Stakeholders´ roles in VET in times of digitalisation – a German-Swiss comparison

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Research interest

Understanding the degree of dynamics and flexibility in VET systems in times of digitalisation by

- Focussing on actors
- Using a comparative approach Germany - Switzerland

- Project start: 01/2019; end 12/2019

Background

Cluster 1	Consequences for the structures of the **labour market** and for **work processes** and tasks at companies and firms, differentiated in a sector-specific way
Cluster 2	Consequences for employees' **competence** requirements
Cluster 3	Consequences for the **VET systems**, e.g. change/acceleration of processes, strengthening of specific parts of the the VET sector, etc.
Focus of the project	Possible impacts on stakeholder constellation and on the role of stakeholders in VET; development of new actors

Theoretical Background

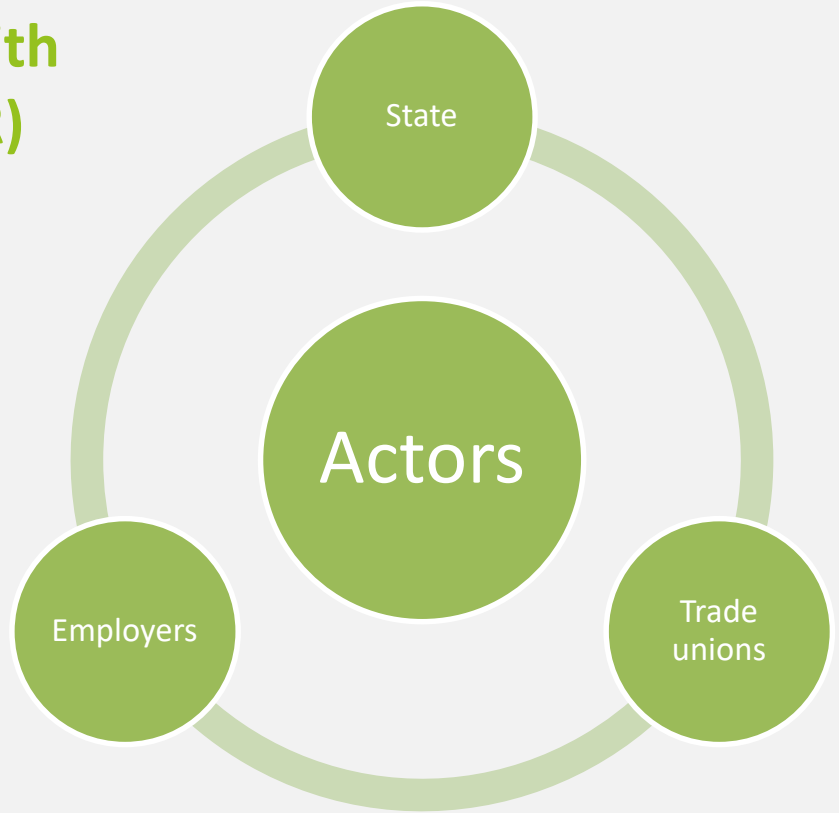
- Theory of patterns of change: Self-preserving versus transformative (e.g. Heidenheimer et al. 1990, Culpepper 2007, Thelen 2007, Thelen and Busemeyer 2008, Ebner and Nikolai 2010, Trampusch 2010)
- Role of actors: with reference to the approach of actor-centred institutionalism (Scharpf 2000)

