

Dual VET in the EU Policy: the internationalization of the German model?

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1. Introduction

Context

- Reforming cycle of EU VET systems with Germany in mind (Martín-Artiles, 2019)
- Copenhagen Declaration as a starting point

Objectives

- To understand the process of internationalisation and attraction of the German dual VET model within the EU as a model of good practice
- To understand the influence of the German model in the EU VET documents

Focus

- Governance system and training model as main characteristics of the German Dual VET (Alemán-Falcón, 2015)
- This paper focus on the model of VET governance proposed by EU documents

1. Introduction

Research Questions

What model of VET system governance is promoted by the European Union?



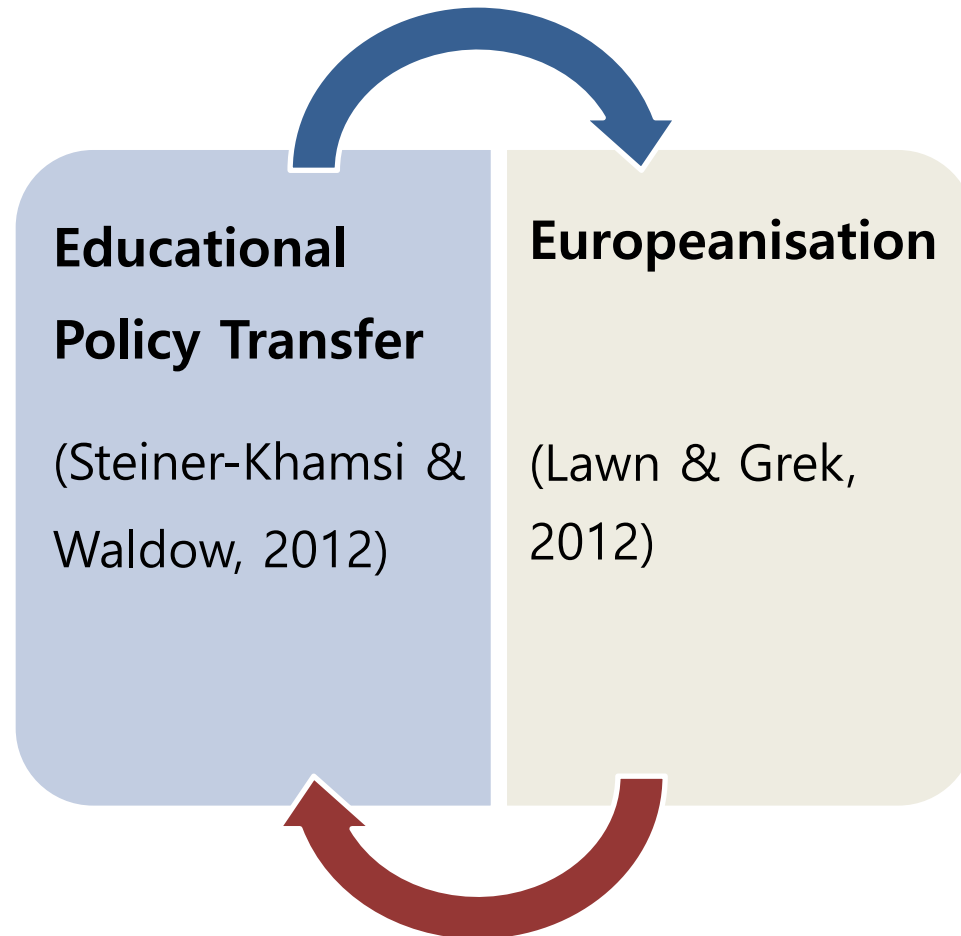
What examples of good VET practices in respect to governance are sponsored by the European Union?



Role of EU as an agent of transfer

2. Theory and method

A/ Theory



2. Theory and method

A/ Theory: Policy transfer

Policy transfer analysis is a theory of policy development that seeks to make sense of a process or set of processes in which knowledge about institutions, policies or delivery systems at one sector or level of governance is used in the development of institutions, policies or delivery systems at another sector or level of governance (Evans, 2009, pp 244-245).

There is no diffusion or reception, lending or borrowing without agency (Steiner-Khamsi, 2014).

