



University of St.Gallen



Engaging with the business sector – transfer of dual(ized) VET in development cooperation

Webinar - 19th September 2023

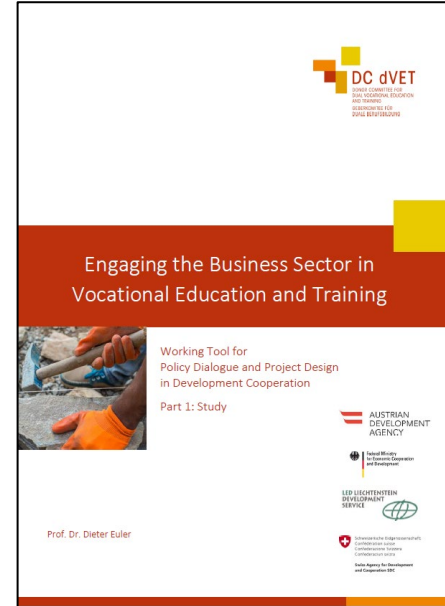
Prof. Dr. Dieter Euler





Overview

1. Context –
„Who generalizes, generally lies!“
2. Reasoning –
Why to engage the business sector?
3. Challenges –
What objections may come up?
4. Areas of engagement –
How can the business sector take action?
5. Roadmap for change –
How to move from promising ideas to sound implementation?