Methodological approach

Phase 1: Literature analysis

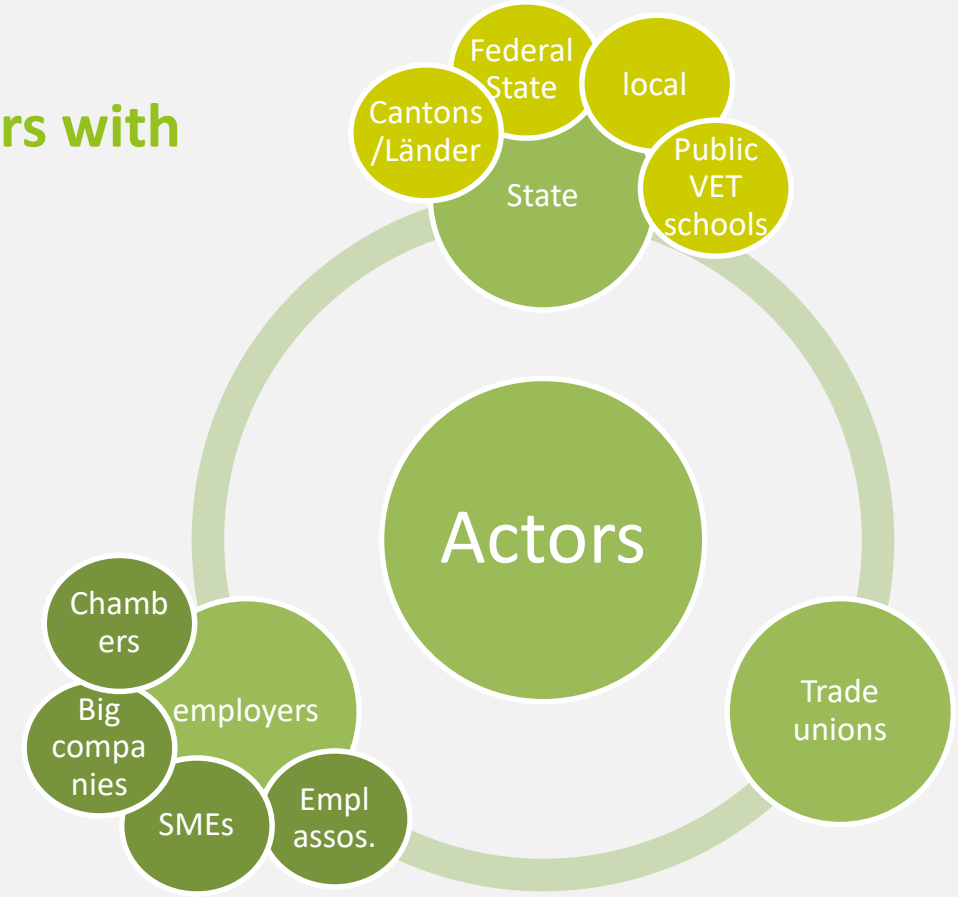
Phase 2: Semi-standardized interviews in D and CH and ongoing literature monitoring

Direct actors with legal basis (GER)

