

Dual VET in Development Cooperation – Key Elements & Principles

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Swiss Agency for Development and Cooperation SDC

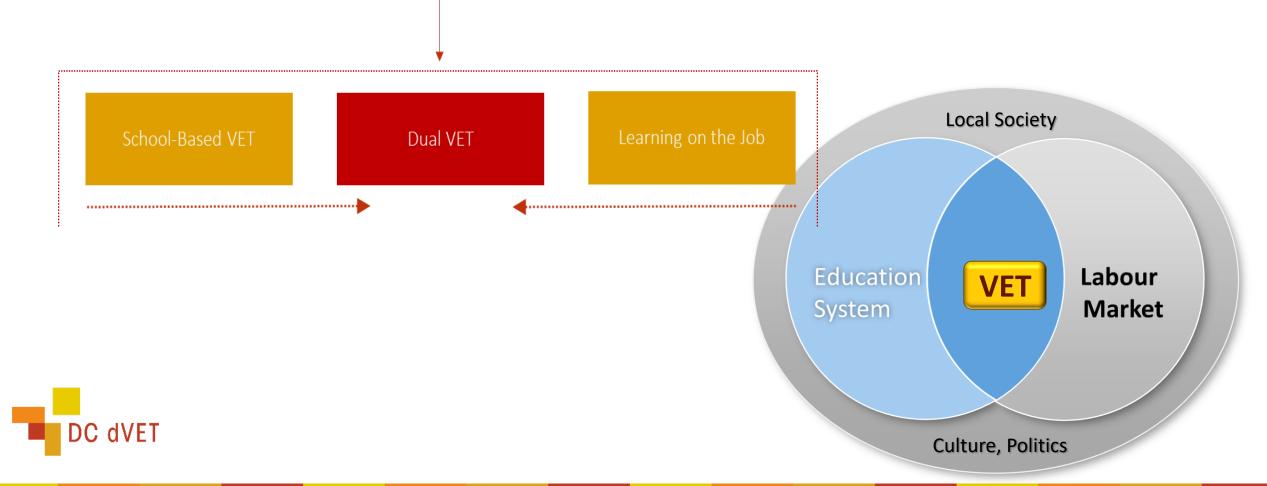
Agenda

- **▶** Background: Types of VET Systems
- Dimensions of Dual VET
- Role of the Business Sector
- Strategic Entry Points for Dual VET Development with the Business Sector



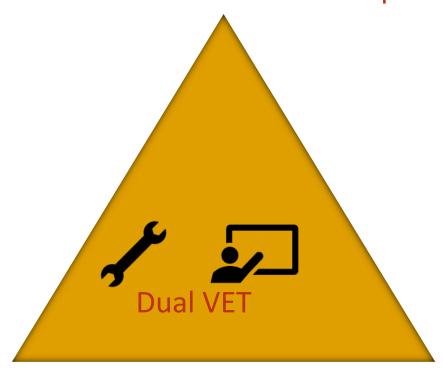
Background: Types of VET Systems

Frame Conditions (social/societal, economic, political/legal)



Dimensions of *Dual* VET

Societal Dimension: The Professional Concept



Organisational-Institutional Dimension:
The Dual VET System

The Pedagogic Dimension: The Dual Concept



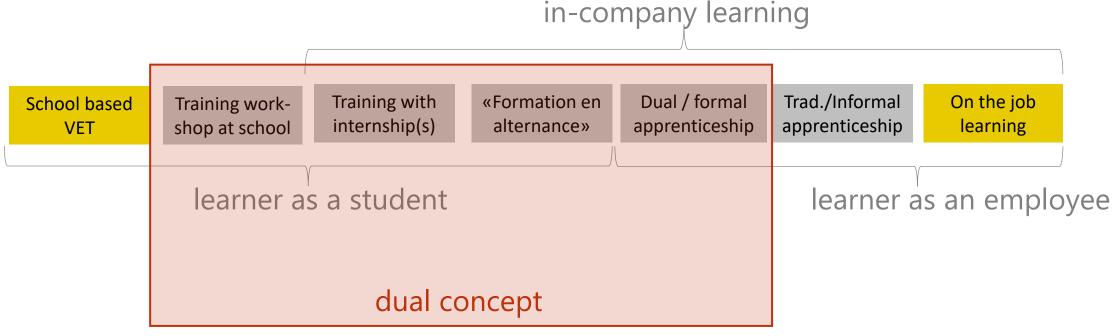
Organisational-Institutional Dimension: The Dual VET System

Components	Characteristics
Ownership	Shared and clearly defined roles and responsibilities
Learning Venues	School / class-room component Business (Branch Training Centres)
Ratio of Learning the Business to Learning in the Classroom	Minimum 50/50
Status of Trainees	(Special) employees with a contract
Duration of Training	1 year minimum / 2 – 4 years



The Pedagogic Dimension: The Dual Concept

The alternation between classroom and practical learning lies at the heart of the dual concept





Dual VET as a System and/or a Process

...or: the relationship between the organizational-institutional and the pedagogic dimension of dual VET

System: System that regulates and supports the training process based on shared responsibilities

Process: Organised training processes that qualify people for the labour market according to the dual concept



Roles of the Business Sector in VET

Roles are interrelated

■ Role coherence is important

Decision Maker

Financer Se

Roles of the business sector in VET

Provider of Expertise

Workplace Provider for Training



Analytical Reference Framework

School-Based VET

Dual VET

Learning on the Job

Areas of Engagement (1)

Engagement at Training Level

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- 1.1 Implementation of company-based training phases
- 1.2 Cooperation in examinations and certifications
- 1.3 Qualification of (teaching and) training staff
- 1.4 Provision of equipment/teaching materials

Engagement at Institutional/Organisational Level

- 1.5 Cooperation in governance ambassadors of VET
- 1.6 Cooperation in curriculum development
- 1.7 Participation in financing

Areas of engagement (2)

- 2.1 Periods of leave for "theory-related" VET stages
- 2.2 Cooperation in the development and implementation of training standards
- 2.3 Cooperation in the development and implementation of examinations and certifications



Some strategic entry points for dual VET development

Dualisation of non-formal VET programmes of medium and large-scale enterprises

Pioneering companies as partners for models

Organised business sector as partners for models

Innovative training institutes as initiators

Dualisation of traditional / informal apprenticeships

Dual VET development as part of a regional or national policy

Dual VET





THANK YOU FOR YOUR ATTENTION

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