EU as an agent of transfer

2. Theory and method

A/ Theory: Europeanisation

Key concept in understanding how the EU has transformed the way Member States (MS) make policy

Describe the impact of the EU on the political life, legislative policies and governance of Member States (MS) (Ante, 2016).

As an area where hierarchical intervention by the EU is not possible, an horizontal mechanism is used through:

Dissemination of best practices

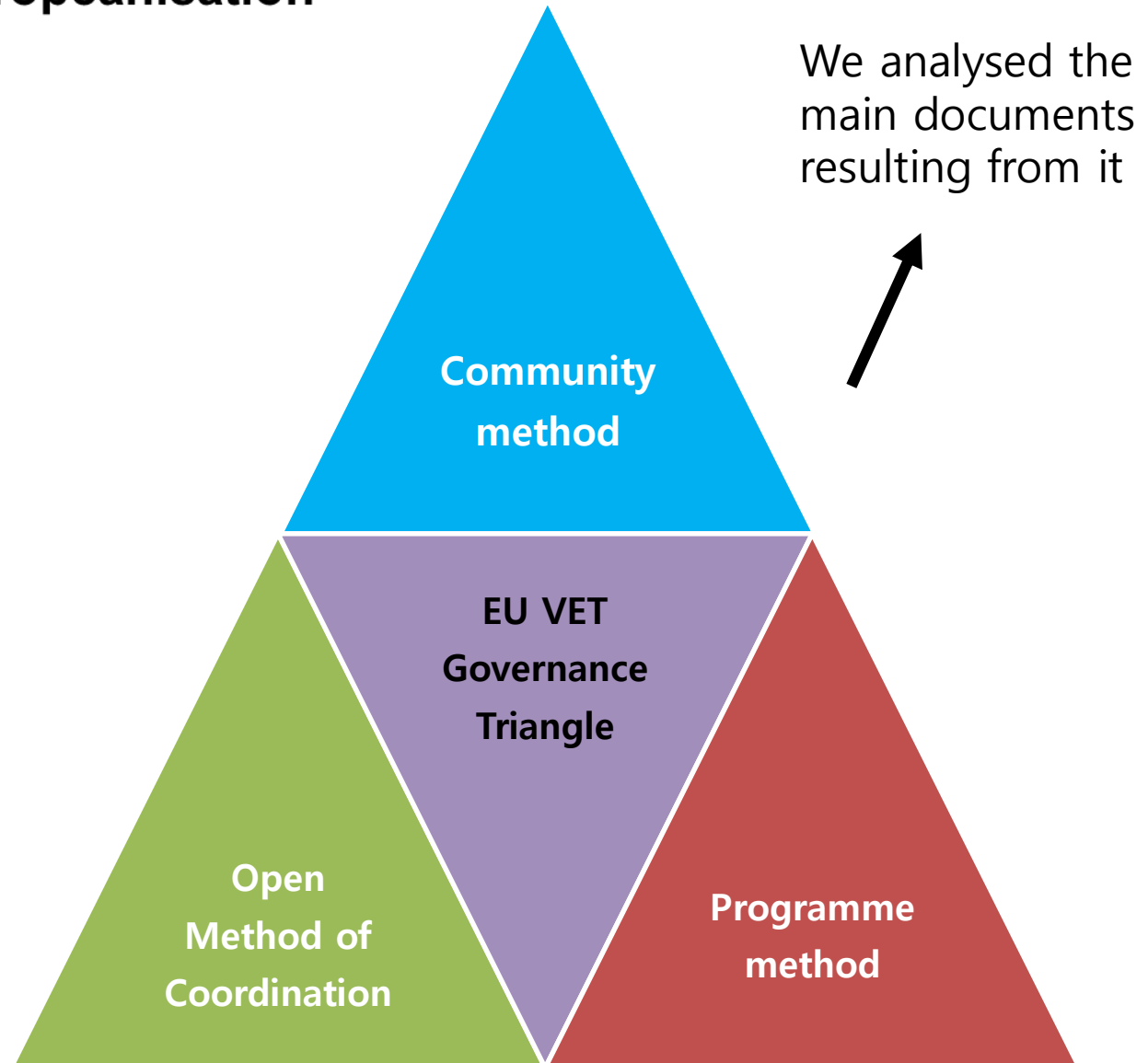
Promotion of joint reflection

Soft frameworks

EU Governance Triangle (Cort, 2009) to convey VET policies

2. Theory and method

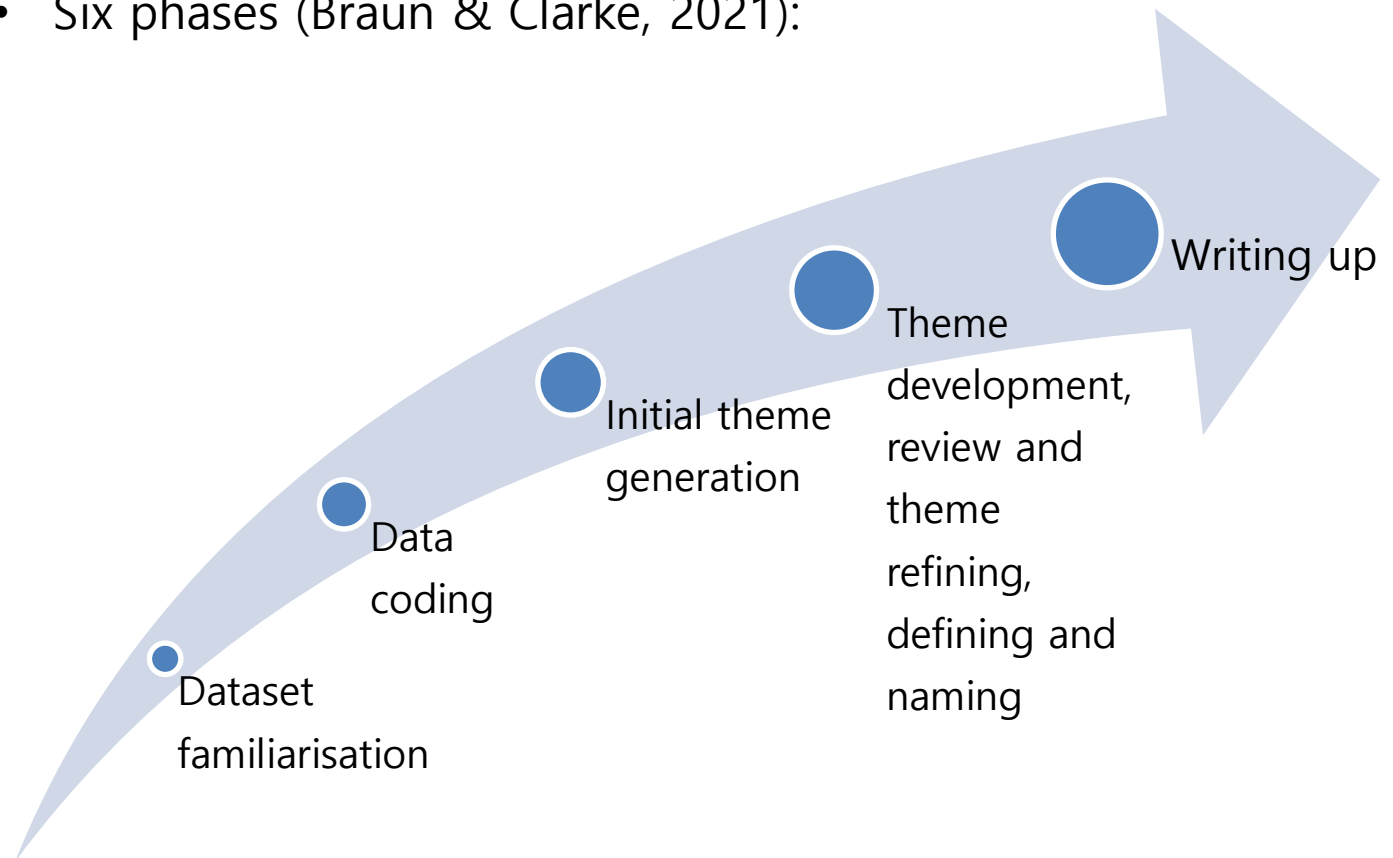
A/ Theory: Europeanisation



2. Theory y method