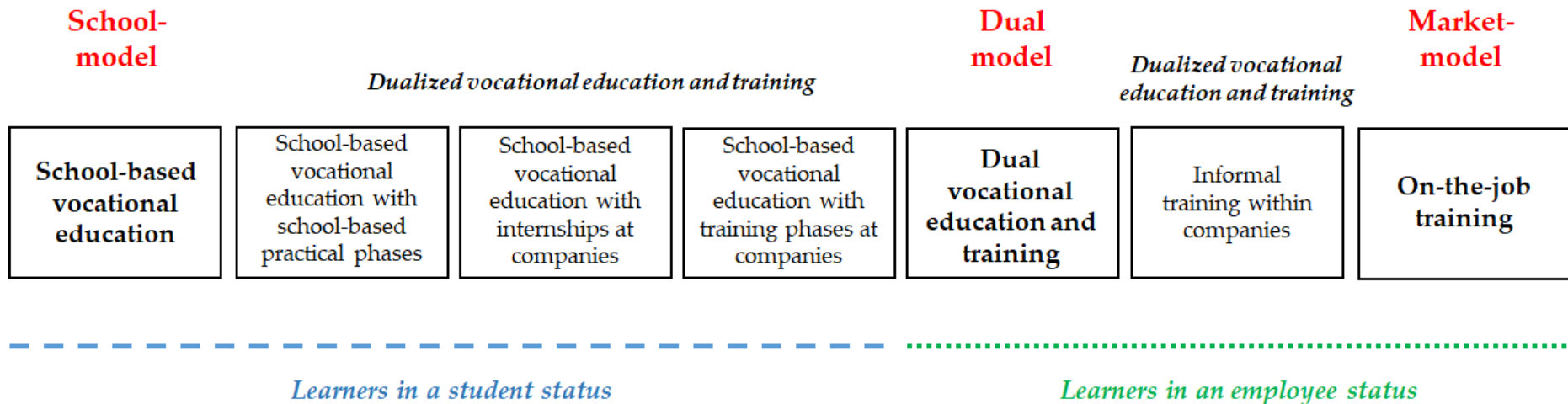


Dieter Euler
Roadmap to High-Quality VET
2023

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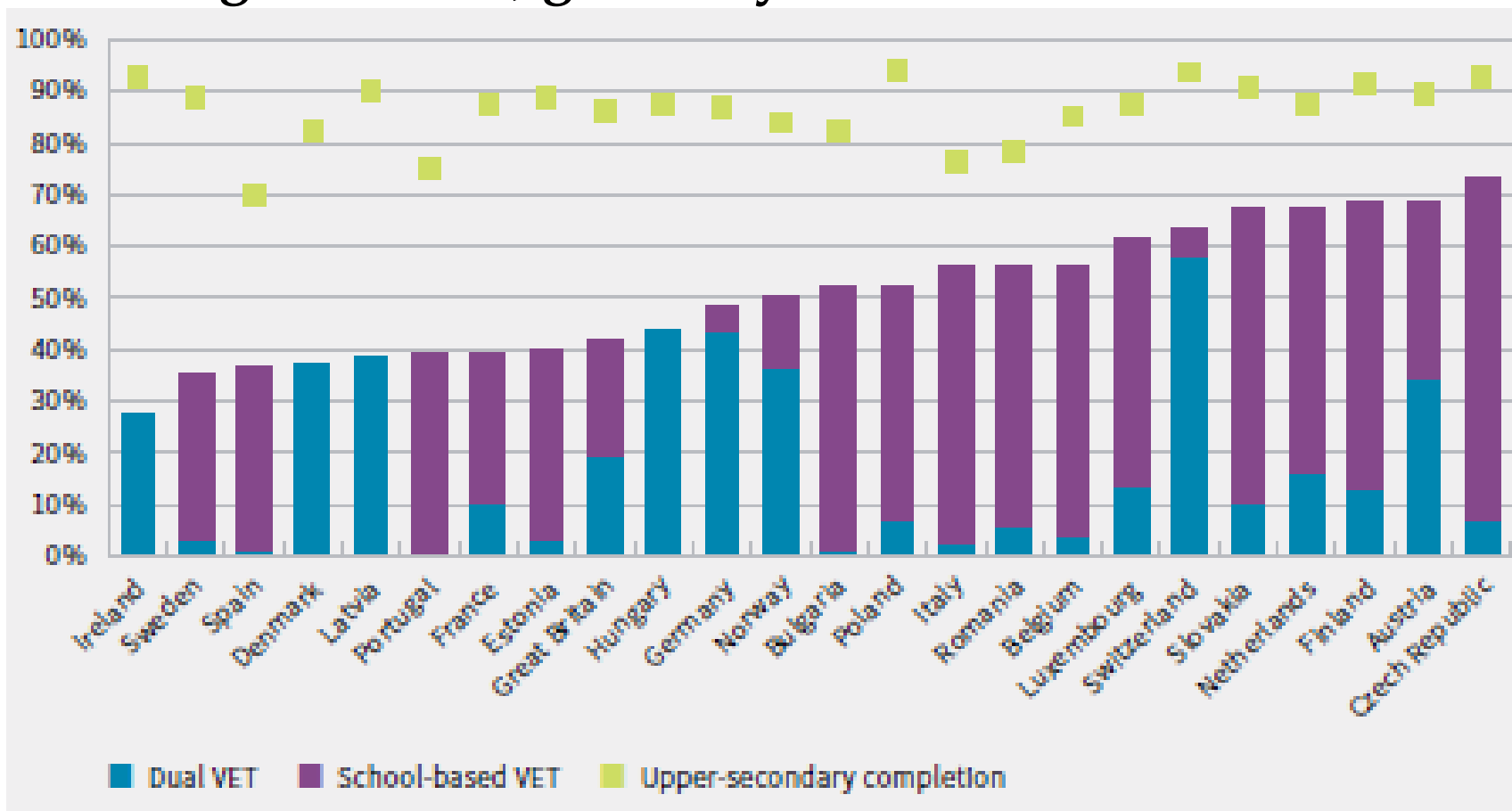
Context – Who generalizes, generally lies ...



Source:
Euler, D. (2023). Roadmap to High-Quality VET, Gütersloh: BMS



Context – Who generalizes, generally lies ...

