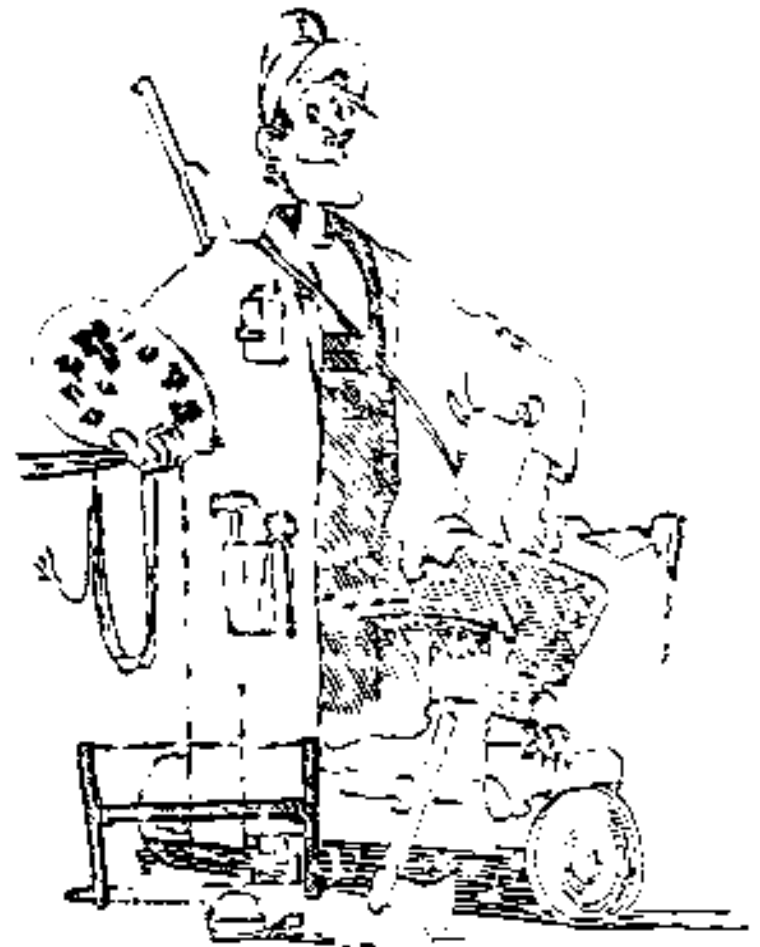


Rudolf Batliner, nadel/ETHZ

Conference:
*Policy Transfer in Vocational
Skills Development Revisited*

Zurich, September 13/14, 2012

Adapting the Dual System of Vocational Skills Development

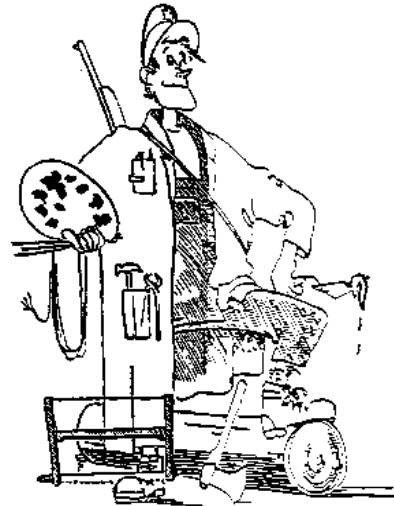


Adapt what?

From outside?

Adapt our successful Swiss Dual Vocational Education System to the conditions of

- Burkina Faso?
- Nepal?
- Honduras?



From within?

Make the Vocational Skills Development systems of

- Burkina Faso
 - Nepal
 - Honduras
- more dual?

Decades of “relative successes” show that transferring our dual system to other countries does not work.

Experience shows that established systems are quite resistant to change.

