

# Engaging the Business Sector in Vocational Education and Training (VET)

Working Tool for the Political Dialogue and Project Design  
in Development Cooperation

## Part 2: IMPLEMENTATION TOOL

*Part 1: Study (separate document)*

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Published: November 2017

*The statements in this study are the responsibility of the author and core study group and do not necessarily reflect the opinions of Donor Committee members*




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# Introduction



The engagement of the business sector is supposed to be a key factor for the advancement of vocational education and training (VET) in many countries. Basically, this engagement can happen in many ways. To support donors, project implementers and other stakeholders in engaging the business sector as part of their interventions in development cooperation the Donor Committee for dual Vocational Education and Training (DC dVET) has mandated Prof. Dr. D. Euler to develop a working tool “Engaging the Business Sector in Vocational Education and Training (VET)”. The working tool comprises two elements – a study and an implementation tool;

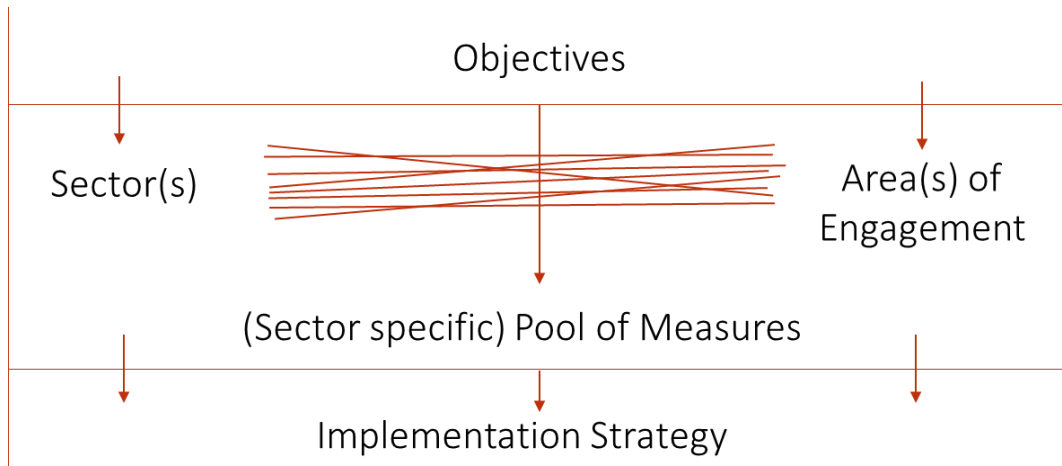
**Study:** The study provides a comprehensive framework to reflect on potential areas for taking action. It is phrased in generic terms and needs to be adapted to specific circumstances of a given country.

**Implementation Tool:** The implementation tool is to support this process of adaptation. It is designed to guide staff members and collaborators in their endeavours to transform the framework into practical implementation. In particular, the implementation tool is to provide a step forward towards the achievement of the following objectives:

- **Reflecting experiences:** First of all, the instrument should support donor representatives and project collaborators in critically reflecting their existing approaches of engaging the business sector in VET activities.
  - ➔ **Aspired result:** List of ideas to approach and engage the business sector which then can be reflected in terms of suitability, feasibility and practicability.
- **Exploring opportunities:** Reflection of this kind may on one hand provide more certainty about one’s thinking and acting. On the other hand, it may unveil gaps and undiscovered opportunities as well as trigger new ideas for extending existing endeavours on a new level.
  - ➔ **Aspired result:** Strengths and weaknesses of existing set of ideas, identification of potential ‘candidates’ to enlarge the current mindset.
- **Sharing practices:** Sharing analysis and ideas with peers and experts based on a comprehensive framework can result in new plans and undertakings for approaching companies or umbrella organizations in the economy.
  - ➔ **Aspired result:** Validated ideas which could be (mentally and practically) tested. List of implementation requirements to conduct such testing.
- **Collecting good practices:** On a more abstract level, the survey instrument may structure individual experiences and good practices in different areas of engagement and provides a systematic reference frame for discussing and appraising them. For example, case studies may serve to clarify which objectives are pursued in approaching companies or umbrella organizations and how these objectives are going to be achieved (e. g. by measures of capacity building, legal interventions, establishment of new structures or institutions).
  - ➔ **Aspired result:** List of good practices, structured along the designed reference frame.
- **Identifying overarching principles for designing interventions:** Based on good practices, shared experiences, consolidated effective interventions etc., on a conceptual level the efforts should result in defining robust principles which could guide practical action in the different areas.
  - ➔ **Aspired result:** List of design principles informing the development of conceptual plans and its adaptation to existing circumstances.