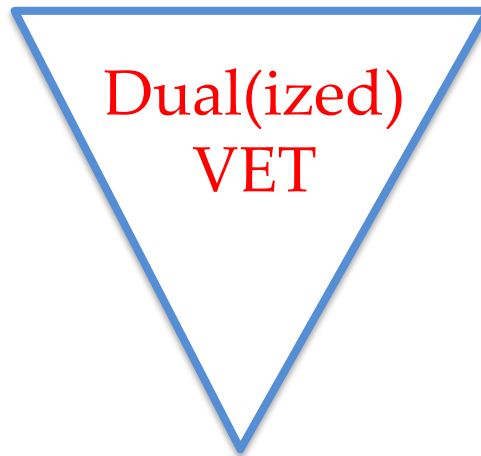




Reasoning – Why to engage the business sector?

Economic reasons

- qualified staff
- increased productivity
- removed investment barriers



Educational reasons

- higher relevance of learning outcomes
- increased attractiveness
- learning → earning

Societal reasons:

- social inclusion / integration
- reduced youth unemployment
- lower state expenditure

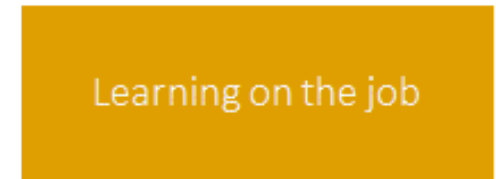
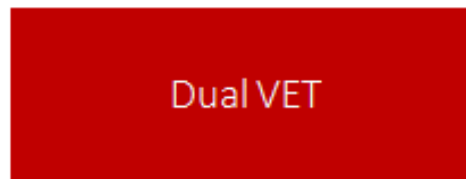
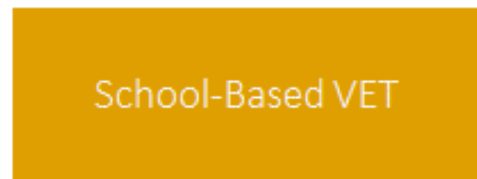


Challenges – What objections may come up?

1. **Demand:** Work-organization in respective sector can do with unskilled or needs academic staff
2. **Tradition:** VET regarded as a state responsibility
3. **Status:** VET with low esteem ...
4. **Benefits:** Return-of-investment uncertain ...
5. **Duration:** VET programs take too long ...



Areas of engagement – How can the business sector take action?



Areas of engagement (1)

Engagement at the training Level

- 1.1 Implement in-company training phases
- 1.2 Participate in testing / certification
- 1.3 Train / certify (teaching and) training staff
- 1.4 Provide equipment / teaching materials

Engagement at the institutional-organisational level

- 1.5 Take part in governance – ambassadors of VET
- 1.6 Take part in curriculum development
- 1.7 Contribute to financing

Areas of engagement (2)

- 2.1 Time off for theory-related training phases
- 2.2 Participate in the development and implementation of training standards
- 2.3 Participate in the development and implementation of tests and certification procedures



Roadmap for change (1) – from ideas to implementation

Framework for identifying focus of change ...

| Proximity to dual VET | 1 | 2 | 3 | 4 |
|--|-----|---|---|------|
| Components of VET system | low | | | high |
| Policy scope: economic, social, individual goals | | | | |
| Objectives: Skills for current / future workplaces | | | | |
| Dual principle: Link between school and company | | | | |
| Partnership culture: Cooperation state – business sector | | | | |
| Professionalization of VET staff | | | | |
| Quality development: Codification & review of standards | | | | |
| Participatory governance: Institutional & legal framework | | | | |
| Financing: Balancing costs and benefits | | | | |
| Flexible VET structures: Dealing with change & diversity | | | | |
| Evidence-based design: Solid foundation for VET policy | | | | |
| Attractiveness: Reputation, appeal and acceptance of VET | | | | |