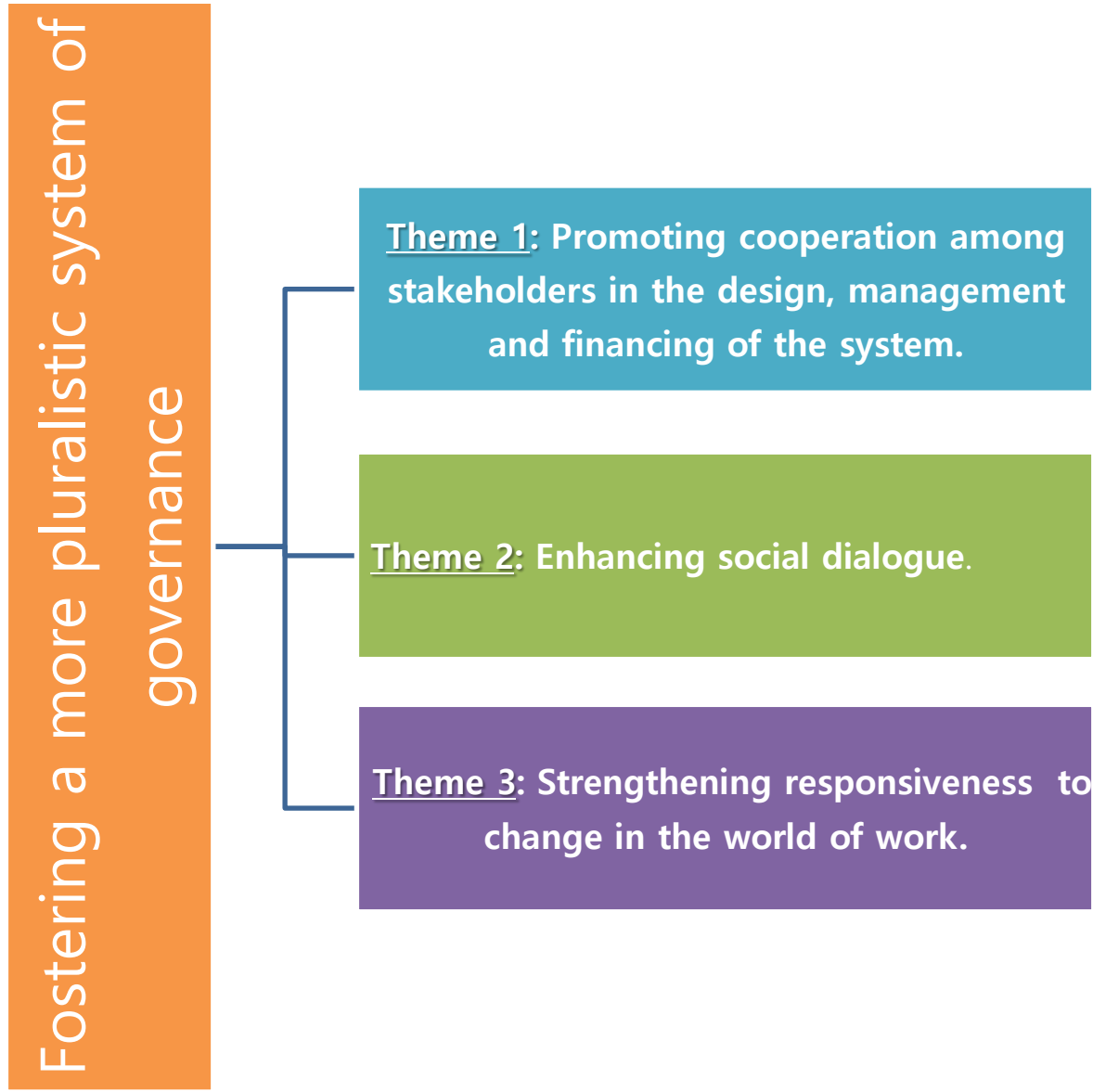
B/ Method:

- Reflexive Thematic Analysis (TA) (Braun & Clarke, 2021)
- Fully qualitative or Big Q approach
- Six phases (Braun & Clarke, 2021):



3. Results

Macro-theme: Fostering a more pluralistic system of governance



4. Results

T1: Promoting cooperation among stakeholders in the design, management and financing of the system.