My Practical Background regarding Apprenticeship, Enterprise-based Training and Development of VT Systems

Technical Apprenticeship for Mechanics, ATEMEC, Nicaragua

Dual Apprenticeship, Bolivia

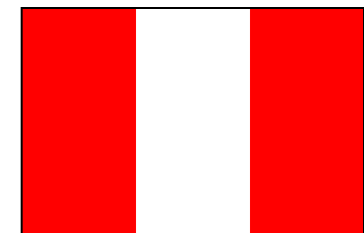
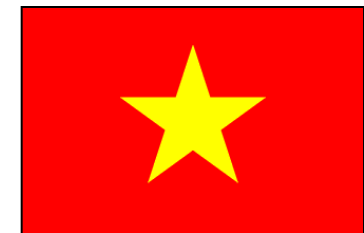
Enterprise-based Training, Philippines

Apprenticeship Training, Burkina Faso

Training for Labor (Caplab), Peru

Strengthening Vocational Training Centers (SVTC), Vietnam

Consolidation of the Technical Education System (CONSEPT), Moldova



Conducive socio-political Conditions of Switzerland

Decentralized educational system

decentralized know-how

Sound manual work is considered as expertise (and paid accordingly)

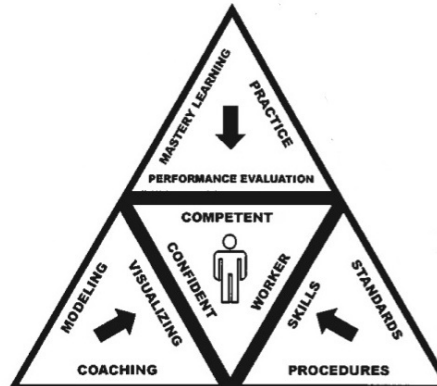
A sense of professional pride

Highly organized, well structured and strongly (self-)regulated economy

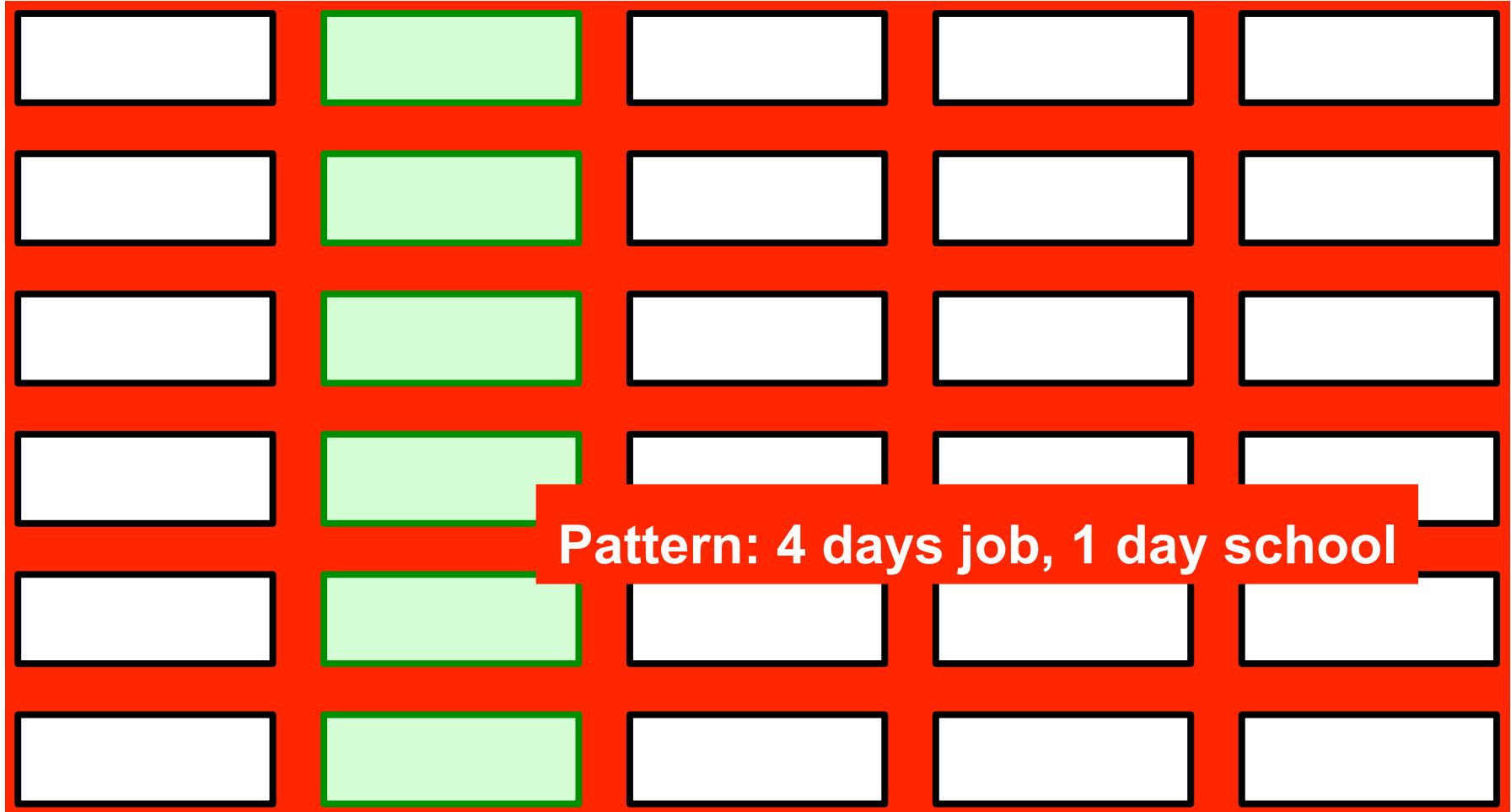
influential chambers & trade associations

