

On the Mystery of the Swiss Dual Vocational Education and Training System – what can Czechs learn, and what not

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CERGE-EI / IDEA Event, Prague

Dec 13,2018

Overview

1. **Functions of education systems and the purpose of VET**
2. Comparing VET systems
 - 2.1 Analytical framework to compare VET systems
 - 2.2 KOF Youth Labor Market Index
 - 2.3 KOF Education-Employment Linkage Index
3. Why is Switzerland so strong?
4. How can we establish strong linkages between actors from the education and employment systems?
5. What can Czechs learn, and what not?

Functions of education systems

There are three main functions of the education system.

We analyze them to find out the extent to which:

- a. *individuals are enabled to independently shape their own biographies, their relationships to their environments, and lives in the community (**individual control ability**),*
- b. *the abilities required on the labor market are made available, thus **securing the volume of labor, quantitatively and qualitatively**, that is necessary for prosperity and social development(**human capital**), and*
- c. *social participation is ensured, including the aspect of social cohesion (**equality of opportunity / equity**).*

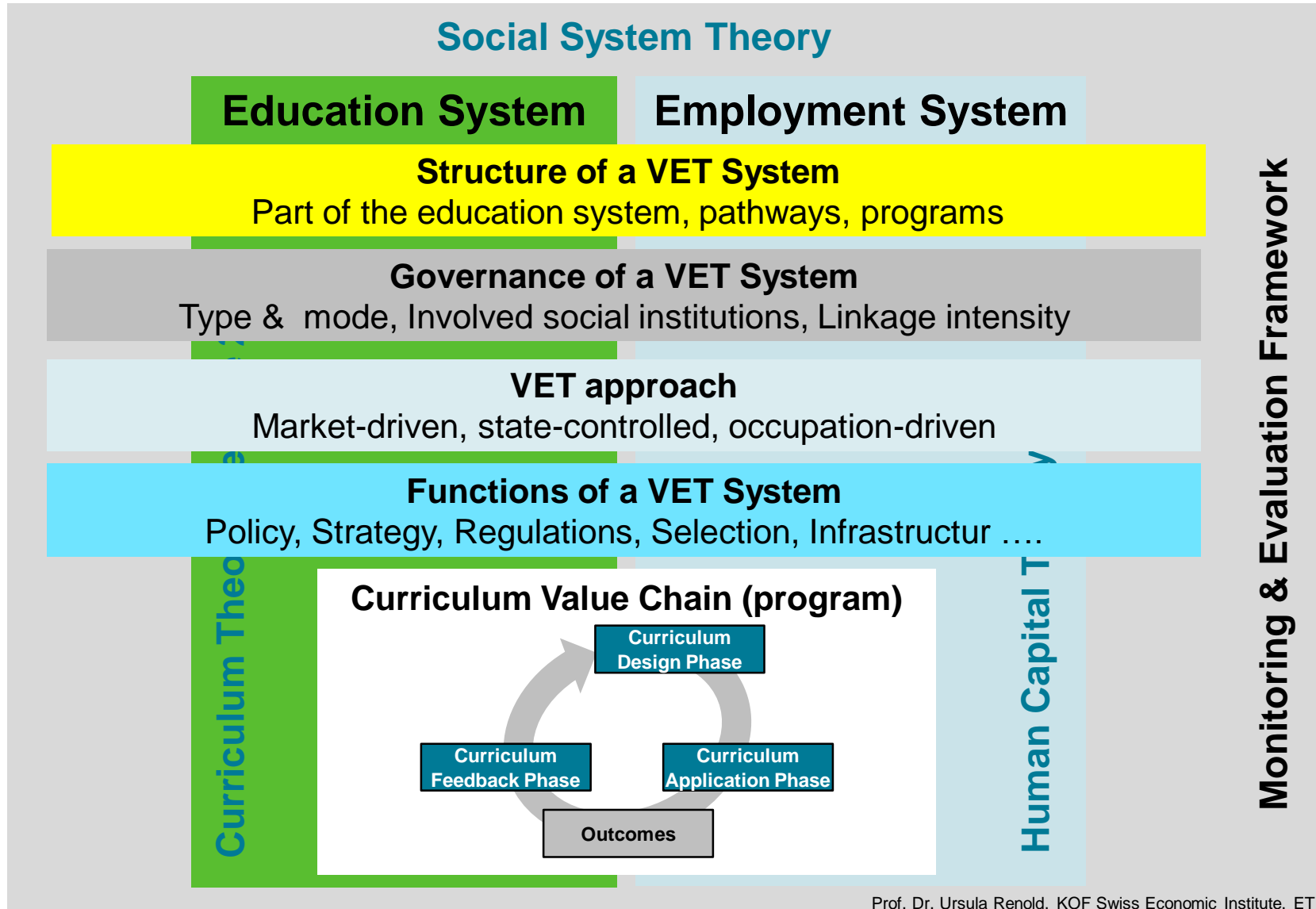
What is the purpose of VET?

- Hence, the main focus is on preparing young people for the **labor market** by **organizing a meaningful and effective educational process**.
- However, offering **progression routes** within the whole education system (permeability → no dead end education) makes VET attractive for all youngsters.

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Analytical Framework: comparing VET Systems