A. Including stakeholders in decision-making and advancing in joint responsibility

B. Definition of stakeholders and key actors

C. Financing the system: Co-financing

D. Promoting cooperation at the micro level

4. Results

T1: Promoting cooperation among stakeholders in the design, management and financing of the system.

A. Including stakeholders in decision-making and advancing in joint responsibility

Q4- Priority should be given to the increased relevance and quality of VET through the systematic involvement of all key partners in developments at national, regional and local level, particularly regarding quality assurance. (European Ministers for Vocational Education and Training et al., 2004, p. 3)

Q7- Involving, where appropriate, relevant stakeholders, including staff, learners and employers – through quality assurance – in strategic decision-making, in qualification design, and in programme development, delivery and monitoring, with a view to ensuring continuous quality enhancement within education and training institutions. (Council of the European Union, 2014, p. 3)

4. Results

T1: Promoting cooperation among stakeholders in the design, management and financing of the system.

B. Definition of stakeholders and key actors

Q10- Involve social partners and all relevant stakeholders, including vocational education and training institutions, industries and businesses of all sizes, public and private employment services, VET teachers and trainers and their representatives, intermediary bodies such as chambers of industry, commerce and crafts, professional and sectoral organisations, national coordinators for the Youth Guarantee, ESF and other EU initiatives, the information technologies sector, Centres of Vocational Excellence, clusters, learners' and parents' organisations, as well as local, regional and national authorities. Promote such partnerships at regional and sectorial level. (Council of the European Union, 2020, p. 8)

Q11- Intensifying cooperation between VET policy and other relevant policy areas — Member States and the European Commission should intensify cooperation between VET policy and other relevant policy areas, such as employment, economic affairs, research and innovation, social affairs, youth, sport and culture. (Council of the European Union & Representatives of the Governments of the Member States, 2010, p. 7)

4. Results

T1: Promoting cooperation among stakeholders in the design, management and financing of the system.

C. Financing the system: Co-financing

Q12- Competitive business environments and strained national budgets pose challenges for ensuring necessary investments in skills.

(European Ministers for Vocational Education and Training et al., 2006, p. 3)

Q14- Implementation of these reforms will not be successful without increasing the efficiency of funding in education. In order to address this complex challenge, the Commission calls on Member States to stimulate national debates on ways to provide sustainable funding mechanisms to enhance stability and efficiency, while channeling support towards those who tend to participate less.

(European Commission, 2012, p. 15)

Q16- Considers it vital to recognise the importance of combining public and private investment in education and training

(European Parliament, 2013, p. 7)

Q18- Improving public and/or private investment in VET, including by public-private partnerships and, where appropriate, by the "training incentive effects of tax and benefit systems" as recommended by the Lisbon European Council.

(European Ministers for Vocational Education and Training et al., 2004, p. 3)

4. Results

T1: Promoting cooperation among stakeholders in the design, management and financing of the system.

D. Promoting cooperation at the micro level

Q20- Authorities in the Member States — at national, regional, or local level — should create opportunities for enhanced cooperation between schools and enterprises in order to improve teachers' knowledge of work practices on the one hand and trainers' general competences on the other.

(Council of the European Union & Representatives of the Governments of the Member States, 2010, p. 8)

Q21- In-company trainers should be designated and tasked to cooperate closely with vocational education and training institutions and teachers to provide guidance to apprentices and to ensure mutual and regular feed-back

(Council of the European Union, 2018, p. 4)

4. Results

T2: Articulating and Enhancing social dialogue.

