

transfer process of the dual VET-System

review „bad practice“ – „best practice“

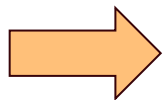
**(nach einer Studie im Auftrag der Bertelsmannstiftung von Prof. Dr. Dieter Euler:
Das duale System in Deutschland – Vorbild für einen Transfer ins Ausland?)**

ACTUAL: greatly interest in the dual VET system in European countries with a high rate of unemployment of youth

Problem: dual VET system is unsuitable as copy
- systems are continually changing (not fixed constructs)

consideration of:

economic, political, educational, social and cultural conditions, and individual interests



wise transfer of **adapted elements of the dual system**

example of the automobile manufacturer

export of a successful German-produced car to England and Portugal

problem:

in England the steering wheel isn't situated on the left side

in Portugal a seat heater isn't needed

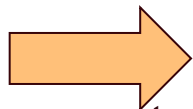
need:

adaption of **elements** of this product to the actual conditions (structures, cultures) of each country

„best practice“

=

transfer process of elements of the dual system



search, analysis and adaption of those elements,
which are best placed to harmonize with own objectives,
structures and cultures

systems in European countries differ in:

- legal regulations
- responsibilities and locations for exams
- tasks and responsibilities of the vocational school
- cost structures
-

methodological basic considerations

transfer: Which elements are well-situated for an integration into existing structures (with adaptations, modifications)?

analysis at following levels:

- determination of strategic objectives
- participation of relevant stakeholder
- analysis of general conditions
(e.g. well-defined priorities; institutional, cultural, curricular, didactical conditions)
- ways of possible international cooperationen

dual vocational training as cooperative partnership

dual vocational training is based on the „**consensus decision-making**“
(model: Social Partnership):

superordinated structure of participation of the state and economy
regarding the organisation, implementation and financing of the dual training

reflection:

- How is the VET-System organised (distribution of tasks / financing)?
- Which alternatives are useful and possible? (e.g. local cooperations)
- How is the audit organised (organisation of examination)?
- Design of a cost-benefit-analysis for companies
- Are additional financial incentives given, e.g. subsidies, grants, joint shares in the costs?

dual vocational training needs social acceptance

conditions for the implementation of the dual vocational training

stakeholder: state bodies, sozial partners, companies, school-leavers

effect: supply ⇔ demand (dual vocational training)

reflection:

- How could be implement the collaboration of stakeholders / or used ?
 - to apply political pressure
- Which marketinginstruments and structures of communication are available?
- Is there any social acceptance already recognisable in the fields of vocational occupation?

dual vocational training is based on quality standards

general standards:

- curricula (and the reproducibility of EQF and national qualification frameworks)
- standards about subjects and procedures of examinations
- articles of apprenticeship: rights and obligations for concerned parties
- requirements of aptitudes for learning places / institutions and trainers
- tasks of responsible institutions for the monitoring of the dual vocational training

...but even flexibility:

for the consideration of heterogeneous requirements (youth, companies)

- dual system contains flexible elements: within the occupational profile (e.g. vocational emphasis, possibility of reduction, collaborative training etc.)

development of vocational competences

classification

acquisition of (wide) vocational
competences

acquisition of (concrete) vocational
competences

e.g. ←-----→
(Germany) (England)

relevance of „wide“ (social, economic and vocational) competences:

- development of a vocational identity: defined in an accepted framework
- vocational training goes beyond the needs of single companies
- development of relevant qualifications and forward-looking competences, which target at flexibility and adaptability in a changing world of work

reflection:

1. Possibilities of transfer are associated with work organizations in companies
 - How are operational procedures mostly organised?
 - Which competences have priority?
 - „wide“ (social, economical, individual) vocational competences
 - or „concrete“ (occupational) competences?
 - How are competences defined in the vocational training (framework)?

2. Inclusion of nationale and European Qualifications Framework
 - What are the defined levels?
 - What are needed competences for higher levels?

3. Partial spectrs for the development of voactional competences:
 - Are there accepted partial qualifications / degrees which are related to training periods?
 - Furthermore is there a guarantee for transitions, interlocking and permeability of educational domains?

design of the „duality“

The **design** determines the quality of the vocational training

-> interlocking of theory / practice, reflexion / action, thought / doing

reflection:

- How are the extents for theory and practice?
- Where do dual combinations of learning take place?
- Which are additional combinations? (conceivable and feasible):
 - enhancement of practice phases,
 - additional instructed internships,
 - occupational phases for orientation.