# Structure of the Implementation Tool

For enabling and facilitating reflection and exploration processes, the implementation tool links five major components:



*Diagram: Structure of the survey instrument*

Before exploring detailed areas of engagement, two reference points are to be fixed: One is to remind users of the tool that measures for engaging the business sector are not an end in itself but should be assessed in their potential to achieve defined objectives. Second, the variety of sectors in the economy represent different degrees of probability for winning over major stakeholders for an engagement in VET. Therefore, those sectors in the economy which are supposed to be highly responsive and promise major engagements would have to be identified and prioritized for subsequently planning detailed action strategies.

Once aspired objectives are fixed, and most promising sectors are identified, potential areas of engagement need to be analysed. The implementation tool supports this focal stage by the following steps:

- Brief description of the basic idea connected with the respective area of engagement (with reference to the corresponding chapter(s) in study of the working tool);
- Reflective questions supporting users to explore options, shaping positions and taking decisions.
- Invitation to reflect on the potential an area of engagement can realize for achieving the defined objectives.
- Request to make an appraisal on the suitability of the area of engagement for supporting objectives in selected business sectors.

Once the areas of engagement are worked through and a list of prioritized approaches are identified, the results can be summarized into sector specific pools of measures. For each sector detailed considerations can be taken up, ultimately resulting in an implementation strategy.

# 1 Prioritising Objectives

Engaging the business sector in VET is not an end in itself but is to serve defined and prioritized objectives;

- On a macro-level, the engagement of the business sector may contribute to the achievement of the economic, social and individual objectives a VET system is supposed to promote.
- On a meso-level, contributions of the business sector may increase the relevance, quality and attractiveness of VET programs.

The definition and prioritisation of respective objectives for a specific intervention/project at an early stage of strategic planning is important because it influences the direction and shape of the approach(es) taken. It also provides a reference point for deciding on the priority of potential areas of engagement. The selection and reflection of objectives for the engagement of the business sector must be discussed against the background of the country's existing frame conditions.

## Reflective Questions

The following questions are to guide the reflection and identification of relevant objectives:

Q 1.1	What overarching objective(s) are to be prioritised in your concrete intervention(s)/project by engaging the business sector?	Assessment of Relevance	N/A
A	<b>Economic objectives</b> (e.g. developing human resources on a company, sector or national level; increasing the level of qualification and productivity in a specific sector; strengthening the employability of employees) <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input checked="" type="checkbox"/>
B	<b>Social integration objectives</b> (e.g. reducing youth unemployment; preventing social marginalization; tackling youth violence) <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> (e.g. increasing self-efficacy and motivation to learn; developing skills for shaping own life / earn a living). <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

Q 1.2	What specific objective(s) are to be emphasized in your concrete intervention(s)/project by engaging the business sector?	Assessment of Relevance	N/A
A	<b>Relevance</b> (e.g. qualifications are needed and can be applied in practice). <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Quality</b> (e.g. VET-graduates represent a high-quality qualification profile). <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Attractiveness</b> (e.g. VET represents a pathway into a career which makes it attractive for school graduates, their peers and parents). <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

# 2 Identifying Priority Sectors

For more background information see the following chapters of the *Working Tool Study*:

- [Chapter 2 Characteristics and Definition of the Business Sector](#) and
- [Chapter 3 Relevant Frame Conditions](#)

The business sector comprises different branches with different frame conditions and opportunities for setting up new forms of cooperation. From a strategic point of view, this requires a solid sector(s) analysis. In terms of launching a cooperation, umbrella organizations such as business associations, federations, chambers, guilds or employee representatives are of great importance as they may provide a promising access to its member companies.