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The KOF YLM Index Tool

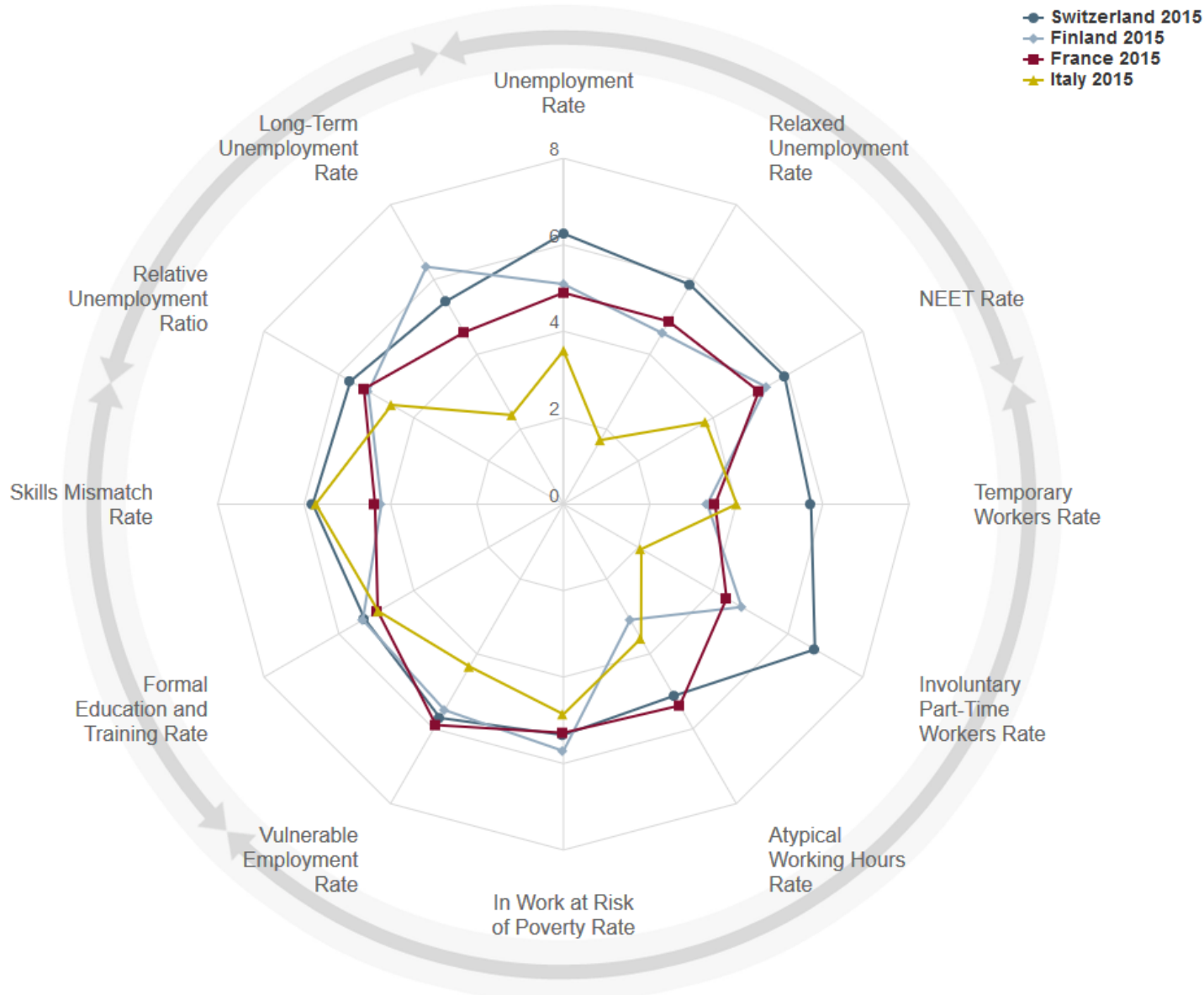


The screenshot shows the landing page for the KOF YLM Index Tool. At the top, there is a logo for 'KOF YLM INDEX' with the ETH and KOF logos below it. The main heading is 'YOUTH LABOUR MARKET INDEX'. Below this, a paragraph states: 'The KOF Youth Labour Market Index shows the various dimensions of the youth labour market situation in 178 countries around the globe.' Another paragraph follows: 'With this tool you can choose up to four countries or regions, compare them to each other and follow the development of the youth labour market situation over time.' At the bottom of the main content area, there is a button that says 'Start now! »'. The footer of the page contains the ETH logo and the KOF logo.

Interactive web tool for your personal use:

<http://viz.kof.ethz.ch/public/yunemp/>

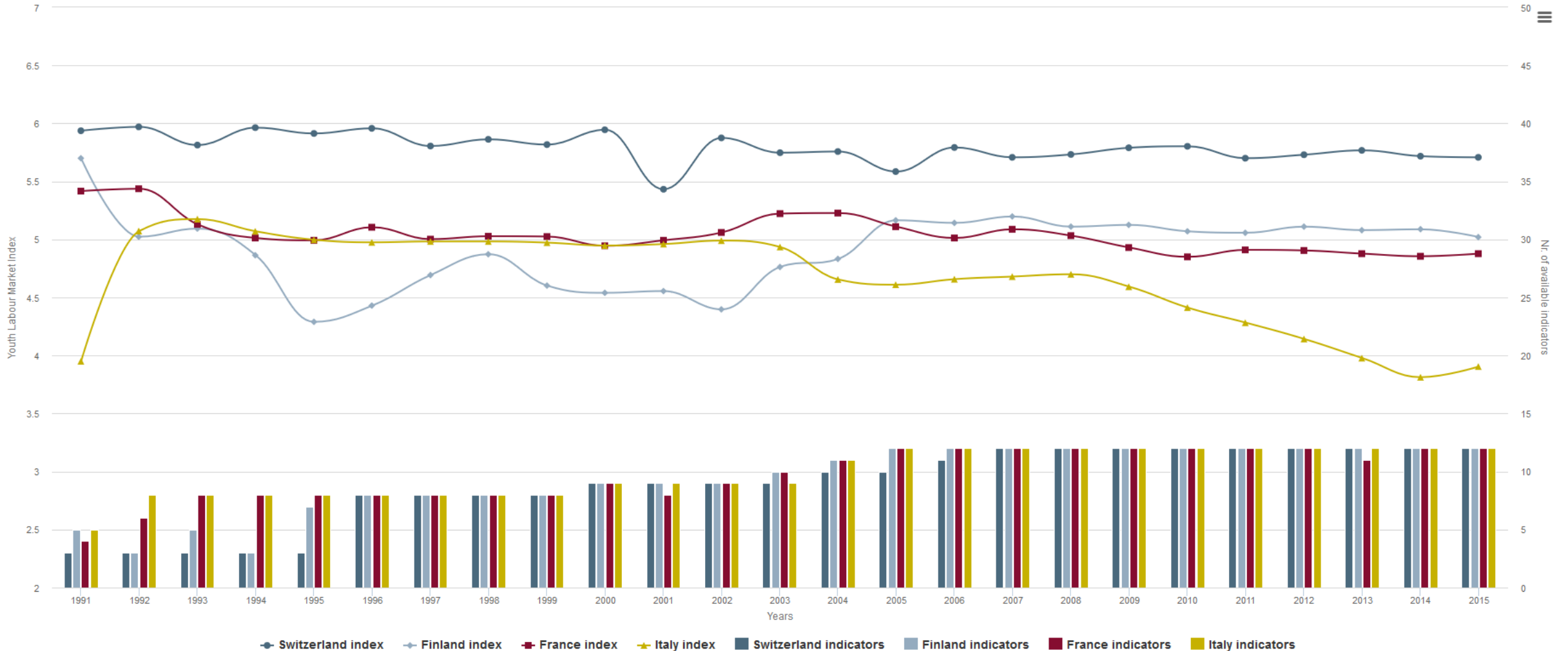
KOF Youth Labor Market Index – Spiderweb Chart of Scores 2015



The further a value is from the center, the more positive the situation is for the relevant indicator. If the value is **zero**, this means that no data are available for this indicator in the country concerned.