**Positive
assessment of the
social dialogue
within VET**

- Q23- We build this Declaration on underlying principles that include the due consideration for social dialogue. (European Ministers for Vocational Education and Training et al., 2020, p. 5)

**As a tool to enhance
quality and the
internal functioning
of VET**

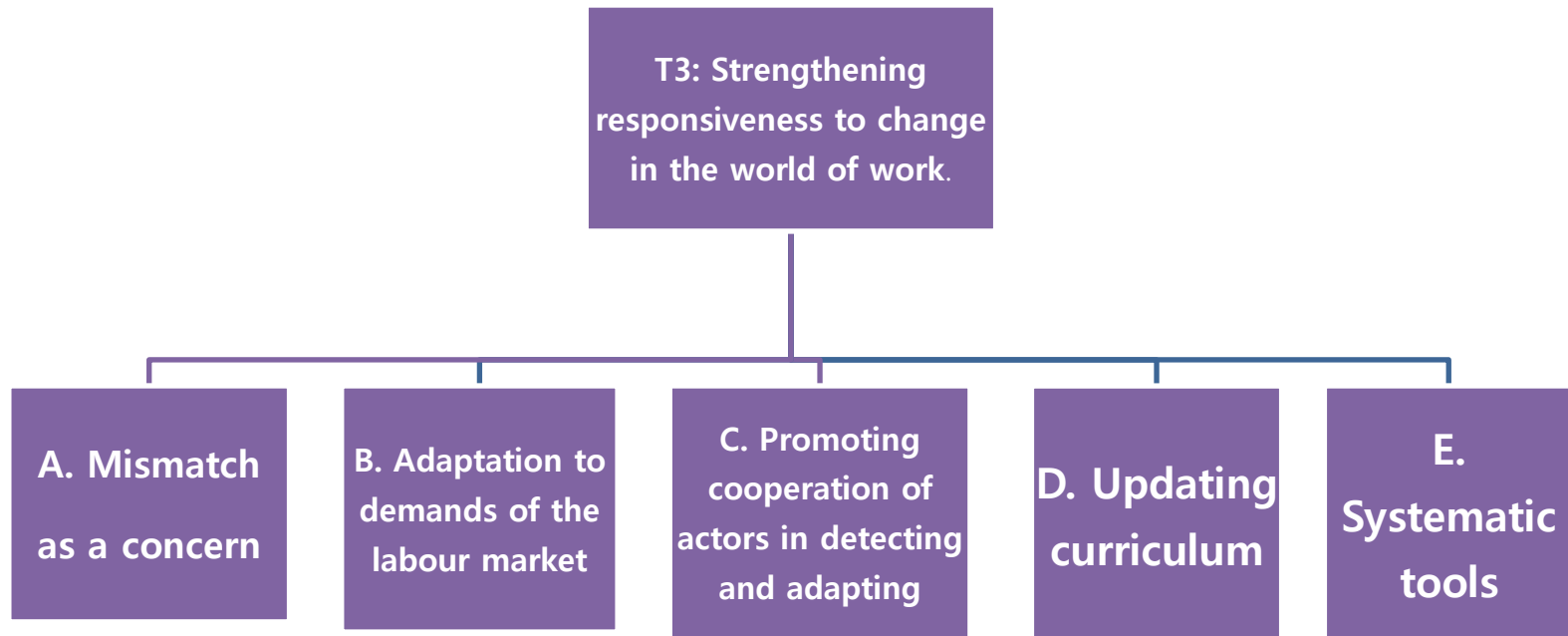
- Q24- Calls for all stakeholders, especially educational institutions, employers, employees and unions, to engage in formal dialogue with a view to ensuring that vocational education is of high quality and geared to the current needs of the labour market. (European Parliament, 2011, p. 5)

**Included among
the priorities of the
Renewed EAfA**

- Q26- Strengthening social dialogue through more active involvement by national social partner organisations. (Directorate-General for Employment, Social Affairs and Inclusion, 2020, p. 27)

4. Results

T3: Strengthening responsiveness to change in the world of work.



4. Results

T3: Strengthening responsiveness to change in the world of work.

A. Mismatch as a concern

Q27- Whereas skills mismatches is a worrying phenomenon affecting individuals and businesses, creating skill gaps and skill shortages and is one of the causes of unemployment. (European Parliament, 2017, p. 4)

B. Adaptation to demands of the labour market

Q29- Considers it extremely important to adapt the education and training system to the rapidly changing labour market and the demand for new professions. (European Parliament, 2010, p. 8)

Q30- These challenges include adequately reflecting changes in the labour market which have an impact on the nature of developments in the field of VET. (European Ministers for Vocational Education and Training et al., 2004, p. 3)

4. Results

T3: Strengthening responsiveness to change in the world of work.

