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The Dual System in International Development Cooperations: Does it Keep its Promises?

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Agenda

(1) Fame and glory of dual VET system

(2) Transferability & export as wishful thinking

(3) Endeavours to export dual systems

Criteria for a dual system:

- Firms & schools
- Legal framework & formalised knowledge
- Governance
- Occupational orientation & practical work tasks
- Open career paths

(4) Economic and political context

(5) Future of dual systems



Fame and Glory of Dual VET Systems I

- Dual system includes more than Skill development
- Dual Model, dual System = formally regulated interplay of (mostly) private firms and public vocational schools
- Term was coined in recommendation by a German advisory board in the year 1964.

The regulation of trade and the establishment of continuation schools was determined as *“dual system for the education and training of apprentices.”*

(Source: Deutscher Ausschuss für das Erziehungs- und Bildungswesen 1964, p. 68)

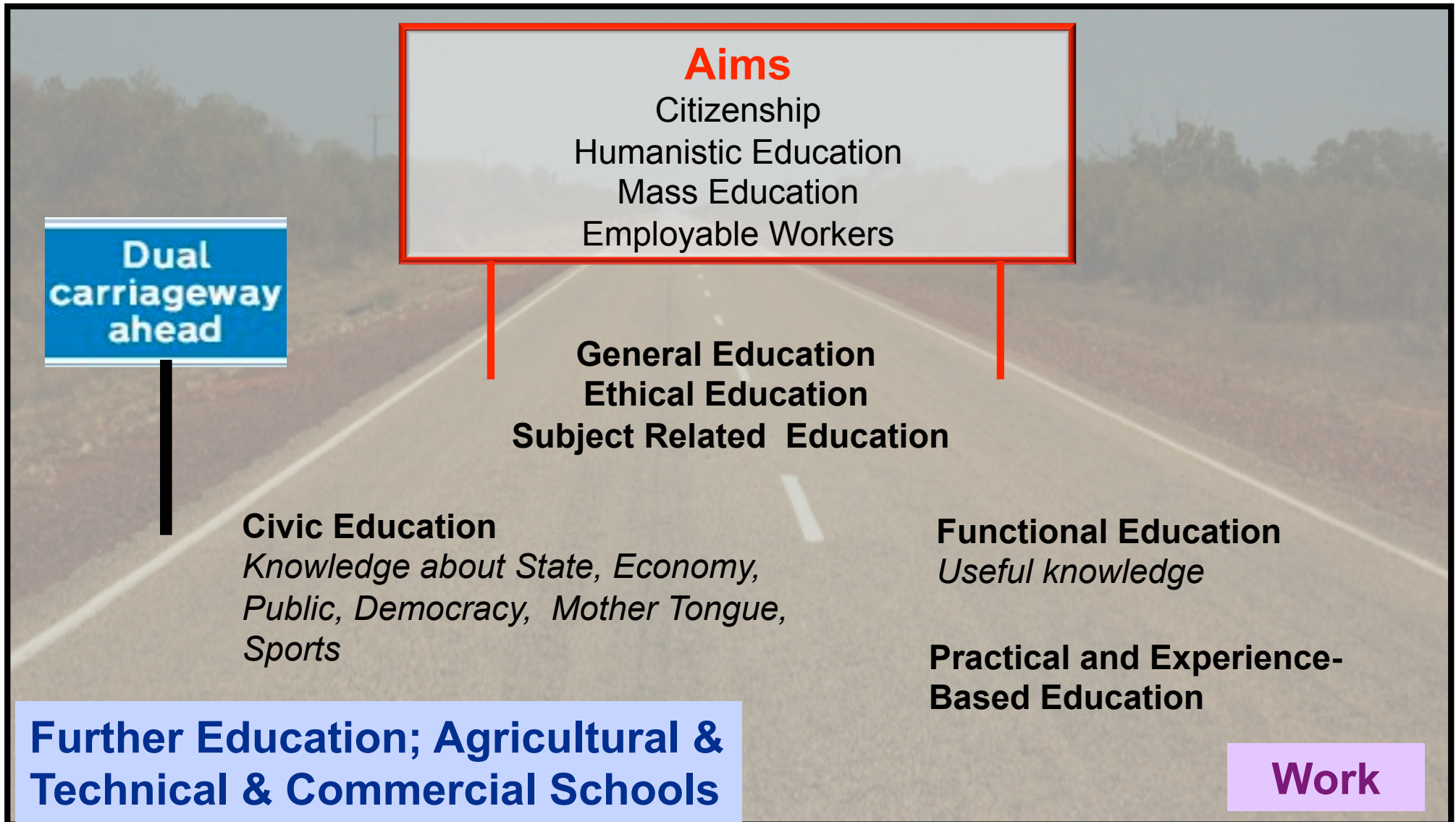


Fame and Glory of Dual VET Systems II

- Term „*dual*“ is often misleading: besides workplace learning and attendance in schools today often a „*third place*“ is included: some kind of initial skill training outside production and schools: answer to flexibility needs; often more than 2 partners are involved
- Due to economic success and also its possibility to include working class youth in society, the dual system has gained outstanding reputation.
- International observers spoke of a fascinating model which is able to produce “*capable workmen*“ and “*good citizens*“ (1910)



Elements and Genealogy of the Dual System





The Rise of VET Systems in First World Countries

- Between 1870 and World War I in England, France, Germany, Austria, Russia, Switzerland, USA
- Historically building upon:
 - Established primary school system: extending general education
 - Interventionist education & economic policy
 - Industrial modernisation
 - Strong movement of defending arts & crafts