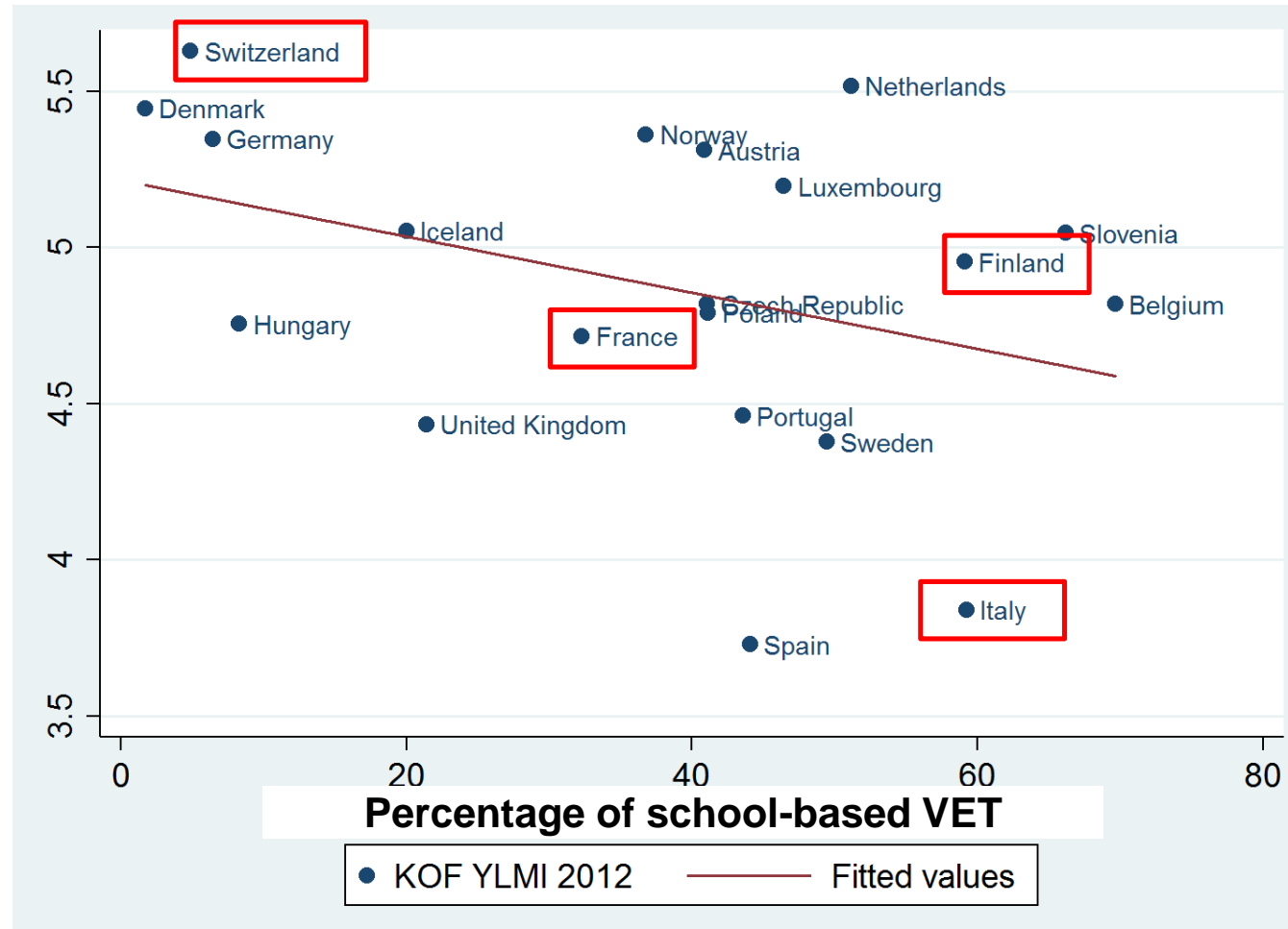
KOF Youth Labour Market Index over time

Evolution of the index over time

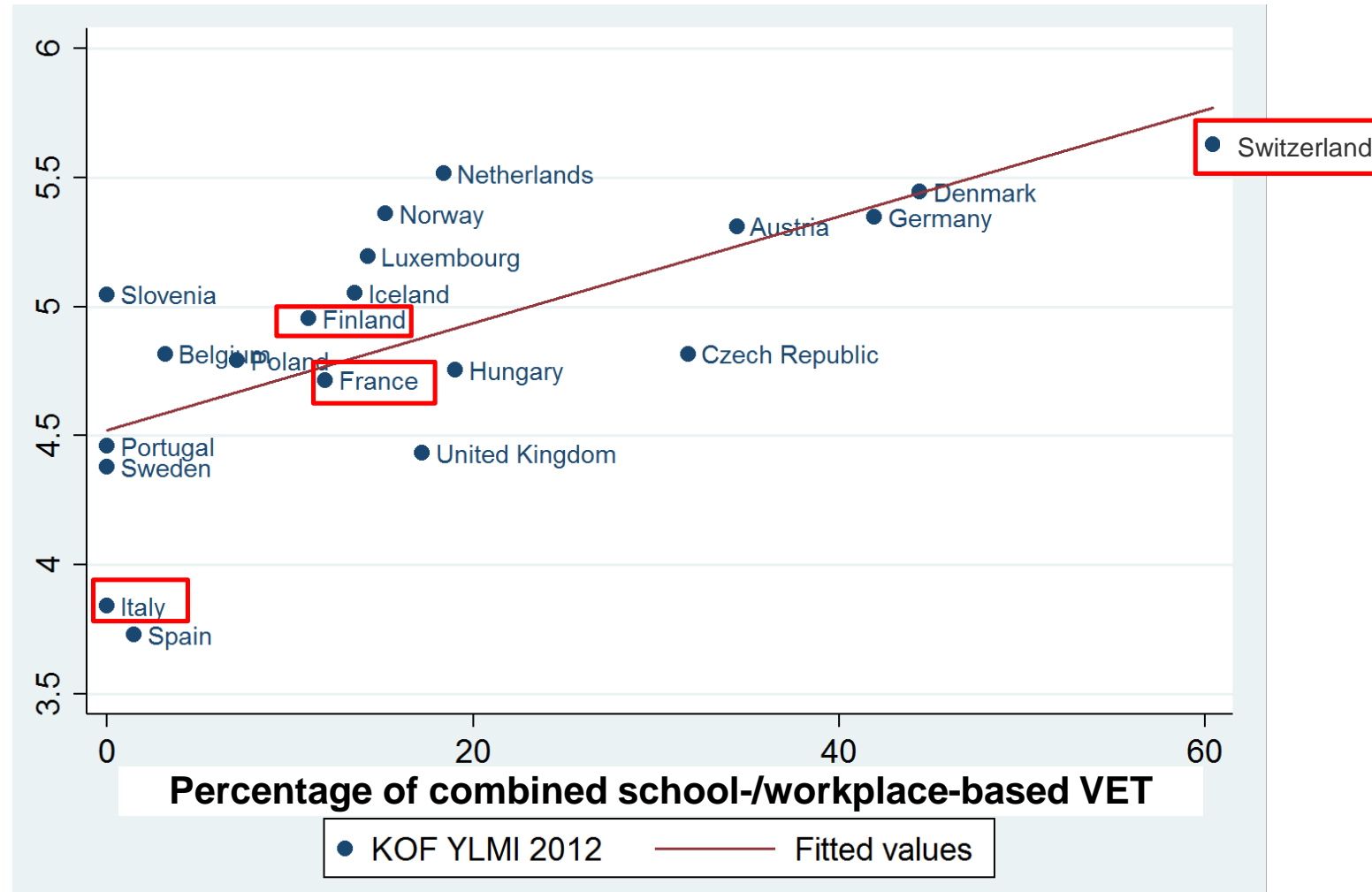


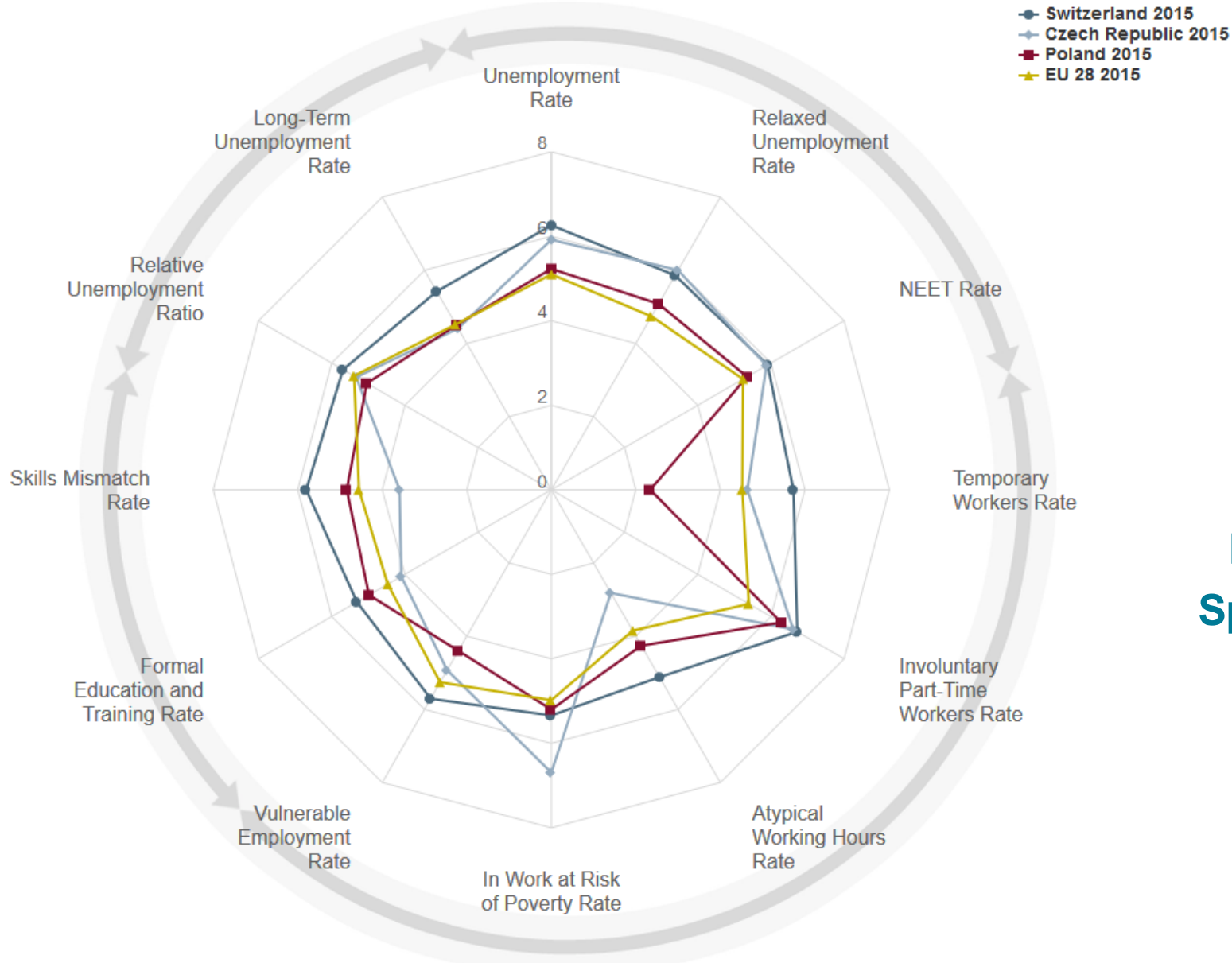
(Source: Renold, Ursula, Bolli, Thomas, Egg, Maria Esther, Pusterla, Filippo: On the Multiple Dimensions of Youth Labor Markets, KOF Studies, 51, Zurich, 2014)