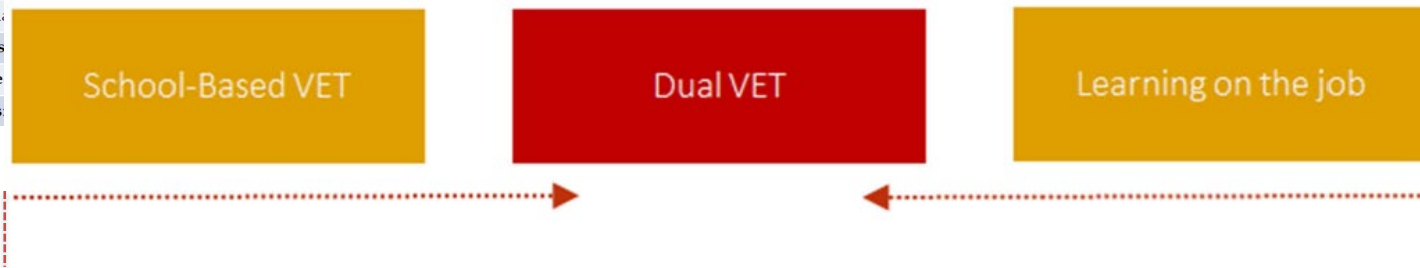
Roadmap for change (2) – from ideas to implementation

Example on how to use the framework ...

| Components of VET system | Proximity to dual VET | 1 low | 2 | 3 | 4 high |
|---|-----------------------|----------|---|---|-----------|
| Policy scope: economic, social, individual goals | | | | | |
| Objectives: Skills for current / future workplaces | | | | | |
| Dual principle: Link between school and company | | | | | |
| Partnership culture: Cooperation state – business sector | | | | | |
| Professionalisation of VET staff | | | | | |
| Quality development: Codification & review of standards | | | | | |
| Participatory governance: Institutional & legal framework | | | | | |
| Financing: Bal. | | | | | |
| Flexible VET s | | | | | |
| Evidence-base | | | | | |
| Attractiveness | | | | | |

Partnership culture:

Cooperation state – business sector



1. Pioneer enterprises
2. Selective implementation in individual sectors
3. Sustainable implementation
4. Institutionalized social partnership

1. Integrated phases of instruction
2. Training planning
3. Time provided for off-the-job learning
4. On- and off-the-job learning phases are part of curriculum and certified



Roadmap for change (3) – from ideas to implementation

How can transfer support the change process?