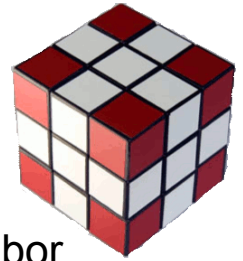
Subsidiarity and Self-help

State entrusts “public duties” to private and civil society organizations



THE Swiss Dual System does not exist





Essential Features of the Swiss Dual VE System

1. Business sector defends its responsibility for the training and grooming of skilled labor acc. to its own (quantitative and qualitative) demands needs.
2. Strong link between PRACTICE and theory
 - Primacy of practice – quality practice.
 - Up-to-date curricula: Lead of business and trade associations in the development of curricula and learning materials
 - Up-to-date technology: Practical training takes place in the enterprises, largely on real tasks and using state of the art equipment.
3. Vocational counseling at secondary schools – young people talk from early on about their future
4. Access to higher education - VET is not a dead end path
5. State supports, regulates and supervises Vocational Education
 - Apprenticeship Contract signed by certified apprenticeship firm, apprentice and cantonal VET office
 - Financial contribution
 - Certificate issued by the Federal Office for Vocational Education
6. Acceptance by users (youth, parents)

General Considerations for Development of Systems

The dual VET system is not a Box of Pandora that has all solutions for all possible situations.

→ Know its virtues, limitations and (alleged) weaknesses.

Established VSD systems have a certain tradition and resistance.

→ Tradition is an effective argument against the new and unknown.

Systems - also VSD systems – have a purpose.

→ Be clear about the purpose of your system and aware of conflicting purposes.

Systems – also VSD systems – have boundaries.

→ Define the boundaries of your intervention and of the “adapted” VSD system.

VSD systems have legitimate “owners” – with interests, intentions and fears.