Correlation: VET approach and KOF YLMI - I



Correlation: VET approach and KOF YLMI - II



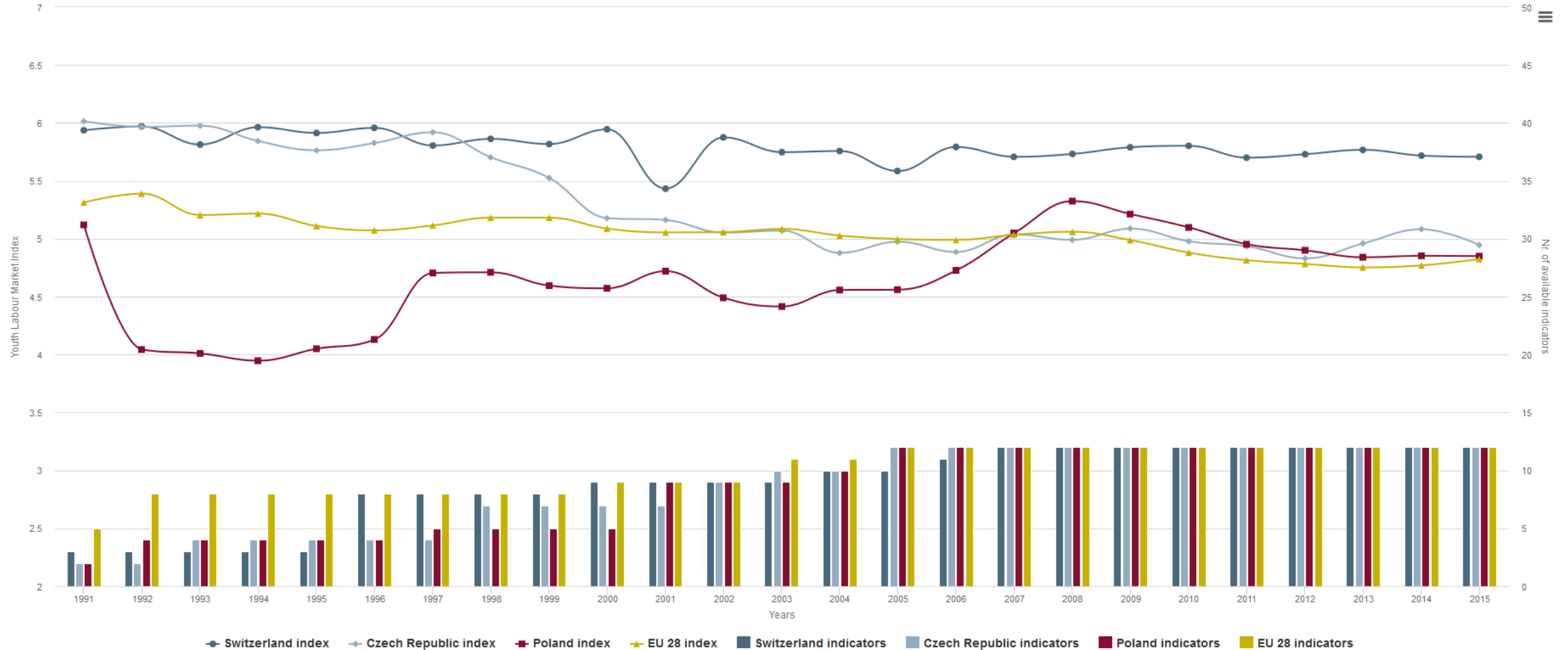


KOF Youth Labor Market Index Spiderweb Chart of Scores 2015

Switzerland
Czech Republic
Poland
EU 28

KOF Youth Labour Market Index over time

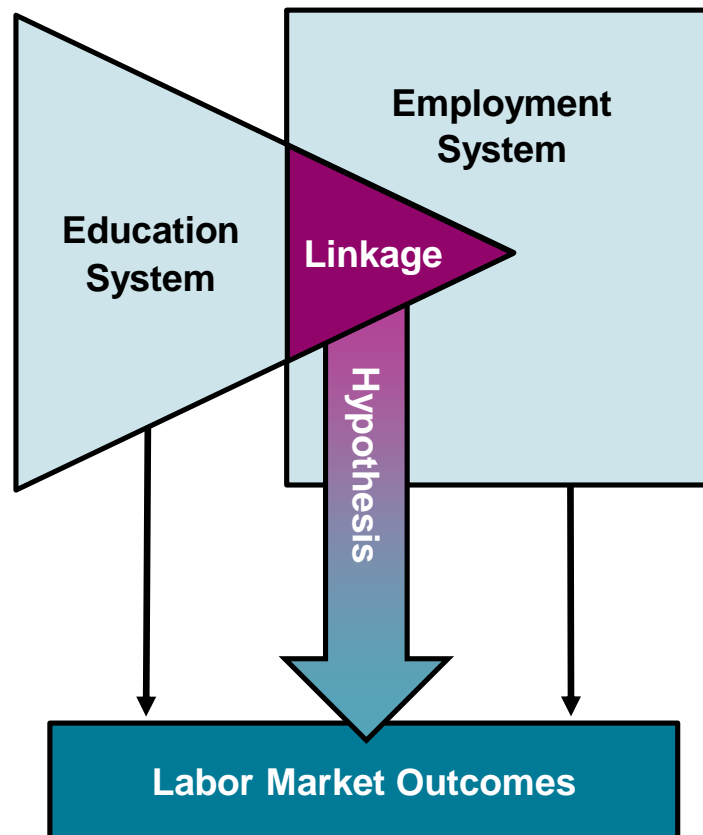
Evolution of the index over time



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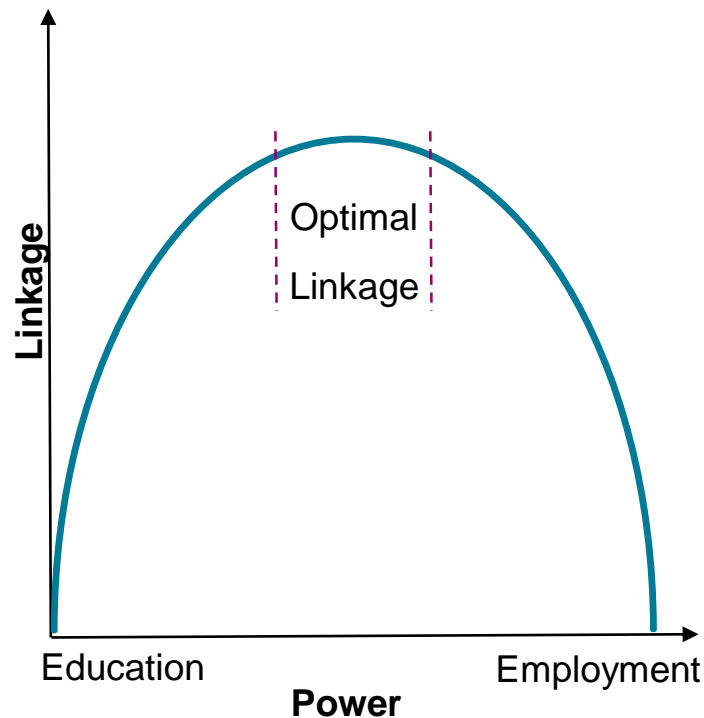
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What is education-employment linkage?



- Education system
 - Program: Curriculum
 - Code: Passing/failing: career
- Employment system
 - Program: Labor market
 - Code: Payment/Non-Payment: Wages
- Generally, **linkage** is in all the processes where actors from the education and employment systems interact in VET.
- It should help improve graduates' labor market outcomes.

Linkage as an equilibrium of power



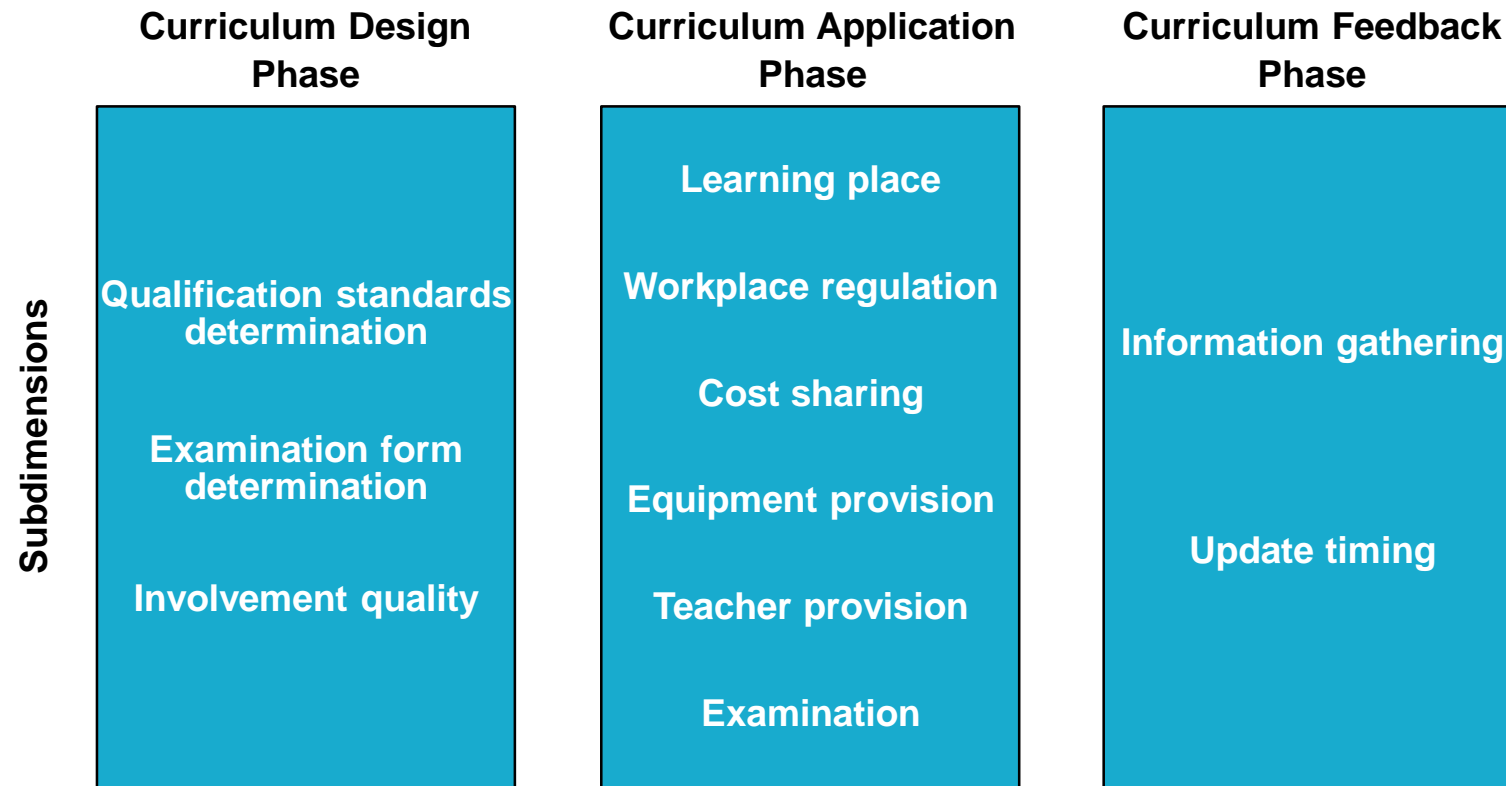
Defining linkage:

- An **equilibrium of power** between actors from the education system and employment system during VET processes.

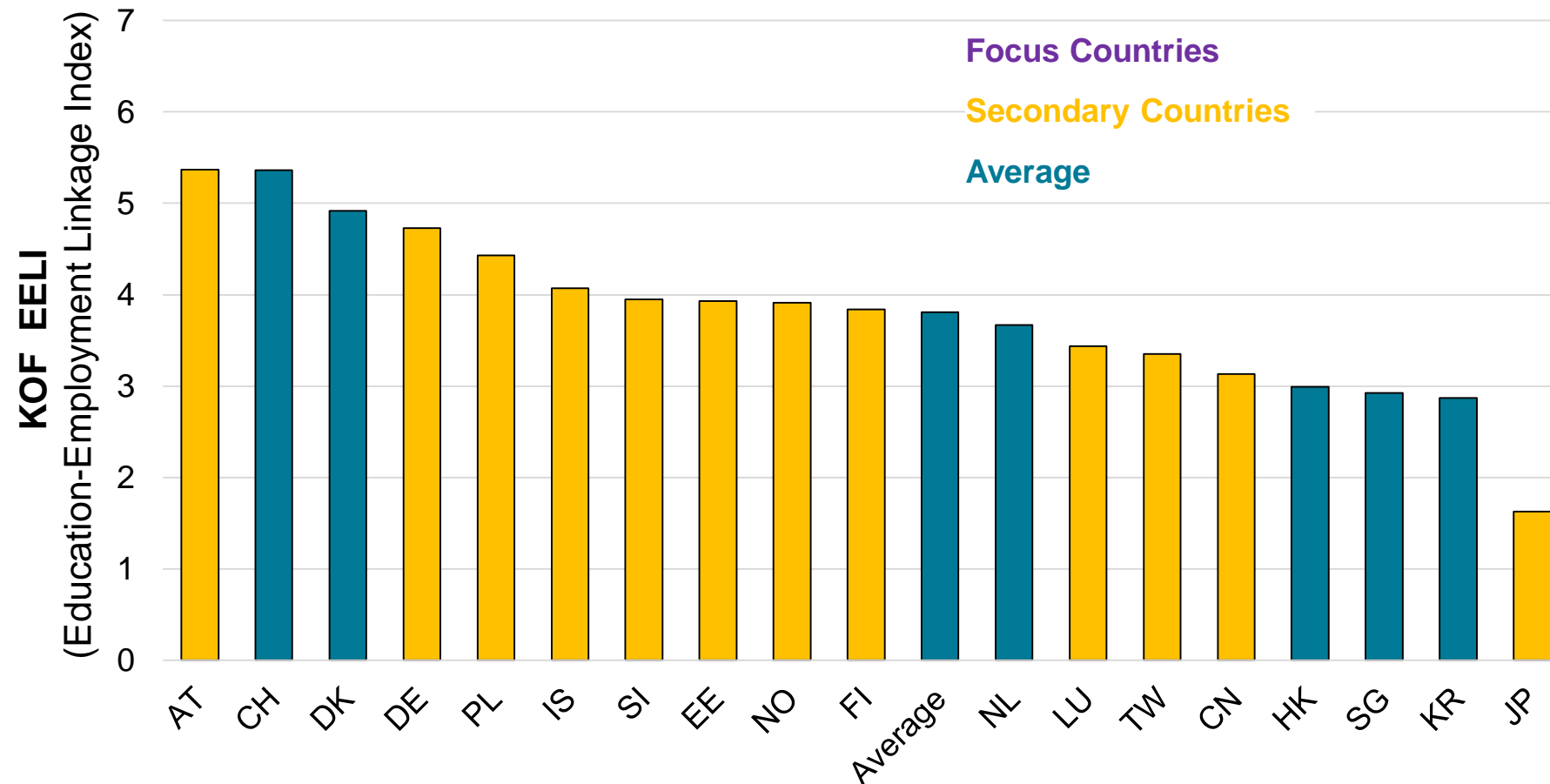
What goes into power sharing?