C. Promoting cooperation of actors in detecting and adapting

Q33- Participating countries should promote partnerships between social partners, enterprises, education and training providers, employment services, public authorities, research organisations and other relevant stakeholders, in order to ensure a better transfer of information on labour market needs and to provide a better match between those needs and the development of knowledge, skills and competences.

(European Commission, 2010, p. 9)

D. Updating curriculum

Q36- Calls upon the Member States to improve cooperation and partnerships between businesses and the education sector at all levels, including social partners and employers, and students and youth organisations, in particular with regard to the planning of curricula, the provision of guidance and the provision of education, training and specialisation, with a range of curricula which better meet the demands of the labour market and contribute to finding a sustainable solution to the problem of skills mismatches.

(European Parliament, 2013, p. 7)

4. Results

T3: Strengthening responsiveness to change in the world of work.

E. Systematic tools

Q39- The labour market relevance of VET can be strengthened by the development of forward planning tools to match skills and jobs. Based on such matching, VET providers in cooperation with local labour market representatives should be able to adapt curricula accordingly to reflect skills shortages, surpluses, skills gaps or obsolescence. Improvements of methodologies are needed to make anticipation tools coherent and comparable. (European Commission, 2010, p. 7)

Q40- Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders and providers to adapt and update VET programmes, curricula and guidelines in a timely and effective manner. (European Ministers for Vocational Education and Training et al., 2020, p. 6)

Q43- But often skills intelligence comes too late to inform choices. Accessible, easily understandable, targeted and up-to-date skills intelligence is necessary. Besides graduate tracking surveys and administrative data matching, artificial intelligence and big data analysis have a great potential. AI and big data can be applied to defining new job profiles in different sectors based on the specific skill sets required. (European Commission, 2020, p. 9)

5. Discussion

Q1-What model of governance of the VET system does the European Union promote?:

Three ideal forms of regulation and governance of VET systems (Greinert (1998): state, market and corporatist models of control.

Mixed systems of cooperative governance (Rauner & Wittig, 2010, p. 3).

**Corporatist
model/Mixed
Cooperative
Governance System**

Stakeholders involved in the governance of mixed cooperative governance systems (Alemán-Falcón, 2015; Emmenegger et al, 2020; Hippach-Schneider & Rieder, 2021)

High responsiveness to changes in the world of work of the cooperative governance model (Busemeyer & Trampusch, 2012), thanks to the articulation of systematic collaboration and due to the use of strategies for detecting these needs (Hippach-Schneider & Huismann, 2016).



5. Discussion

Q2-Which VET good practice example of governance and training model is sponsored by the European Union?:

The differences in governance between Switzerland, Austria, Germany and Denmark are reflected in Rauner & Wittig (2010).

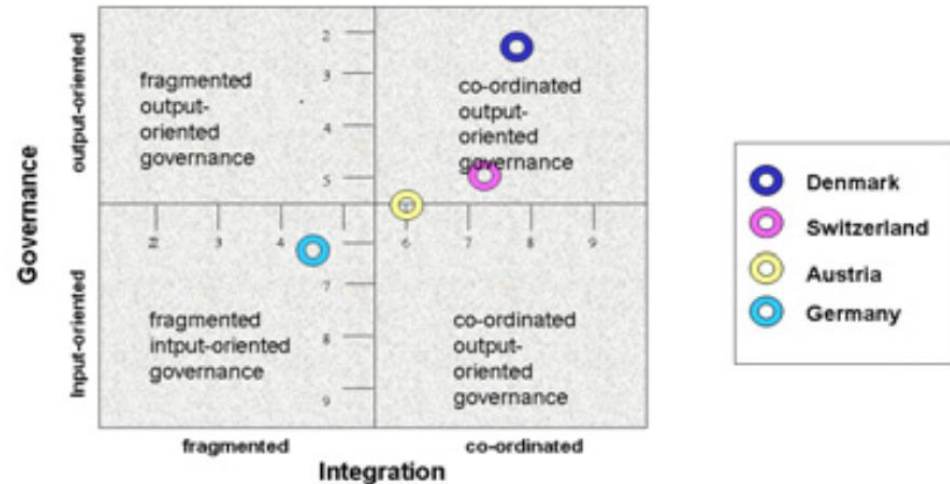


Figure 1. Governance of dual VET systems in Austria, Denmark, Germany and Switzerland (cumulative results).