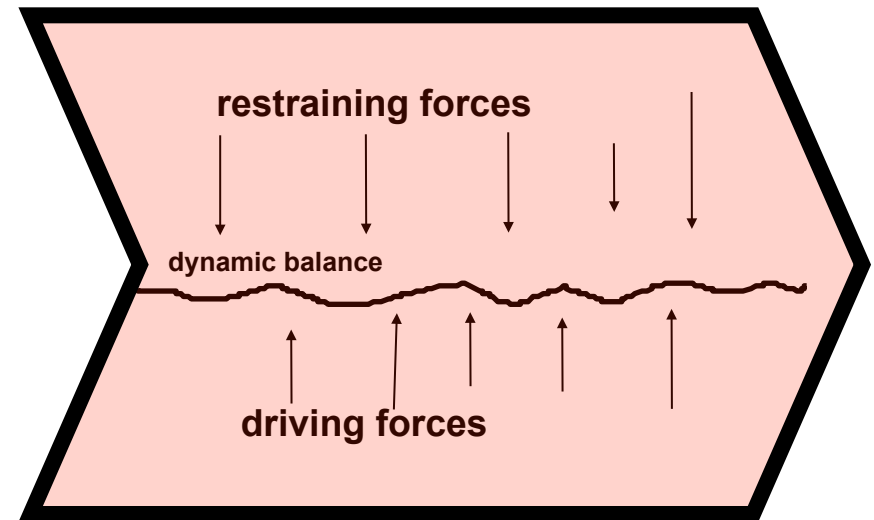
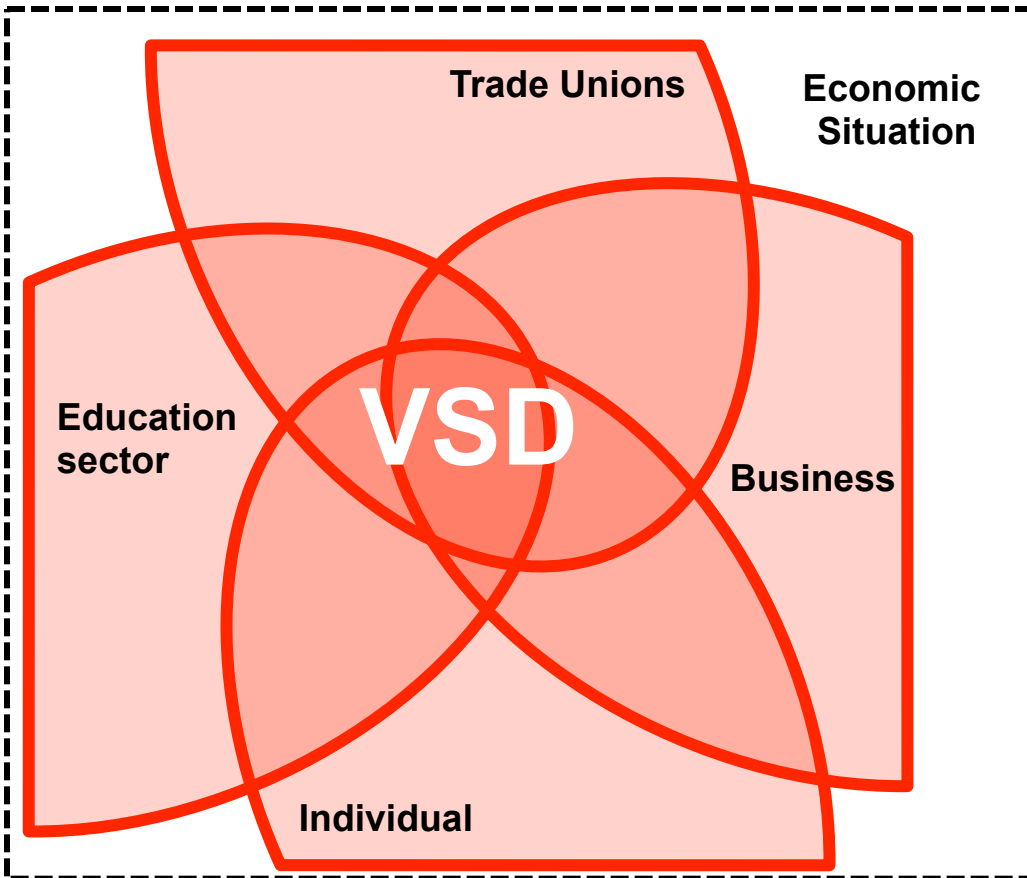
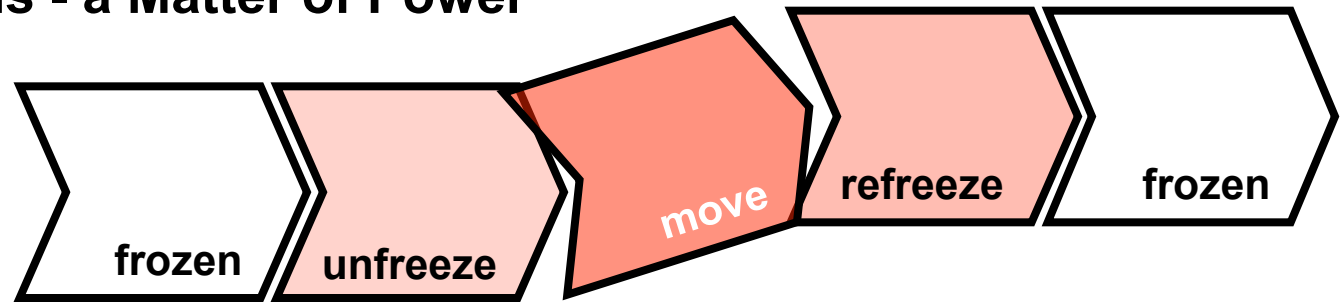
→ Work with the owners – and think twice before you work against them.

VSD systems are sets of “rules” that define input, processes and output mechanisms.

→ Changing rules is changing policies and allocation of resources and thus working at political level.



Changing Systems - a Matter of Power and Negotiation



In VSD, diverse stakeholders with different, often conflicting interests and traditions interact.