## Reflective Questions

For identifying high-priority sectors, the following questions may serve as a guiding frame:

Q 2.1: Sector Suitability	
A	Which sectors in the economy demand qualified skilled labour and/or qualified specialist staff?
B	Which sectors are predominated by operating processes that can only be mastered at a high qualification level and cannot be handled by largely unskilled and semi-skilled labour (orientation towards quality leadership rather than cost leadership)?
C	In which sectors do companies have problems recruiting the necessary qualifications locally or regionally?
D	Which sectors boast a pool of economically robust and stable companies which promise continuity in their provision of VET resources?
E	Which sectors are – as a result of international competition, for example – subject to productivity pressure and therefore qualification pressure?
F	In which sectors or companies can gains in productivity be expected due to training of skilled labour?
G	In which sectors can technological and other developments and shifts be expected whose potential might be used by providing skilled workers' training?
H	In which sectors do companies complain about the quality of higher education and/or school-based VET graduates?
I	What will the opportunity costs be for the companies if they decide against a dual VET pathway (such as high staff turnover, low work motivation, lower innovative capacity, lower productivity)?
J	In which sectors are there already (rudimentary) infrastructure of training and personnel development?
K	In which sectors can school-based VET institutions for financial and other reasons guarantee modern forms of training only with difficulty due to the high technology and equipment intensity of the work processes?
L	Which sectors or companies have the potential, to a significant degree, to train specific target groups (such as minorities, people from disadvantaged regions, women etc.) and employ them as skilled workers?
M	In which sectors can dual forms of training be implemented in foreign companies which, by covering the need for skilled labour in the respective companies, also have an impact on the domestic economy and accordingly boast a development policy dimension?
N	Which public or state-controlled companies are suitable partners in dual VET because they e.g.: <ul style="list-style-type: none"> <li>• act according to economic criteria (such as productivity, efficiency) and offer the potential for transferrable learning experiences?</li> <li>• require qualified skilled labour themselves (e.g. hospitals)?</li> <li>• have decision-making competence in staff recruitment and HR development (including training)?</li> <li>• invest in the qualification of their staff?</li> </ul>

Q 2.2: Umbrella Organizations / Support Structures	
A	Which umbrella organizations already assume responsibility in VET?
B	Which umbrella organizations so far not involved in VET promise some potential and openness to assume responsibility for supporting and advancing VET in their sector?
C	Which umbrella organisations show points of contact to VET issues in their profile and task portfolio?
D	Which umbrella organisations have already articulated statements with regard to changes or improvements in the VET system?
E	Which umbrella organisations can be persuaded to support training-related activities apart from directly carrying out training themselves?
F	How does the balance of advocates and resisters look like in a potential sector?
G	What are the interests of potential resisters? What do they fear to lose?
H	Are there already some good practices in the sector which can be used as show cases?
I	Do labour regulations constitute obstacles for companies in the sector to engage in VET (e.g. dealing with poaching challenge)?

Q 2.3: Informal Sector	
A	To what extent can economic activities be used in the informal economy for developing the VET sector?
B	Do strategies of learning on the job, for instance in the informal economic sectors, lead to a satisfactory qualification for the companies? Or is there reason to believe that an extension of learning-on-the-job in companies towards a dual VET programme leads to a qualification that better meets the need of companies?

### Sector Priority Decisions

Following the reflections based on the questions above, the following sectors seem to be most promising for increasing the engagement of the business sector:

Priority	Sector	References which fit to the sector
1	...	(reference to Q 2.1 – 2.3)
2	...	(reference to Q 2.1 – 2.3)
3	...	(reference to Q 2.1 – 2.3)
...	...	...

# 3 Areas of Engagement

## Engagement of the Business Sector in ...School-Based Training Areas

For more background information see the following chapter of the *Working Tool Study*:

- Chapter 4 *Reference Frame*
- Chapter 5 *Areas of Engagement (1): Engagement of the Business Sector in School-Based Training Areas*

The reference frame outlined in chapter 4 of the *Working Tool Study* aims to structure the connection and specify the possible areas of engagement (AEs) which, in principle, can be considered for an intensified engagement of the business sector.

