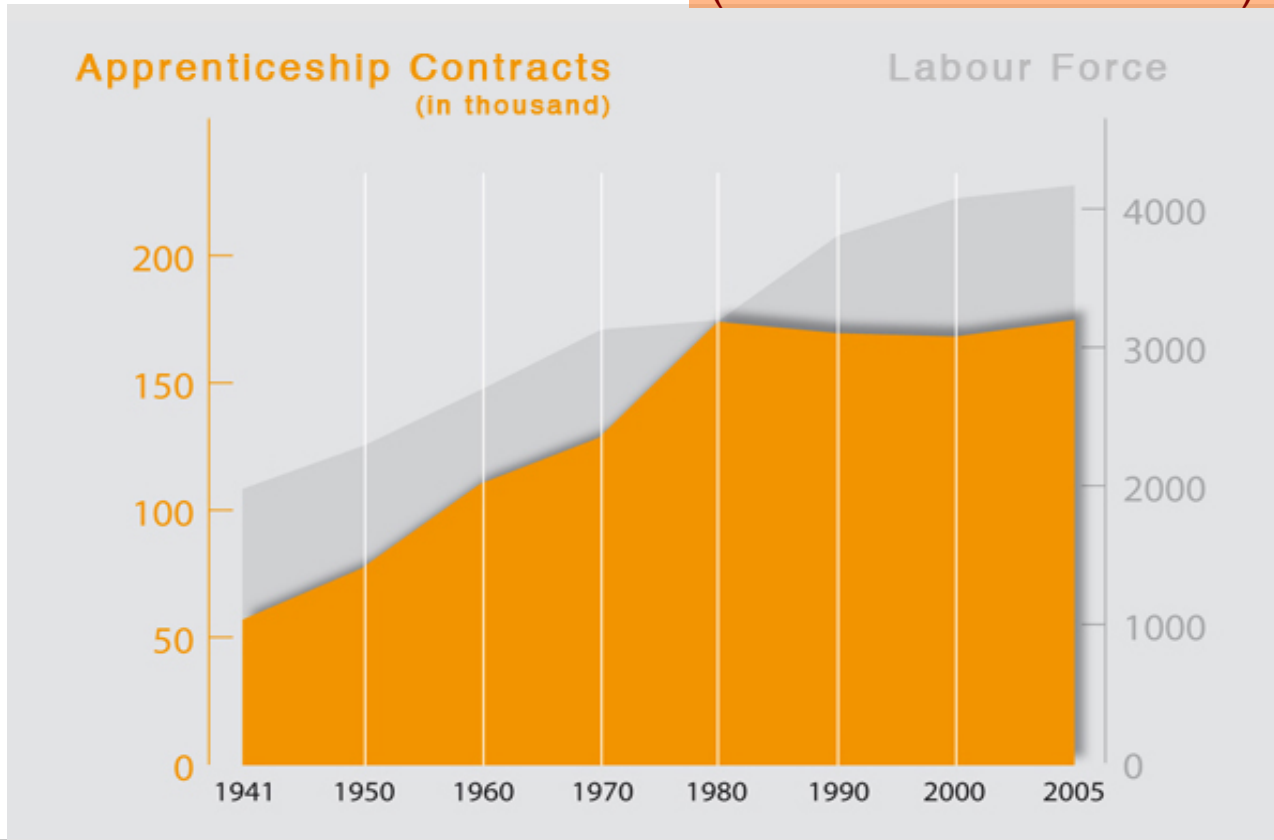
Examinations for basic and further vocational education

Balance of power between cantons, state and associations

Till 1960: 162 reglementations for 238 occupations

Furthermore sophisticated legislation acts: *1963, 1978, 2002*

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Development of Apprenticeship Contracts
(from 50 '000 to 160 '000)

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"The Dual System"(of Apprenticeship)

Term was coined in recommondations by a German advisory board in the year 1964. The regulation of trade and the establishment of continuation schools was determined as "dual system for the education and training of apprentices" (Deutscher Ausschuss für das Erziehungs- und Bildungswesen 1964, p. 68).