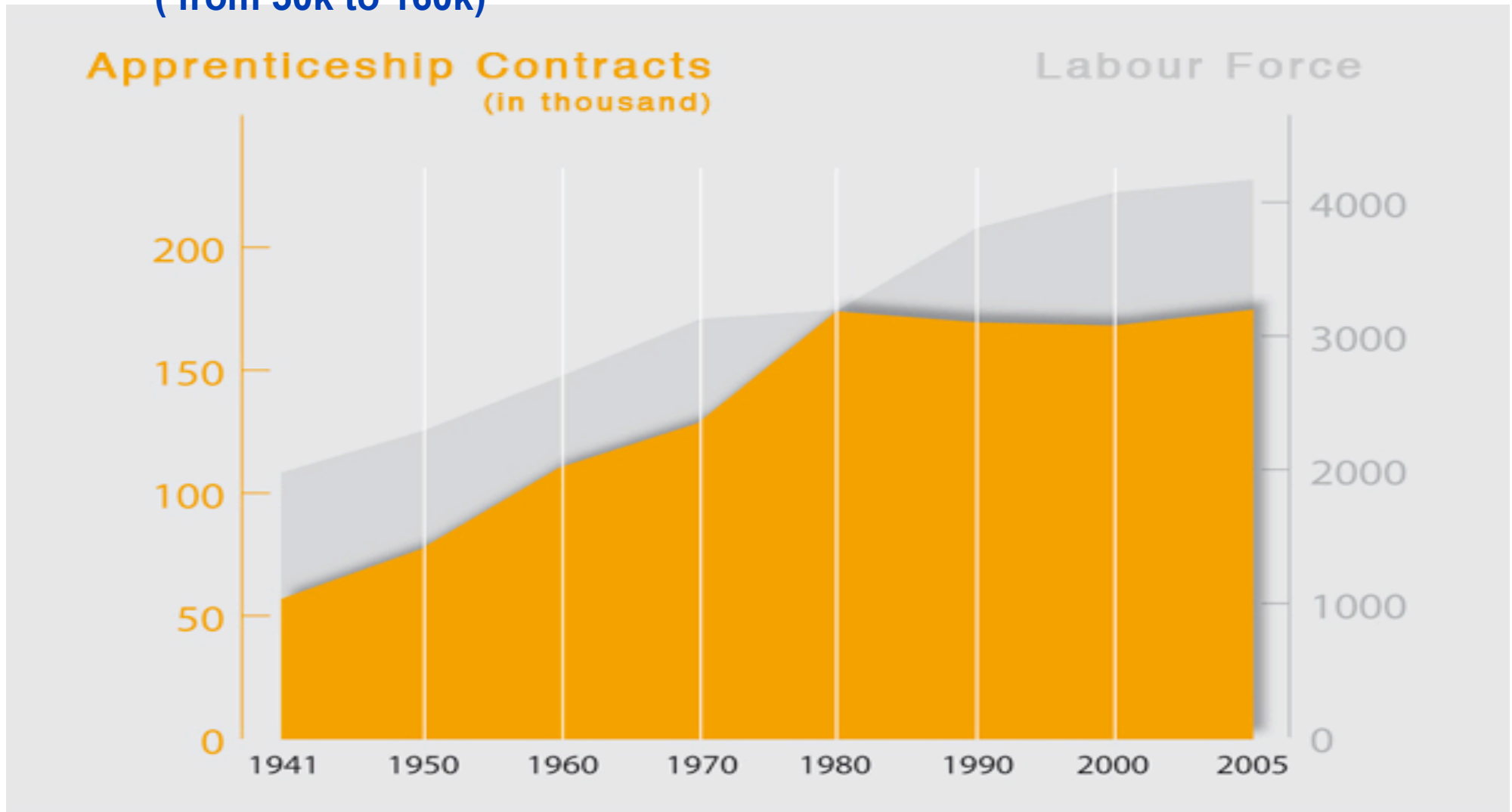


Genealogy of the Swiss Dual VET

- Beginn of 19th century: Development of schools with vocational focus
- End of 19th century: Vocationalisation of so-called „*Fortbildungsschulen*“
 - First amendments in 1880s & first nationwide legislation („**Gesetz über die berufliche Ausbildung**“ (1930))
 - Mandatory schooling, written contract, master examinations, shared governance of federal authorities, cantons and associations, regulations for 240 occupational profiles
 - Revised federal law of VET 1963, 1978, 2002
 - Strong position of VET, elitist academic education till 1960s



Development of Apprenticeship Contracts (from 50k to 160k)





Transferability as Wishful Thinking

- Idea of policy borrowing and transfer of VSD concepts emerged in the 19th Century
- *F.v. Dumreicher* analysed technical education institutions in France, *H. Bendel* observed all vocational institutions in Austria
- Concepts: (1) industrial modernisation,
(2) maintaining the arts & crafts in a liberal economy,
(3) keeping the „*middle class alive*“ &
(4) integration of the working class
- Concept of a dual model transfer: family or small enterprise education applied to all kinds of work linked to the school system



Endeavours to Export the Dual Model

- „*Dual model*“ as an appealing export product: Economic Success, Guess of Superiority, Concept of a platonic Ideal Type of VET
- Interested countries (selection): South-Korea, China, India, Peru, Honduras, South Africa, Burkina Faso, but also Spain, Italy, Sweden, England, France
- Agents: Donors, GIZ, DEZA, German and Swiss Government
- Problems of Export:
 - Difficulty to export product due to specific „*cultural*“ conditions
 - Product is not exportable due to missing clarifications:
 - a) role of actors
 - b) acceptance
 - c) unclarified aims
 - d) lack of overall concept



Criterion 1 – Firms

- Necessity of firms, who are willing to train; otherwise no dual system possible
 - ➔ What does this mean for the export?
 - Impossibility to export firm-culture by DSCs (Dual System Countries like Germany, Switzerland, Austria)
 - Possibility of providing training places
 - Difficulty to convince entrepreneurs to start such projects