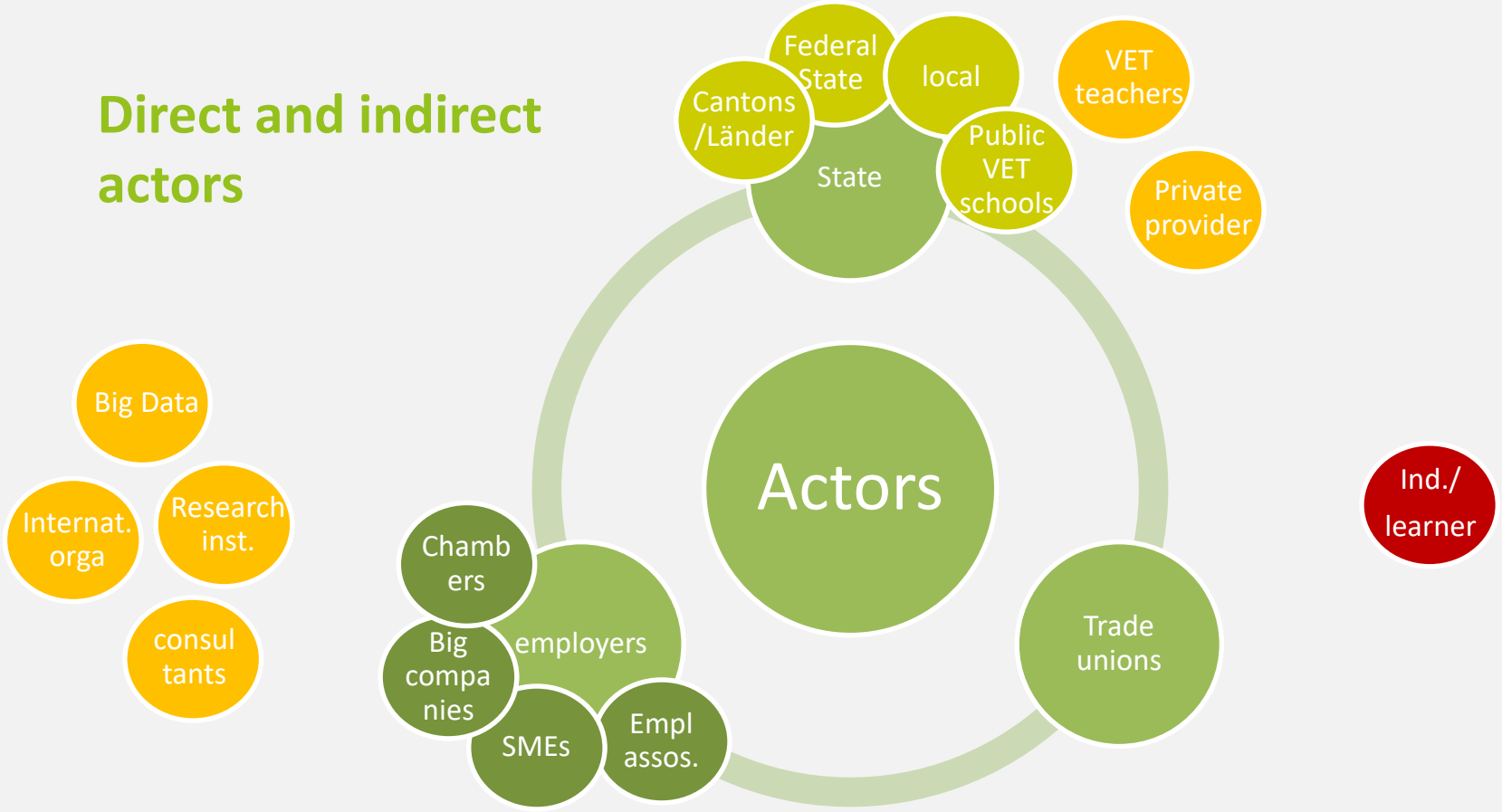


For Switzerland:
Organisations of the word of work (OdA)

Direct actors with legal basis



Direct and indirect actors



Criteria for selection of examples

- Proposals come from a direct actor + national research institutions
- Implementation have or might have an impact on role of actor/actor´s group

Examples from Germany

- Federal Government/Länder governments
  - Digitalisation pact „Schule“– impact on relation between federal goverment and *Länder;* initiative to strengthen digitalisation (also of VET schools)

- All direct actors
  - Strengthening CE – impact on role on education providers/education market and the individual learner/increasing relevance of guidance

Examples from Germany (cont.)

- Social partners and research institutions
  - Additional qualifications – impact on actor companies: big vs. small
  - Additional qualifications - so far no formal stipulation in respect of the procedure and the drawing up of these qualifications exist – role of traditional actors unclear
  - Training regluations: accelerating the develpment/updating process – impact on current procedure and potential change of established roles
  - Training regulation: avoiding to overstrain small companies – impact on ability of small companies to offer training

- Trade unions
  - Sponsorship of private tech companies – impact on public responsibility for education