Dimensions and subdimensions

Dimensions



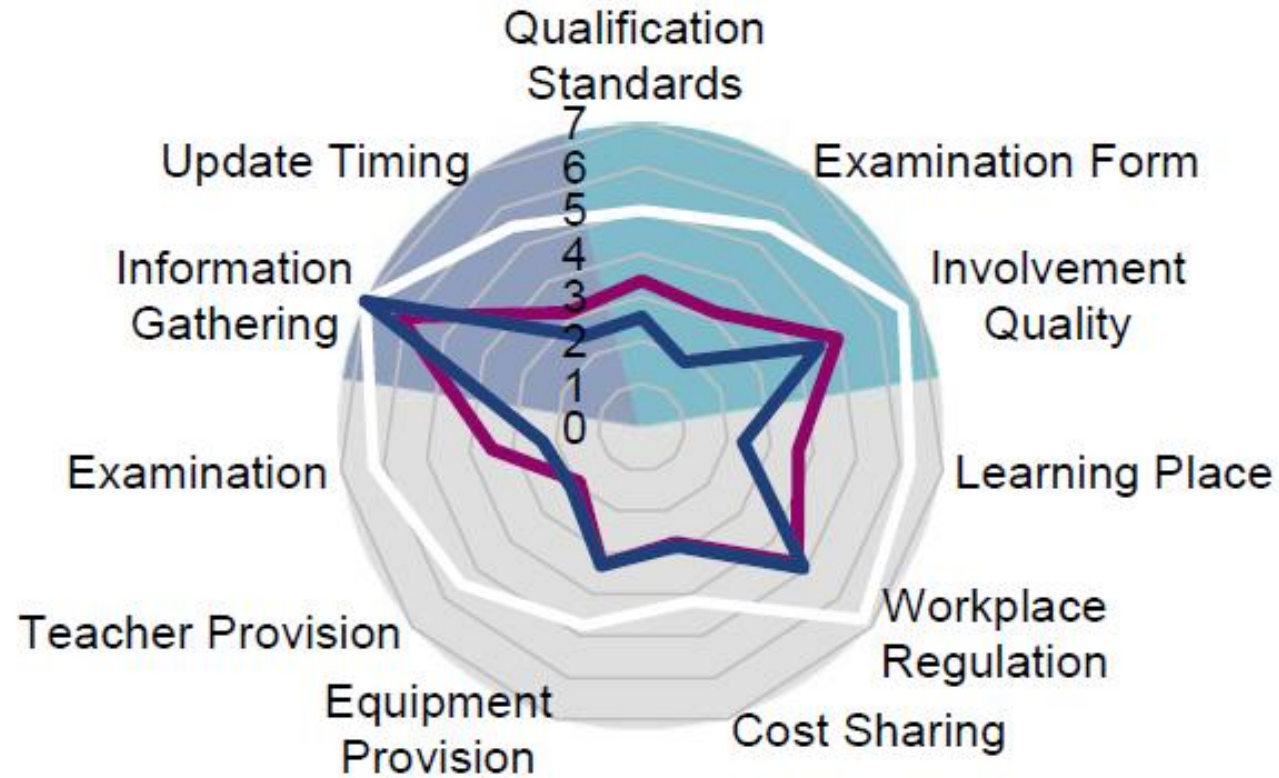
KOF EELI: Results by country



Results for Singapore

Subdimensions

Top Average SG

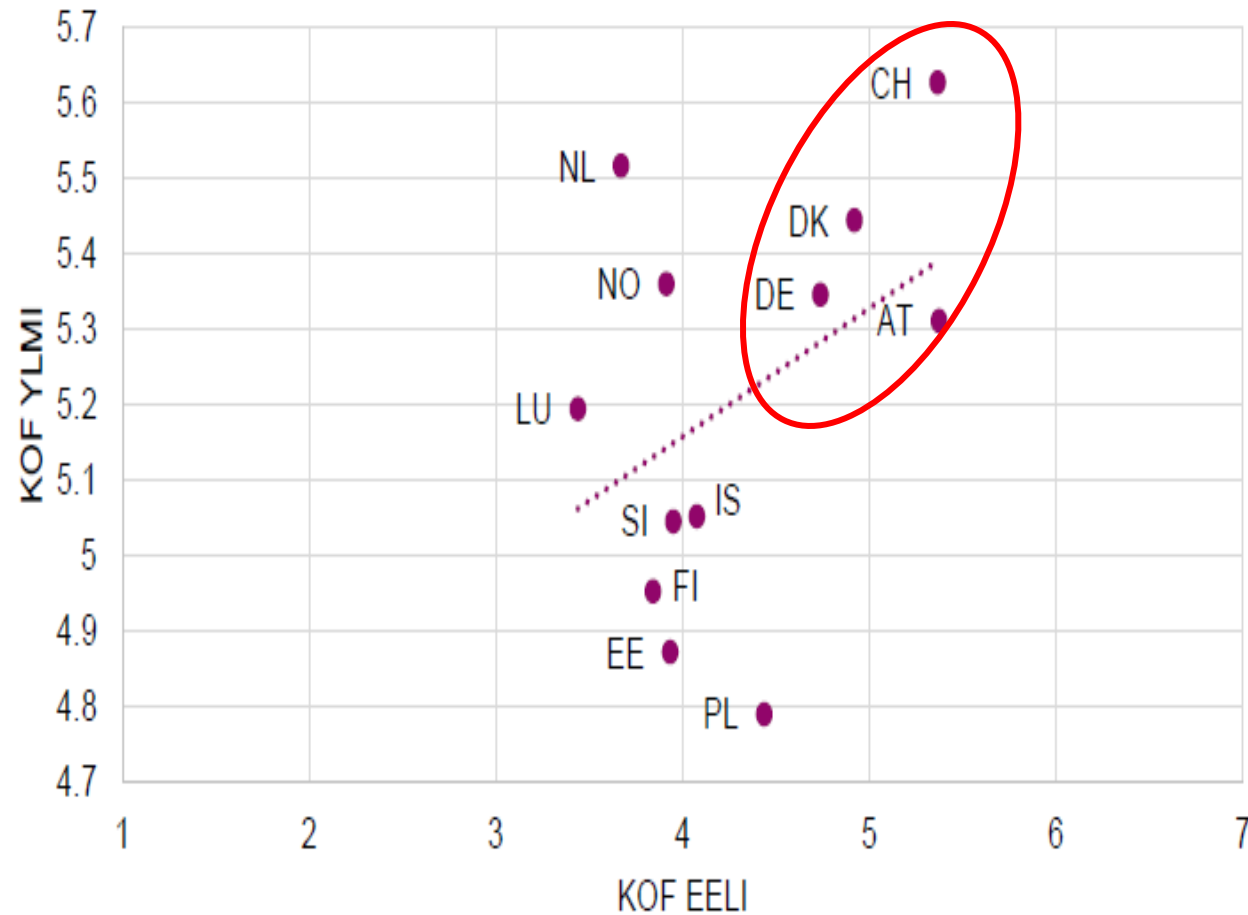


Design Phase

Application Phase