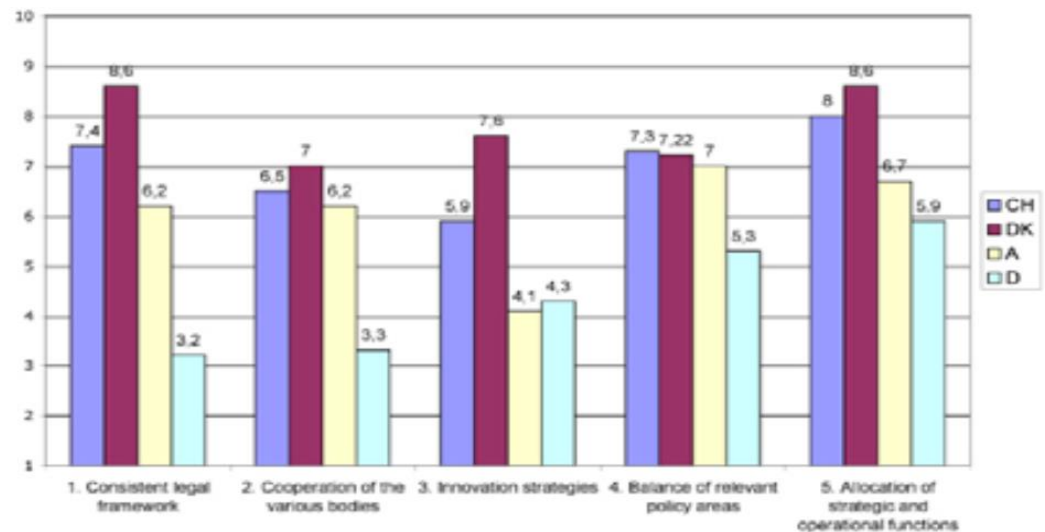


Figure 2. Summary of results (means) of the expert evaluation on governance in dual vocational education in Austria, Denmark, Germany and Switzerland (integration of the system).

6. Conclusion

From this Thematic Analysis we conclude that

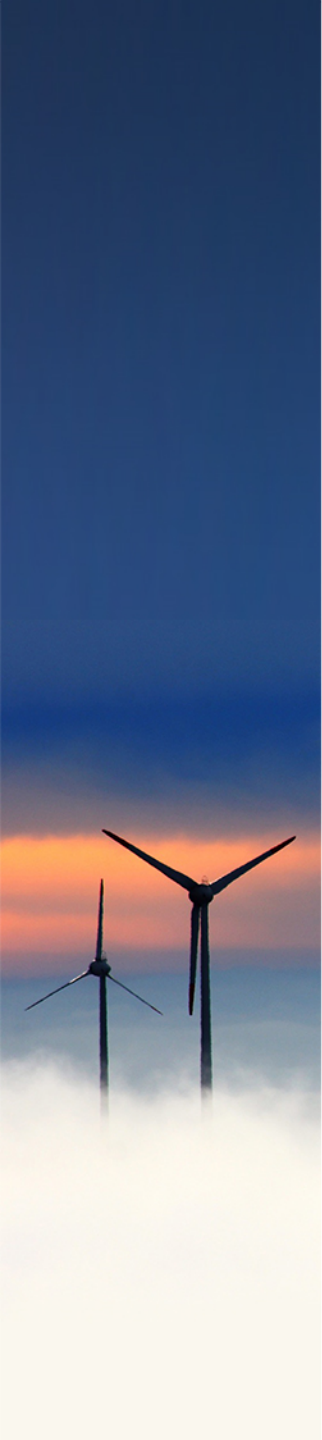
- **The EU, as an agent of transfer encourages the implementation of a cooperative governance model**
- **However, we cannot conclude that European institutions appropriate the German governance model as a model of good practice in their official documentation. At least not exclusively.**
- In fact, from a public value perspective Swiss model of cooperative governance would be the one which comes closest to the ideal

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- In fact, from a public value perspective Swiss model of cooperative governance would be the one which comes closest to the ideal

TACK!



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