Criterion 2 – Schools

- Necessity of schools; otherwise no dual system possible
 - Connection to firms through curricula
 - Need of appropriate equipment: Ressources, skilled teachers etc.
- ➔ What does this mean for the export?
- Export schools, which are focused on specific subjects & respond to needs of surrounding enterprises
 - Consequences: Adaption of curricula, need to train teachers with specific skills & attitudes, equip school with resources



Criterion 3 – Formalisation: Formalised Rules

- Need of formalisation; otherwise informal kind of learning, apprenticeship with minimal public or career impact
- Regulations of legislation: mandatory schooling, conditions of apprenticeship contract, rights and duties of employers and apprentices
- Leads to certification, possibility of getting a job, enables to switch firms
 - ➔ What does this mean for the export?
 - Consideration of Important framing conditions
 - Involvement of donors in consideration of policy development



Criterion 4 – Formalisation: Formalised Knowledge

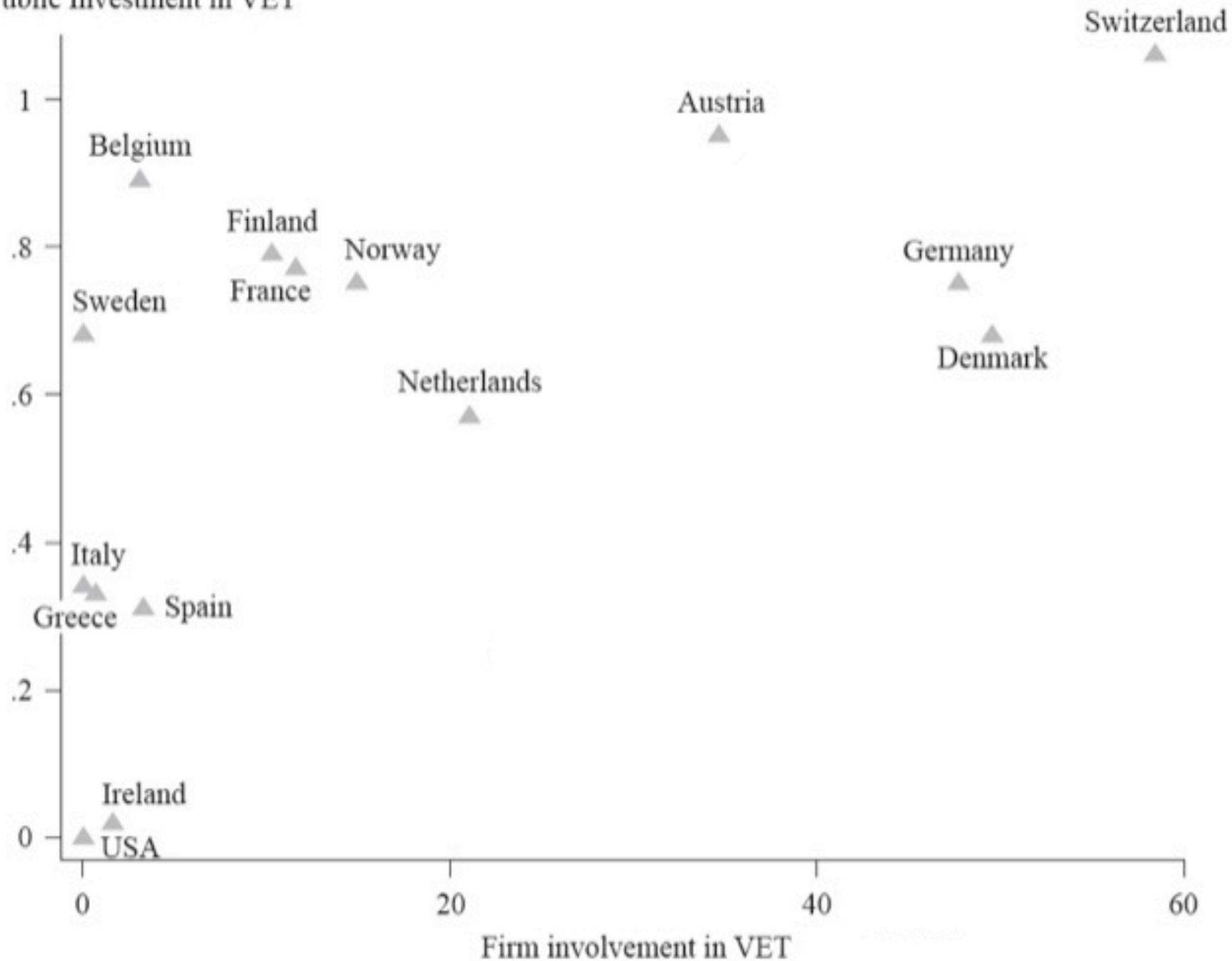
- Orientation towards formalised knowledge, i.e. scientific knowledge, based on or beyond experience
- ➔ What does this mean for the export?
 - Taking into account that vocational knowledge and skills are not isolated, but embedded in knowledge frameworks
 - Consideration of local knowledge, traditions and basis education