- ➔ Work with driving and restraining forces.
- ➔ Introduce trust building measures.
- ➔ Be prepared for long-term commitment.

World of Training

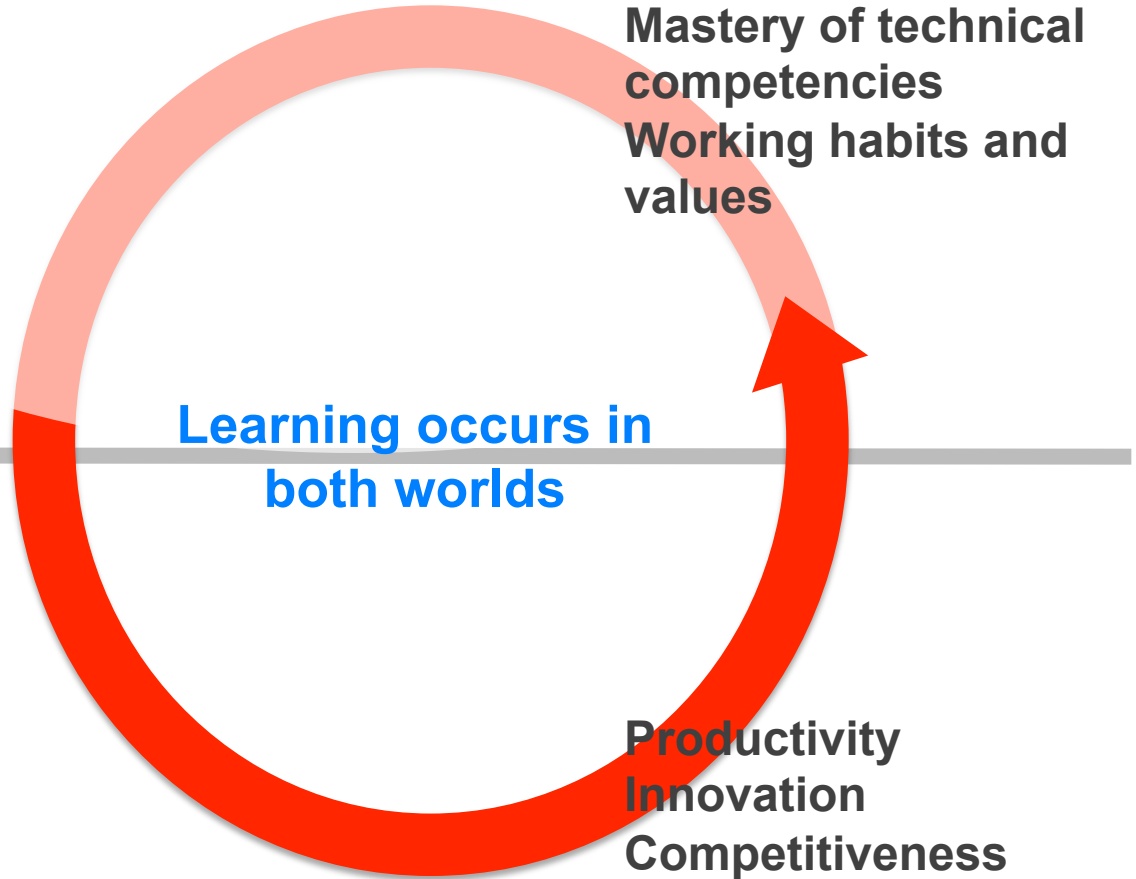
Mastery of technical competencies
Working habits and values

Different Aims and Priorities

Learning occurs in both worlds

World of Work

Productivity
Innovation
Competitiveness



How to get the world of training into the world of work?