Today mostly occupational learning, besides workplace learning and attendance in schools includes a third place which is part of this arrangement: some kind of initial skill training outside production and schools: answer to flexibility needs

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"Sonderweg" (Unique Path) of Germanophone VET Systems

- Start: arts & crafts, trade tradition in 19th century

- Economic policy for trade

- Answer to the so-called "Social Question"

- Today: low rates of academic education - still an important part of youth remains in VET and continues in vocationally based further education

- Smooth transition into work, even for higher education (universities of applied sciences, dual academic pathways)

- Still high, but diminishing inclusion rates for strong and also for weak learners

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Criterion 1: (Recruitment Culture) Firms

Dual systems need firms, who are willing to train; without firms there is no dual system

DSCs (Dual System Countries like Germany, Switzerland, Austria) have established over a long period such a firm culture. Where incentives or opportunities are not given, it is difficult to convince entrepreneurs to start with such projects.

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Criterion 2: (Connected) Schools

Dual systems need schools; without schools there is no dual system

Schools in the dual system have to be connected through curricula, well-equipped with resources, skilled teachers, specified classes

DSCs (Dual System Countries like Germany, Switzerland, Austria) schools, are focused on specific subjects and are responding to the needs of the surrounding entreprises. This means adaption of the curricula, the need to train teachers with specific skills and attitudes quality and generally to equip a school with machines, resources.

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Criterion 3: (Legislation) Formalized Rules

Dual systems need a specific formalization; without forms it is an informal kind of learning, an apprenticeship with minimal public impact

Dual system is based on a legislation, which regulates the mandatory schooling, the conditions of the apprenticeship contract, the rights and duties of employers and apprentices

Dual system outcomes lead to a certification and the rights and possibility to get a job and to move from one to another firm.

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Criterion 4: (Experience & Science) Formalized Knowledge

Dual systems are also oriented towards formalized knowledge, mostly on scientific knowledge, based on or beyond experience. This is more important for technical subjects. Nevertheless, also a good basic education is important.

Vocational knowledge and skills are not isolated but embedded in a knowledge framework. Dual models have to be situated in a education system, taking into account local knowledge; building up on the basis of a primary education.

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Criterion 5: (Governance) Cooperation of Actors

Dual systems need a specific governance; otherwise it is a fragmented enterprise for a few, an "island" solution

Business and firms associations and the public have to find agreements on contents of teaching, certification, quality control, apprenticeship contracts. Interests of civic education, domestic culture, industry and market needs often clash, and have to be balanced out.

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Criterion 6: (Employability) Occupational Practice

Dual systems refert to a variety of occupational fields and practices

Firms, schools and asociations have to define the tasks and practical work by clear cut models of occupational work

