

**A model, not a blueprint:
Transferring the dual system**

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Agenda

1 Introduction

2 Idea

3 Examples

4 Conclusions

Introduction

- **Dual system: highly praised but seldom copied**
- **Instrumental character**
- **Context of social subsystems**
- **Transfer: selection and adaptation process**

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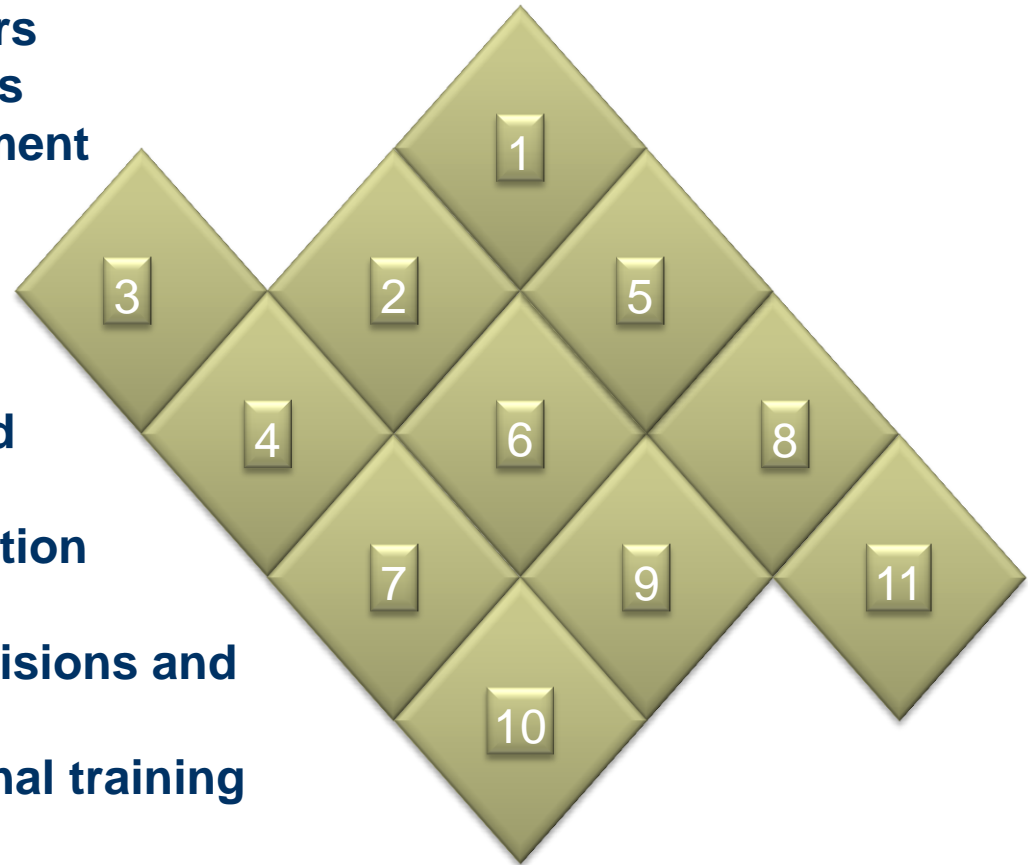
Examples

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Conclusions

Idea: Essential elements of a dual VET system

1. **Broad objective: general goals**
2. **Main objective: skilled workers**
3. **Alternating learning situations**
4. **Partnership between government and business**
5. **Joint funding**
6. **Complementary programs**
7. **Codifying quality standards**
8. **Qualifications of teachers and training personnel**
9. **Balance between standardization and flexibility**
10. **Creating a solid basis for decisions and design**
11. **Social acceptance of vocational training**



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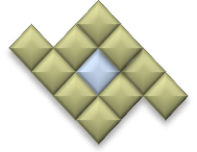
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Example I: Partnership between government and business community

Explanation:

- Close cooperation between government and business
- Benefit: the relevant parties become active participants which promotes social acceptance of vocational education

Approaches to export:

- Models with graduated levels of responsibility are possible
- Participation structures may vary in their division of work and responsibilities

Country example: Regional cooperation in the Netherlands

- National level: Occupational profiles and basic curricula
- Regional level: Independent decision which programs are to be offered in the two pathways (school-based track and the dual track)



Example II: Complementary programs run by schools or business entities

Explanation:

- VET systems are always a mix of apprenticeships and other forms of training
- Dual system is dependent upon the creation of company-based training positions

Approaches to export:

- Dual training can be introduced step by step wherever conditions are appropriate

Country example: Vocational education in Austria

- 80 % of young people opt for a vocational course of training, half of them pursue the dual training pathway and half pursue the school-based pathway
- Integrative vocational training for disadvantaged young people

Example III: Social acceptance of vocational training



Explanation:

- High level of social acceptance in countries with a dual system
- Substantial differences in acceptance across different occupations

Approaches to export:

- Acceptance as a key requirement in the importing country
- Developing companies' willingness to provide training
- Selection of sectors with a high level of acceptance can serve as a starting point
- Risks: „training aristocracy“ or „drop-out-system“

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Conclusions I: Steps towards a transfer

- **Analyzing conditions in the importing country**
(what are the existing VET structures that can be built upon?)
- **Determining strategic objectives**
(e.g. reducing youth unemployment)
- **Engaging relevant stakeholders**
(employer associations, unions)
- **Reaching agreement on cooperation**
(shared responsibilities between government and businesses)
- **Planning implementation/action**

Conclusions II

- **Main goal: Pragmatic solutions, not 1:1-Transfer**
- **Transfer is not a one-way-street: Chance to learn from each other**
- **Keep in mind: VET systems and academic drift**

Thank you very much for your attention!
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