### 1.1 Implementation of Company-Based VET Phases (AE 1.1)

For more background information see the following chapter of the *Working Tool Study*:

- Chapter 5.1 *Implementation of Company-Based VET Phases (AE 1.1)*

For moving school-based VET systems towards dual VET it is vital that one part of the training is realized in a company-based and work-based learning environment. For that purpose, the business sector needs to be approached to provide adequate training resources. An engagement of the business sector can basically be in different organizational forms.

### Reflective Questions

Q 3.1.1: Implementation of Company-Based VET Phases	
A	What is the current status in your intervention(s) / project as regards to company-based VET Phases?
B	What organizational form should work-based learning phases within companies take? <ul style="list-style-type: none"><li>• Contractual partner in an apprenticeship or dual studies arrangement</li><li>• Internship</li><li>• Company visitation</li><li>• Project within company</li><li>• Company representatives participate in school lessons</li><li>• Others:</li></ul>
C	How can alliances / partnerships between companies result in work-based learning resources? <ul style="list-style-type: none"><li>• Interconnected training phases organized between two or more companies</li><li>• Enterprise-owned VET institute</li></ul>
D	To what degree can the company training activities in the various organizational forms be linked with standardized training regulations?
E	To what degree can the company training activities be documented and are comprehensible for outsiders?
F	To what extent do the work-based learning phases allow for sustainable learning experiences or need to be complemented by reflective activities at school or training centers?
G	What can be done to safeguard an indispensable level of quality of the company training activities?
H	How can companies be persuaded to extend their activities to teaching beyond directly applicable skills which can be used immediately in the company?



## Link Back to the Objectives

Q 3.1.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Priority Decision

Q 3.1.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## 1.2 Cooperation in Examinations and Certifications (AE 1.2)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.2 Cooperation in Examinations and Certifications \(AE 1.2\)](#)

Examinations and certification should enable an as differentiated statement as possible about the graduates' competences. Involving the business sector in designing the examinations could enhance their relevance and significance. A meaningful and conclusive certificate allows the business sector to be appropriately informed during their staff recruitment. It can also contribute to a higher acceptance of VET in the business sector and, following from that, impacts positively on the social acceptance of VET among school graduates and their parents. While practitioners from the business sector usually don't have the pedagogical expertise for designing valid examination tasks, they can assess the practical relevance of such tasks.

## Reflective Questions

Q 3.2.1: Cooperation in examinations and certifications (AE 1.2)	
A	What is the current status in your intervention(s) / project as regards to cooperation in examinations and certifications?
B	Do current examinations provide significant and conclusive information on competences which are relevant for the company? If not: what are common objections, especially from the employers' part?
C	What importance do examination results / certificates have for (a) staff recruitment in companies; (b) labour market chances of VET graduates; (c) eligibility for further education programmes? If importance is low: Why?
D	Who is in charge of the design and marking of exams?
E	What is the credibility of the issuing body of the certificate?
F	Are there commissions taking care of the operation of exams? How are they composed? What interests might different members in the commission bring in?
G	To what extent are practitioners from the business sector involved in the design and / or marking of exams?
H	What changes with regard a stronger involvement of representatives from umbrella organizations / companies in the development and / or marking of exams could make sense?
I	How could practitioners be involved in the quality development of the exam system (e.g. quality check of examination tasks with regard to practical relevance by experienced practitioners)?

## Link back to the objectives

Q 3.2.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Sector Priority Decision

Q 3.1.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

### 1.3 Qualification of (Teaching and) Training Staff (AE 1.3)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.3 Qualification of \(Teaching and\) Training Staff \(AE 1.3\)](#)

Qualification of the teaching and training staff can become a bottleneck factor when striving for a high-quality VET system. Engagement of the business sector in the qualification of VET personnel is not only required with regard to companies' trainers but in the given context also for contributing to the qualification of the school-based teaching staff. With regard to the teaching staff at schools, there is some criticism of the fact that in their preparation there are rarely practical teaching or company-based stages. Accordingly, many teachers at VET schools teach without having any specific experiences about the economic and social structures in the respective occupational field. For example, an engagement may be realized by offering company internships to teachers or by sending companies' experts in relevant domains at VET schools.

