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

Ute Hippach-Schneider
Federal Institute for Vocational Education and Training

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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

<table>
<thead>
<tr>
<th>Cluster 1</th>
<th>Consequences for the structures of the <strong>labour market</strong> and for <strong>work processes</strong> and tasks at companies and firms, differentiated in a sector-specific way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 2</td>
<td>Consequences for employees’ <strong>competence</strong> requirements</td>
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<td>Cluster 3</td>
<td>Consequences for the <strong>VET systems</strong>, e.g. change/acceleration of processes, strengthening of specific parts of the the VET sector, etc.</td>
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</tbody>
</table>

**Focus of the project**

Possible impacts on stakeholder constellation and on the role of stakeholders in VET; development of new actors
Theoretical Background

- 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

- Federal State
- Cantons / Länder
- State
- Local
- Public VET schools
- Actors
  - Chambers
  - Big companies
  - SMEs
  - Employers
  - Empl assos.
  - Trade unions
Direct and indirect actors

- Federal State
- Cantons/Länder
- State
- Public VET schools
- Local
- VET teachers
- Private provider
- BIG DATA
- Internat. orga
- Research inst.
- Consultants
- Chambers
- Big companies
- SMEs
- Employers
- Empl assos.
- Trade unions
- Ind./learner
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 government 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 regulations: accelerating the development/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

- Actors
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- Consultants
possible changes?

Actors

Big Data

Federal State

Cantons /Länder

State

local

Public VET schools

VET teachers

Private provider

Individuals/learner

Big Data

Research inst.

Internat. orga

consultants

Chambers

Big companies

employers

SMEs

Empl assos.

Trade unions
Summary

• So far: high flexibility within both systems

• Decision 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!

Ute Hippach-Schneider
Federal Institute for Vocational Education and Training, BIBB

hippach-schneider(at)bibb.de