Criterion 5 – Governance: Cooperation – Public Private Partnership

- Need of specific governance for dual systems; otherwise „*island*“ solution
- Agreements of businesses, associations and public are needed in terms of :
 - contents of teaching, certification, quality control & apprenticeship contracts
 - Interests of civic education, domestic culture, industry and market needs need to be balanced
- ➔ What does this mean for the export?
 - Great involvement of local actors by DSCs required

Public Investment in VET





Criterion 6 – Occupational Practice

- Dual systems consist of a variety of occupational fields & practices
 - Firms, schools and associations have to define work and practical tasks by clear cut models of occupational work
- ➔ What does this mean for the export of such models?
- DSCs have to be aware of penetration, acceptance and feasibility of such models
 - Involvement of relevant partners for defining these components



Criterion 7 – Meritocracy: Dual Model as a Career Path

- Provision of open access to world of work; allowing further education & career chances
- Need of prestige; otherwise second best solution or a last chance option
- Importance of incentives
 - ➔ What does this mean for the export?
 - Good reputation and development of strategies to increase incentives



Preliminary Conclusions

- For export of dual systems, circumstances need to be perfect
- In this case circumstances are:
 1. overall acceptance of local actors, ✓
 2. enough resources & ✓
 5. will of players to establish a dual system ✓
- But erosion of one single element leads to an education system, not to a dual system in the strict sense!



Poverty Reduction and the Dual Model

- Today's dual system has also reputation in developing countries
 - ➔ But is the concept of modernisation (with an industrial focus) and in a phase of national and economic development is transferable to the informal sector?
 - Dual model is deeply rooted in arts & crafts
 - VSD is helping to provide skills for running a business, but self-entrepreneurship is not the „usual“ case after completing dual VET!



Future of the Dual Model I

- Dual systems as a remedy for deficits in local VET systems
- Dual Systems as an alternative...
 - ...to school based VET Systems,
 - ...to informal learning Systems,
 - ...to systems run by one actor (state or firm) only,
 - ...to general knowledge education systems &
 - ...to one way tracks to universities and careers
- Failing export as an indicator for unclarified problems or a lack of future perspectives



Future of the Dual Model II

- No disappearance of dual systems as it was thought in the 1970s
- Way of combining school and work, public investment and firm commitment seems to be a promising way
- No longer seen merely as an unique alternative to school-based models
- Enrichment of the relationship between schools and enterprises (e.g. internships and short-term practice)
- Dual concept of VET has hybridised systems outside of DMCs
- Export may inspire reforms in other countries, but certainly the dual system is not a copy-paste model



Discussion





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Thank You for both Your Attention and your Valuable Contributions!



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