#### Reflective Questions

Q 3.3.1: Qualification of (Teaching and) Training Staff (AE 1.3)	
A	What is the current status in your intervention(s) / project as regards to the qualification of (teaching and) training staff?
B	Are there companies in the selected sectors which already run induction programmes for newly arriving employees or other forms of training / qualification measures potentially relevant for VET personnel?
C	Do respective umbrella organizations offer courses, seminars, etc. which may be extended to specific training courses for VET teachers and / or company trainers?
D	Which companies are open for offering internships for VET teachers, possibly within a partnership programme supported by an umbrella organization?
E	Are there experts in the business sector (possibly as part of an expert network organized by an umbrella organization) who take on defined teaching phases at VET schools?
F	What about setting up a "partnership fund" for exchanging VET personnel between different learning venues?
G	Are there regulations to avoid poaching of well-trained VET teachers or trainers?

#### Link Back to the Objectives

Q	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
3.3.2			
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Sector Priority Decision

Q 3.3.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## 1.4 Provision of Equipment and Teaching Materials (AE 1.4)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.4 Provision of Equipment and Teaching Materials \(AE 1.4\)](#)

Particularly in technology-intensive occupations, VET schools often lack state-of-the-art technology for preparing students for workplace requirements in advanced companies. Here the companies can offer assistance to respective schools by providing access to modern technology, practice-relevant materials and working tools or practice-oriented teaching materials.

### Reflective Questions

Q 3.4.1: Provision of Equipment and Teaching Materials (AE 1.4)	
A	What is the current status in your intervention(s) / project as regards to the provision of equipment and teaching material?
B	Does VET in a particular sector / occupation require modern technology which VET schools lack and (at least leading edge) companies could provide?
C	Could access to original work tools, material or documents improve relevance and quality of school-based learning processes in a particular sector / occupation?
D	What kind of cooperation between VET schools and open-minded companies can be organized to improve access to modern technology for schools (e.g. learning projects in selected companies)?
E	Could the development of practice-related teaching material (e.g. project / case assignments) increase the relevance and quality of VET at schools?
F	Which body can assume responsibilities for launching and running such cooperations?

## Link Back to the Objectives

Q 3.3.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Sector Priority Decision

Q 3.3.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## 1.5 Cooperation in Governance – Ambassadors in VET (AE 1.5)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.5 Cooperation in Governance – Ambassadors in VET \(AE 1.5\)](#)

In many countries, the business sector doesn't take an active role in the governance of the VET system. So one of the approaches could aim at implementing the principle to turn those affected by the VET system into those involved and even advocating for it. Participation could be realized on different levels (e.g. participation in school councils on local level, serving in umbrella organizations or national bodies). Although any participation can be valuable, it is most desirable to win those companies and business representatives who enjoy respect and a high degree of trustworthiness. Engaging the business sector in the governance of VET can increase the appreciation and reputation of VET in the economy which in turn can have a positive effect

on school graduates and their parents when deciding on the transition from compulsory school to training and employment.

## Reflective Questions

Q 3.5.1: Cooperation in Governance – Ambassadors in VET (AE 1.5)	
A	What is the current status in your intervention(s) / project as regards to cooperation in governance – ambassadors in VET?
B	Are there companies, individual business representatives, charismatic leaders, etc. who might be responsive to VET concerns?
C	Are there bodies on the local, regional or national level which could benefit from any engagement of representatives of the business sector (e.g. school boards, umbrella organizations, national VET agencies, advisory bodies)?
D	What kind of responsibility could be offered to representatives from the business sector within respective bodies (e.g. participation in the development of legal regulations, analyzing current challenges, designing new concepts)?
E	How can business representatives strengthen the power of representation of VET in politics and the public as a kind of “ambassadors of VET”?
F	Could the introduction of a quality label for publicly distinguishing those companies which provide high-quality apprenticeships or intensive support in other areas of the VET system?

## Link Back to the Objectives

Q 3.5.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Sector Priority Decision

Q 3.5.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## 1.6 Cooperation in Curriculum Development (AE 1.6)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.6 Cooperation in Curriculum Development \(AE 1.6\)](#)

Companies often complain that the learning objectives and contents in school-based VET programmes do not correspond with the requirements of the companies. A way of overcoming this objection is to include representatives from the business sector in the curriculum development process.