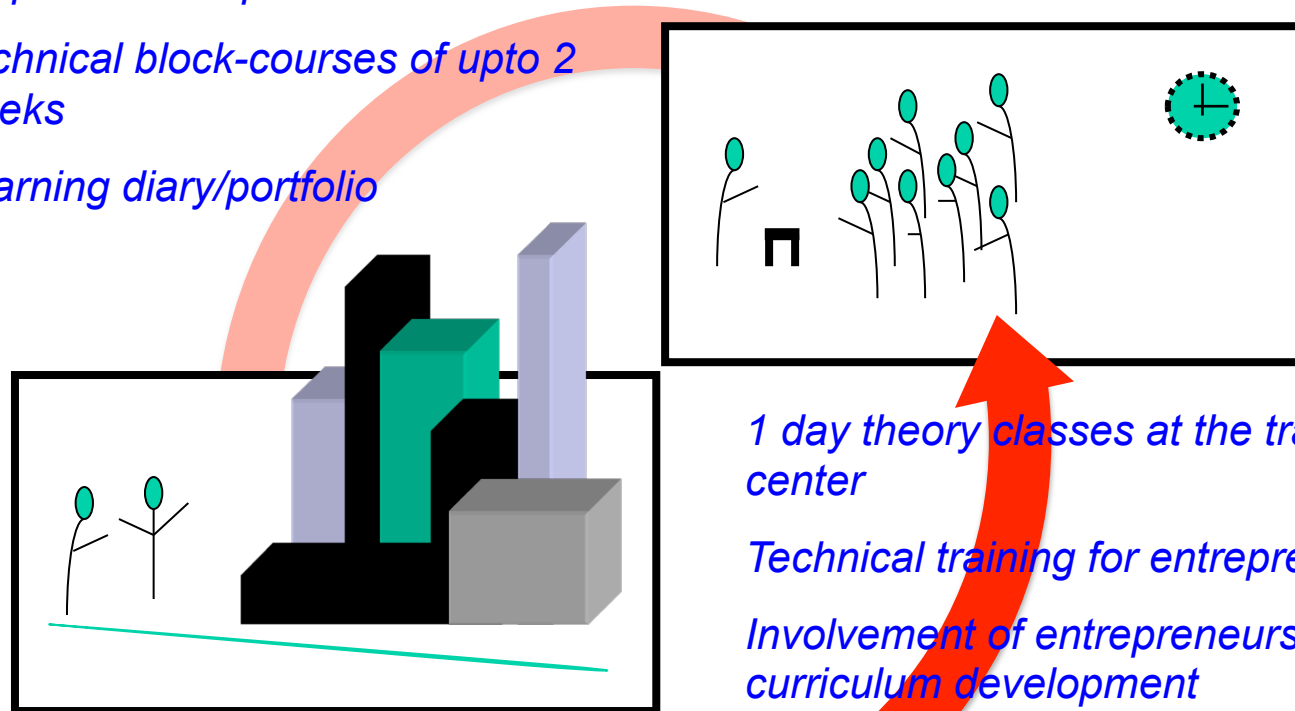
Experience Nicaragua - ATEMEC

Regular visits of instructors at shop-floor level: supervision, technical support to enterprises.

Technical block-courses of upto 2 weeks

Learning diary/portfolio

Bring the world of training to the work



Go to the training center

1 day theory classes at the training center

Technical training for entrepreneurs

Involvement of entrepreneurs in curriculum development

Participation of entrepreneurs in examinations

How to get the world of work into the world of training?

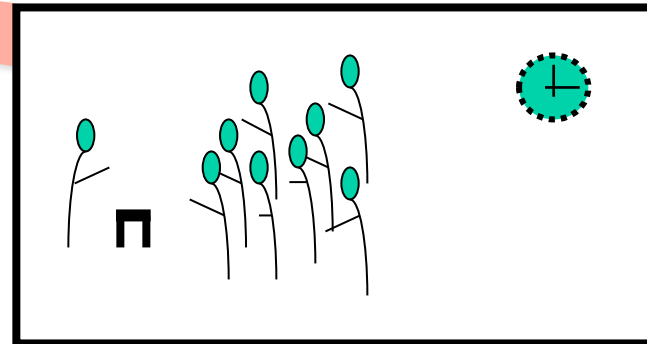
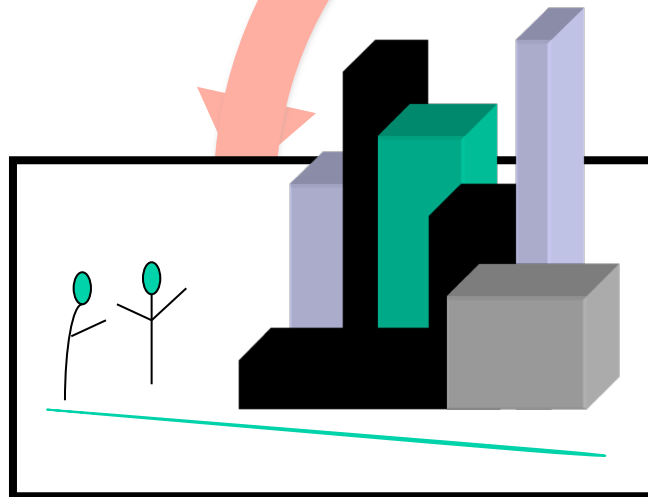
Experience Bolivia – Aprendizaje Dual