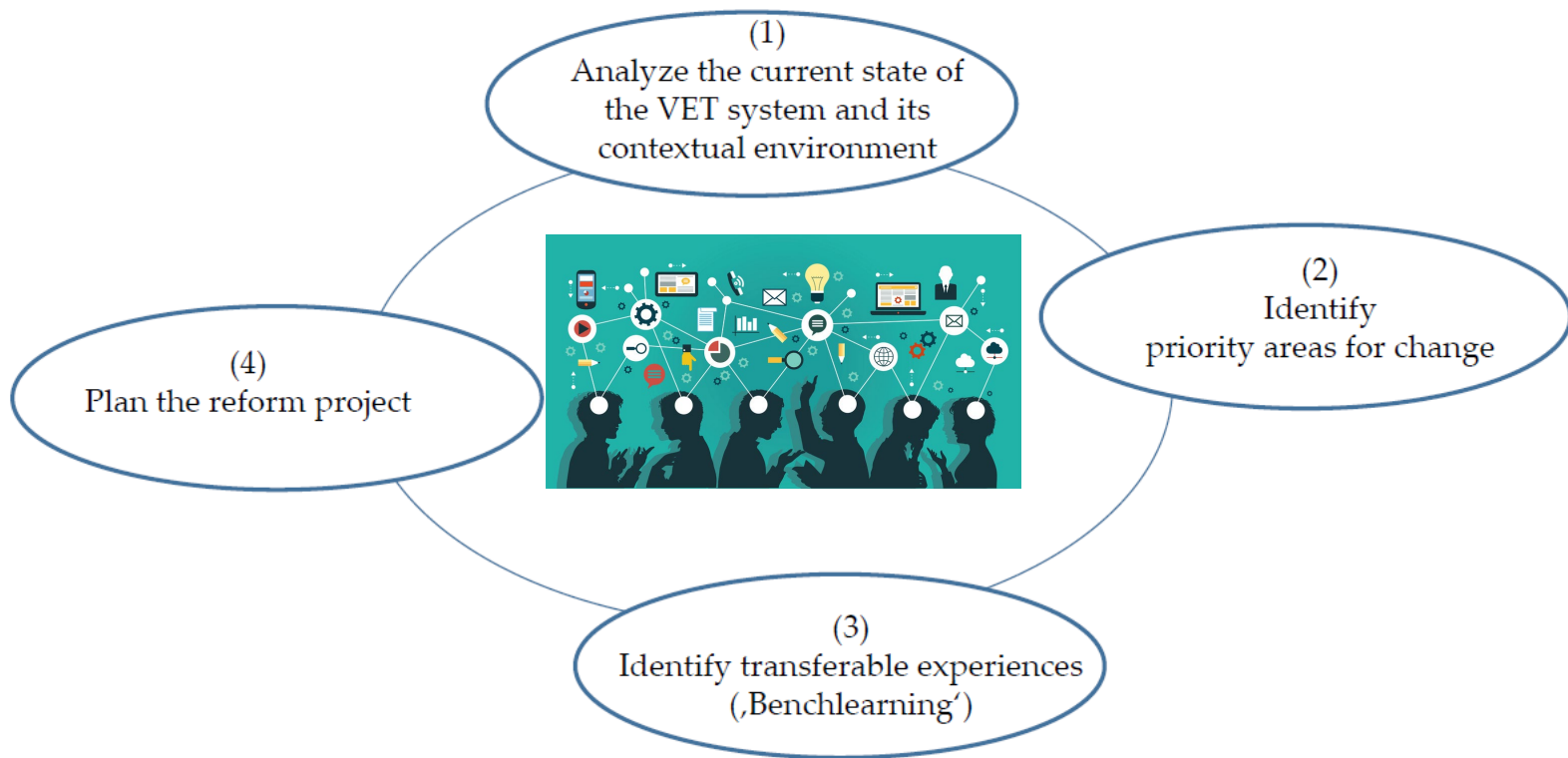
Knowledge Transfer

- Disseminative
- Adaptive
- Transformative



Roadmap for change (4) – from ideas to implementation

How can transfer support the change process?





Source: <https://zukunftdesinkaufens.de/7-denkanstoesse-zur-digitalisierung-1-markt-perspektive/>

New knowledge may provide new perspectives ...



Further reading ...

Euler, Dieter (2018). Engaging the Business Sector:
Working Tool for Policy Dialogue and Project Design
in Development Cooperation – Part 1: Study
Part 2: Questionnaire

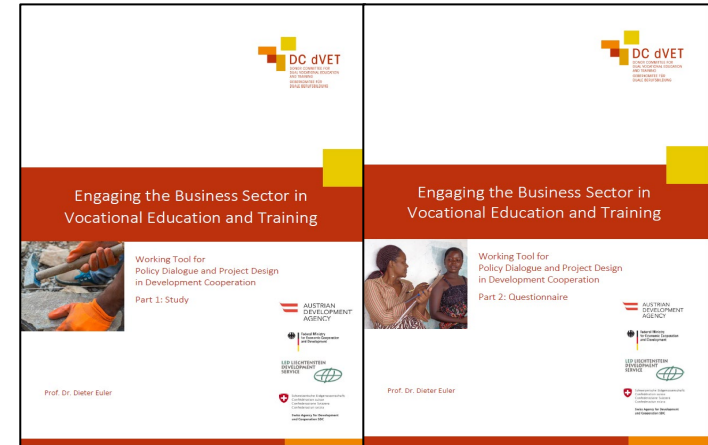
<https://www.dcdualvet.org/en/topics-and-resources/publications-of-the-donor-committee/>

D – E – F – Esp

Euler, Dieter (2023). Roadmap to High-Quality VET
(launched November 22nd 2023)

<https://www.bertelsmann-stiftung.de/en/publications/books-and-studies/verlag-bertelsmann-stiftung>

D – E – F – Esp



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