### Reflective Questions

Q 3.6.1: Cooperation in Curriculum Development (AE 1.6)	
A	What is the current status in your intervention(s) / project as regards to the cooperation in curriculum development?
B	What procedures in the curriculum development process are to safeguard the relevance of objectives and content for managing practical work processes (e.g. appointment of practitioners in curriculum commission; research informing curriculum developers on business requirements)?
C	Who is to decide on the composition of curriculum commissions and the stages of a curriculum development process? What degree of openness is there to potentially introduce changes in favor of an extended involvement of business representatives?
D	How are umbrella organizations so far involved in the design, validation and implementation of vocational curricula?
E	Which body from the business sector would best be qualified to articulate a view representative for the respective occupation?
F	At what stage in the curriculum development process would an engagement of business representatives be most valuable (e.g. articulation of qualification requirements, appraisal and validation of curriculum drafts, (co-)deciding on final drafts, participation in curriculum evaluations)?
G	What scope of involvement should be assigned to business representatives in curriculum development processes (e.g. consultative role, right to introduce own initiatives or proposals, veto right, voting right)?
H	How can be avoided that there is an overemphasis on present qualification requirements as opposed to future ones?

### Link Back to the Objectives

Q 3.6.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## Sector Priority Decision

Q 3.6.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

## 1.7 Participation in Financing (AE 1.7)

For more background information see the following chapter of the Working Tool Study:

- [Chapter 5.7 Participation in Financing \(AE 1.7\)](#)

Any engagement of the business sector results in an expense. If there is no offset in terms of tangible benefits, companies will most likely be reluctant to realize any engagement. Beyond, many companies fear that their well-trained employees might be either enticed away by other companies or go into self-employment. So any expectations to involve the business sector into any kind of engagement has to address the financial arguments about the conditions under which involvement can be worthwhile despite the costs and risks which arise.

## Reflective Questions

Q 3.7.1: Participation in Financing (AE 1.7)	
A	What is the current status in your intervention(s) / project as regards to business sector participation in financing?
B	What benefits are there in comparison with the costs which arise from an engagement?
C	How to prevent that engagement also benefits those who are not participating? Do have labor law regulations be changed? Is a training levy an appropriate measure?
D	Who is in charge to avoid or at least to reduce the poaching risk?

## Link Back to the Objectives

Q 3.7.2	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	N/A
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>



C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

### Sector Priority Decision

Q 3.7.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

# 4 Areas of Engagement

## Engagement of the Business Sector in ...«Learning-on-the-Job» Areas

### Upgrading Informal Apprenticeship (AE 2.1 – 2.3)

For more background information see the following chapter of the Working Tool Study:

- **Chapter 6 Areas of Engagement (2): Engagement of the Business sector in “Learning-on-the-Job” Areas**

In sectors where VET tends to be informal or carried out as part of learning on the job, the engagement of the business sector is directed towards upgrading existing informal apprenticeships by periods of theory acquisition, the introduction of quality standards as well as state-recognized certification.

### Reflective Questions

Q 4.1: Upgrading Informal Apprenticeship (AE 2.1-2.3)	
A	Which sectors in the economy contain a considerable number of informally trained apprenticeships?
B	With regard to these sectors: Would complementary periods of theory acquisition at VET schools or training centers result in qualification enhancements which, apart from being beneficial for the apprentices, could have a positive effect on the company?
C	Are there VET institutions (schools or non-company facilities) able and willing to provide supplementary courses set up for the corresponding occupations? If not: How can an adequate offering be developed and implemented? What support for the VET institutions in terms of teacher training and provision of teaching material is necessary to meet the specific requirements of the target-groups?
D	Would companies offering informal apprenticeships give approval for the period of leave for their apprentices to attend VET courses? Would they contribute to cover additional costs (e.g for transport or teaching materials)?
E	Are there umbrella organizations to take on ownership for developing, running and strengthening the new system in a sustainable way? Which responsibilities is the umbrella organization to assume?
F	How can the two pillars of the informal apprenticeship system be upgraded by introducing minimum standards for the (a) theory related stages; (b) company training phases; (c) legal and organizational framework of the training (e.g. contractual components)? (The more standards are enacted the closer the informal apprenticeships turn into a formal dual apprenticeship)
G	How can the competences acquired be assessed, validated and certified? Who is going to conduct the assessment? Who is going to issue the certificates?