4.5 : 1 day = enterprise : center

Regular visits of teachers at shop-floor level: supervision, networking and get to know realities

Involvement of entrepreneurs in curriculum development

Go to the world of work



Bring world of work to the training center

3 or 4 months center-based introductory training

Technical block-courses of upto 2 weeks

Training for instructors of enterprises

Participation of entrepreneurs in examinations

Learning diary/portfolio

**business
private**

**training
public**

Challenges in working together

- ◆ Different organizational cultures and languages
- ◆ Low self-esteem of small entrepreneurs
- ◆ Expert-novice relation (in both directions)
- ◆ Low level of technical competence
- ◆ Different technological level regarding equipment and tools
- ◆ Limited range of services and products
- ◆ Low demand for services and products

Job Descriptions



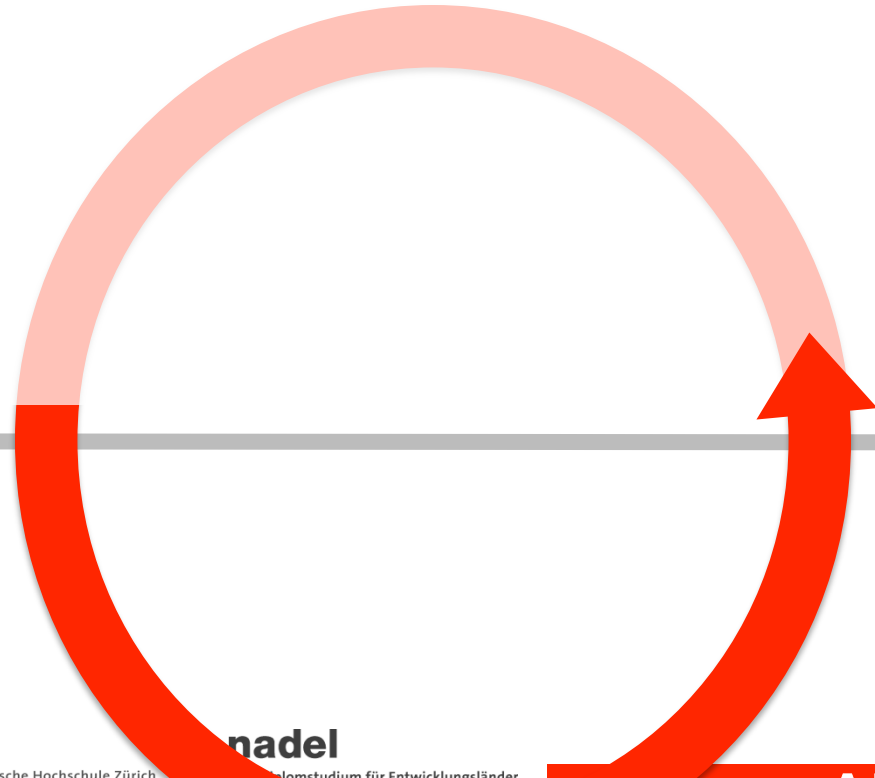
Quality Management:
Definition of
core processes
and standard
operational procedures



DACUM Chart



Task



~~Competency based~~
curriculum development:
Performance guides

Concluding Remarks

1. Dual apprenticeship schemes work best in trades that require substantial initial investment, or where the establishment of enterprises is highly regulated.
2. Even simple “dual” training arrangements are more complex than center based training because of unpredictable factors such as power games in business associations and the rather direct influence of the economic situation on the training.
3. A clear understanding of and sticking to the distribution of responsibilities, duties and rights is essential.
4. Vocational Training Centers have difficulties to establish a constructive cooperation with enterprises and associations of entrepreneurs that exceeds the formal representation in the board, but includes the participation in curriculum development, supervision and examination – and training.
5. The responsibility for co-managing an apprenticeship scheme creates ownership and fosters identification with the association. The association gets a positive purpose.
6. The training must meet the specific needs of the enterprises. The technological level of the workshops and their typical tasks are more important than internationally recognized standards.
7. The curricula should be developed according to internationally accepted procedures and formats. This also applies for VSD in the informal sector.