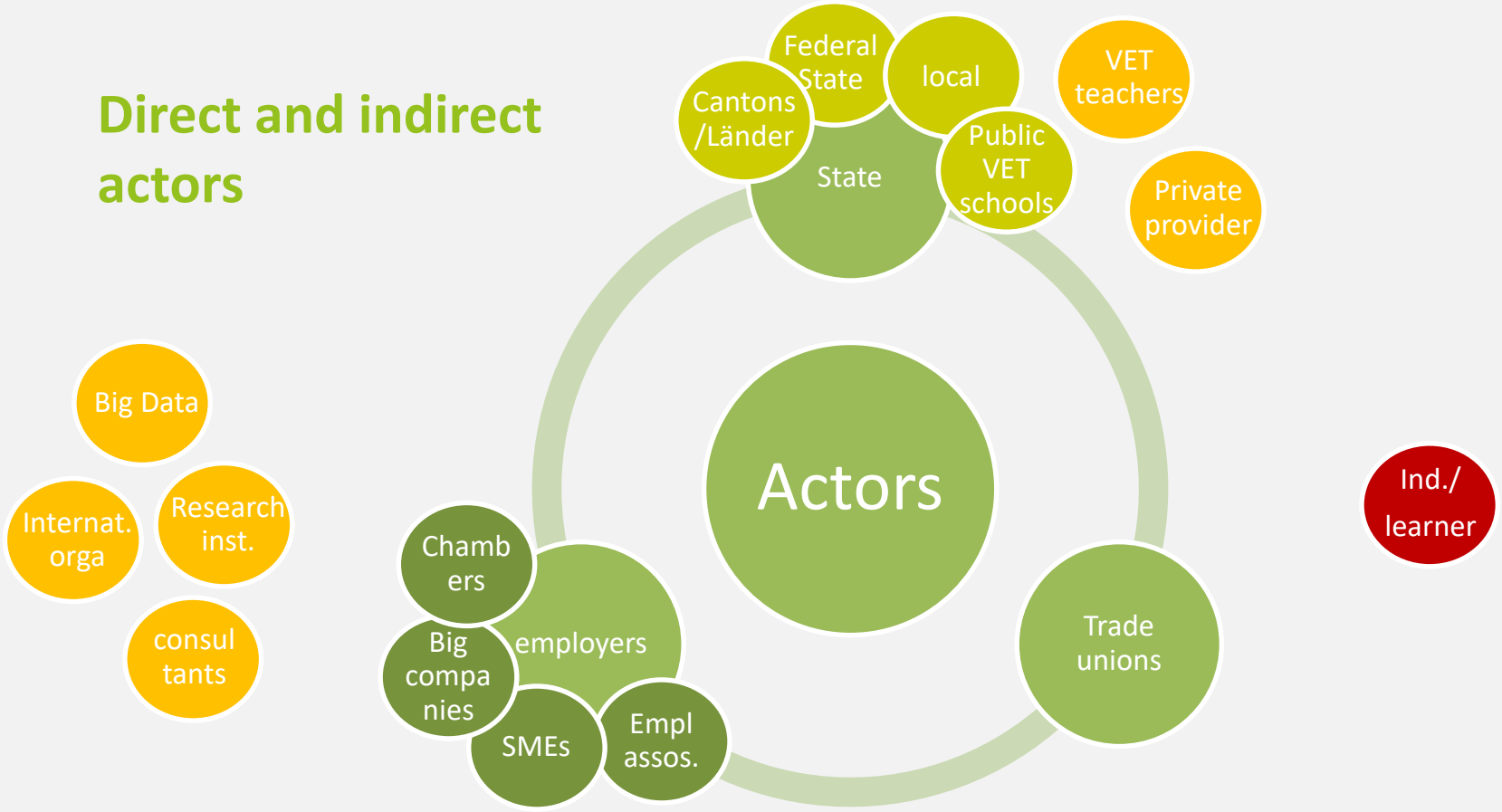
Examples from Switzerland

- Federal State
  - Fostering STEM in education
  - Cooperation between state and cantons on all levels of education
  - Crucial role of tertiary VET; challenge: occupational profiles vs. competences
  - Modularisation/Modulsharing of IVET and CVET