### Link back to the objectives

Q	Which of the objectives designated as highly important in chapter 1 are addressed with this area of engagement?	Assessment	n/c
4.2			
A	<b>Economic objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Social integration objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

C	<b>Personal development objectives</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Relevance</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
E	<b>Quality</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
F	<b>Attractiveness</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

### Sector Priority Decision

Q 4.3	With regard to the sectors selected in chapter 2, this area of engagement has the following priorities:	Assessment	N/A
A	<b>Sector A:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<b>Sector B:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<b>Sector C:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
D	<b>Sector D:</b> <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

# 5 Preparing Implementation Strategy

For more background information see the following chapter of the Working Tool Study:

- [Chapter 7 From Conception to Implementation](#)

Changes start with visions and challenging ideas – and end up in organization and detailed implementation. For designing a striking implementation strategy, many details need to be considered. So the following questions can just introduce some broad aspects which more or less might be relevant in planning the implementation process.

## Reflective Questions

Q 5.1: Preparing Implementation Strategy	
A	Who is going to promote the change initiative? Who is going to take the key roles of change leadership, change management?
B	Who is going to participate in the definition of change objectives?
C	What resources are available for driving the initiative? What time horizon is planned?
D	In the sector to be approached: Who is open-minded for embarking on change projects for a stronger engagement of the business sector in VET? Who is highly respected in the sector and should be won as an advocate for the change?
E	With regard to the key people in the sector: Where do they stand with regard to the change process? Who needs (more) information? Who shows detailed interest but needs ‘last mile’ persuasion? Who is ready to decide on active participation and support? Who has expressed support but needs more specific assignment of responsibilities in order to unleash existing strengths?
F	Which stakeholders show (fundamental or specific) opposition / resistance against plans to strengthen dual VET by engaging the business sector? What could be underlying motifs or interests? What could be done to counter the resistance?

Q	Which arguments are convincing in organizing support by key people in the sector? Some arguments frequently raised:	Assessment	N/A
5.2			
A	<i>Cost/benefit argument:</i> Over the entire duration of the training the expenses can be compensated by the productive achievements of the apprentices. <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
B	<i>Productivity argument:</i> qualified skilled workers contribute to the increase of productivity, quality and growth. <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>
C	<i>Investment argument:</i> the training of future skilled workers is an investment in the future of the company. It establishes the prerequisite for healthy economic development and competitive advantages; in the medium term, it leads to a return on investment. <i>Elaboration / specification (if required):</i>	High ----- Low □□□□□□	<input type="checkbox"/>

D	<p><i>Screening argument:</i> in the training, future employees can be observed and have their performance capability assessed in concrete terms before, subsequent to the training, those employees who have proven themselves in the training are accepted.</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□
E	<p><i>Relevance / quality argument:</i> with the cooperation in VET, the business sector has the ability to increase the relevance and the quality of the training and, subsequently, is able to recruit employees who are a better match for the economic requirements.</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□
F	<p><i>Employee retention argument:</i> qualified and loyal employees can often not be recruited without further ado or only if the labour market holds out the qualifications needed. The training can contribute to creating a workforce which, from the human resources side, brings stability to the company.</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□
G	<p><i>Reputation argument:</i> the training can contribute to a positive brand for the company or a branch. Visible involvement in the training can help ensure that the enterprise is seen from outside as an organisation which endeavours to guarantee the quality of its staff (and therefore also a high performance level).</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□
H	<p><i>Social responsibility argument:</i> the enterprise/branch reveals itself to be socially responsible on account of its involvement in training and can contribute indirectly to further enhancing its brand.</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□
I	<p><i>Stability argument:</i> with the cooperation in VET, the business sector makes a contribution to increasing social and economic stability in the country. Indirectly this promotes possibilities of establishing and expanding economic activities.</p> <p><i>Elaboration / specification (if required):</i></p>	<p>High ----- Low □□□□□□</p>	□