DSCs have to involve the relevant partners for defining these components

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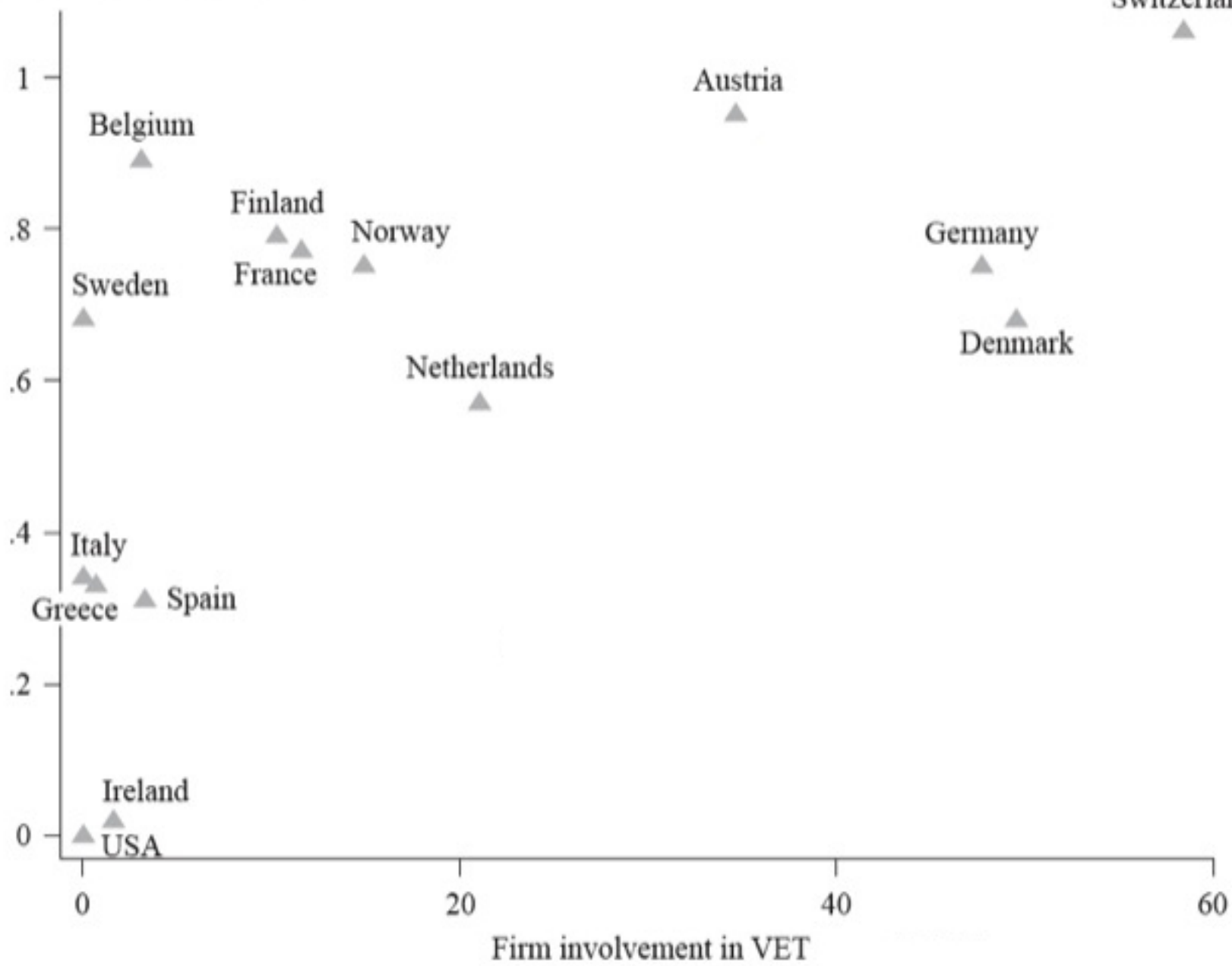Philipp Gonon

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Criterion 7: (Meritocracy) Dual Model as a Career Path

Dual systems ease the access to the world of work. Additionally they allow further education and career chances

Dual Systems have therefore maintained or even gained some prestige. Otherwise it is a second best solution or a last chance option

Important are incentives which allow youngsters to earn a lifelihood and to proceed a career in industry or in the education system

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Public Investment in VET (y-axis) vs. Firm involvement in VET (x-axis). Countries plotted: Switzerland, Austria, Belgium, Finland, Norway, France, Germany, Sweden, Denmark, Netherlands, Italy, Greece, Spain, Ireland, USA.

Conclusion

Reassessing our 7 criterions (firm & school, formalization of regulation & knowledge, shared governance, occupational orientation and career-opener) we can clarify, that the development of a dual model is feasible; if the circumstances are optimal. This means: overall acceptance of the local actors, enough resources and the will of the players to establish such a system.

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Culture of dual VET

It's the culture – it's stupid!

4 c's

(1) Common ground

(2) Consensus orientation in solving conflicts

(3) Comprehensive model for weak and strong learners

(4) Coherent and robust institutions

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