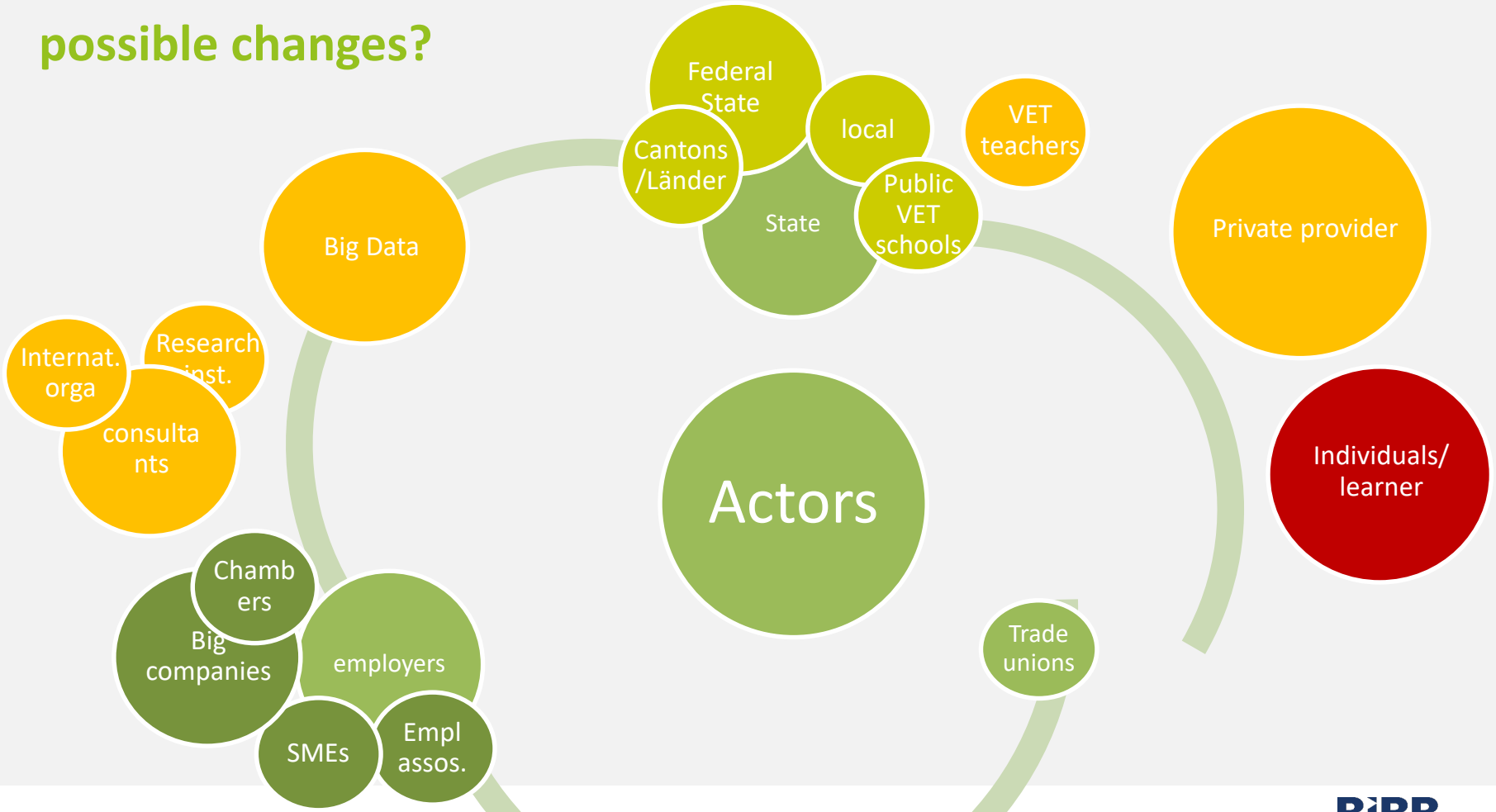
- All actors
  - Strengthening CE and „second chance“ training: focussing on low qualified and older employees

- Research report (Seufert 2018)
  - Enhancing flexibility in VET; by a „change of paradigm“ for VET organisation
  - Hybridqualifications
  - Examinations: involvement of external partners

Direct and indirect actors



possible changes?



Summary

- So far: high flexibility within both systems
- Desicion that has direct impact on governance, D: digital pact for schools
- Number of proposals/approaches with impact on actors´ roles and constellation, CH/D: hybrid qualifications, CH: modularisation, D: sponsorship, D/CH upspeeding the development of training regulations
- Possible shift within an actor´s group, D: Additional qualifications: big vs. small companies
- Role of new/growing direct or indirect actors: big data, consultants, private providers

Thank you very much for your attention!

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