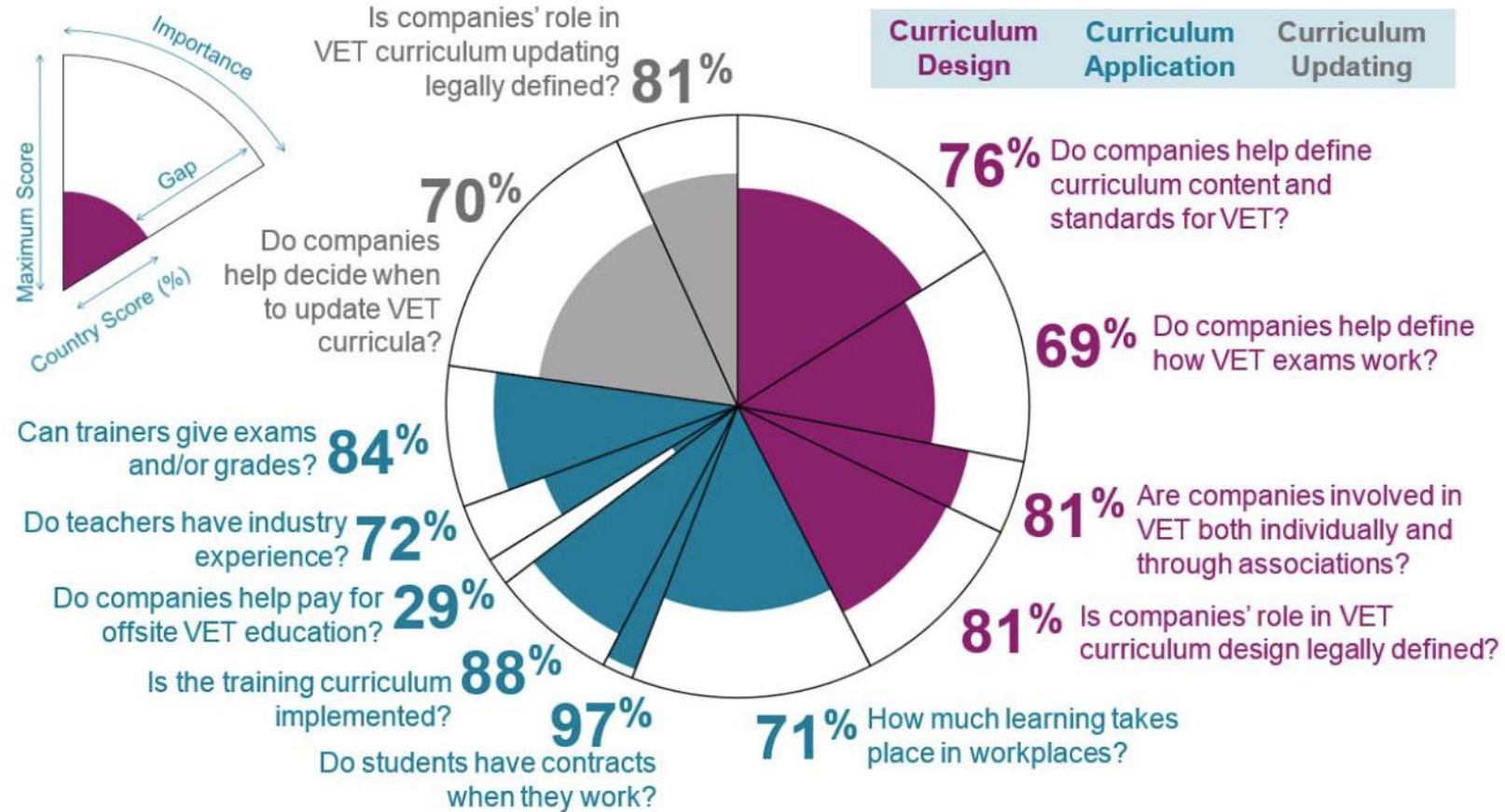
Feedback Phase

Correlations between KOF EELI and KOF YLMI



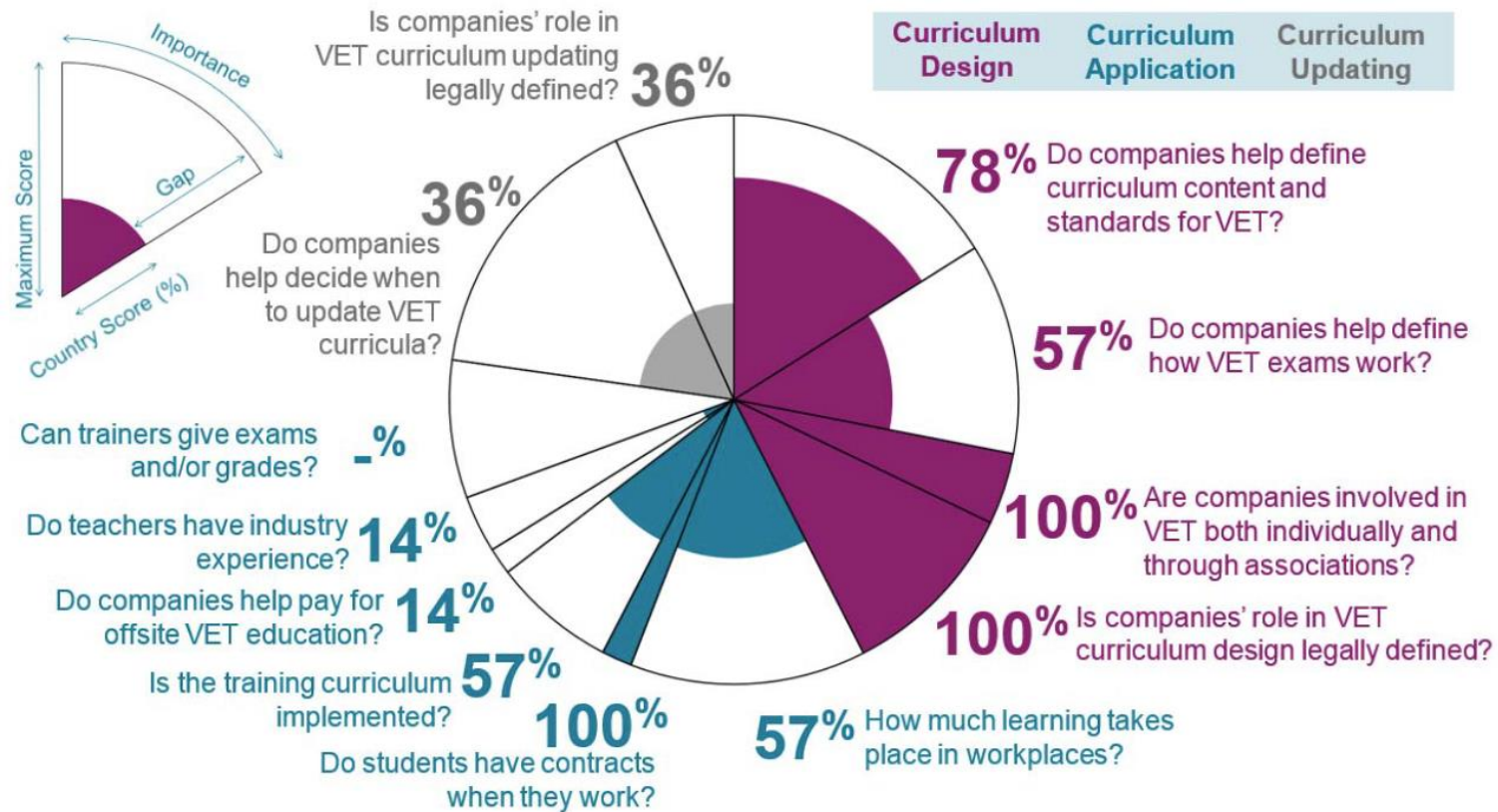
KOF Education-Employment Linkage Index - Switzerland

Figure 6: Swiss feature chart relative to the maximum



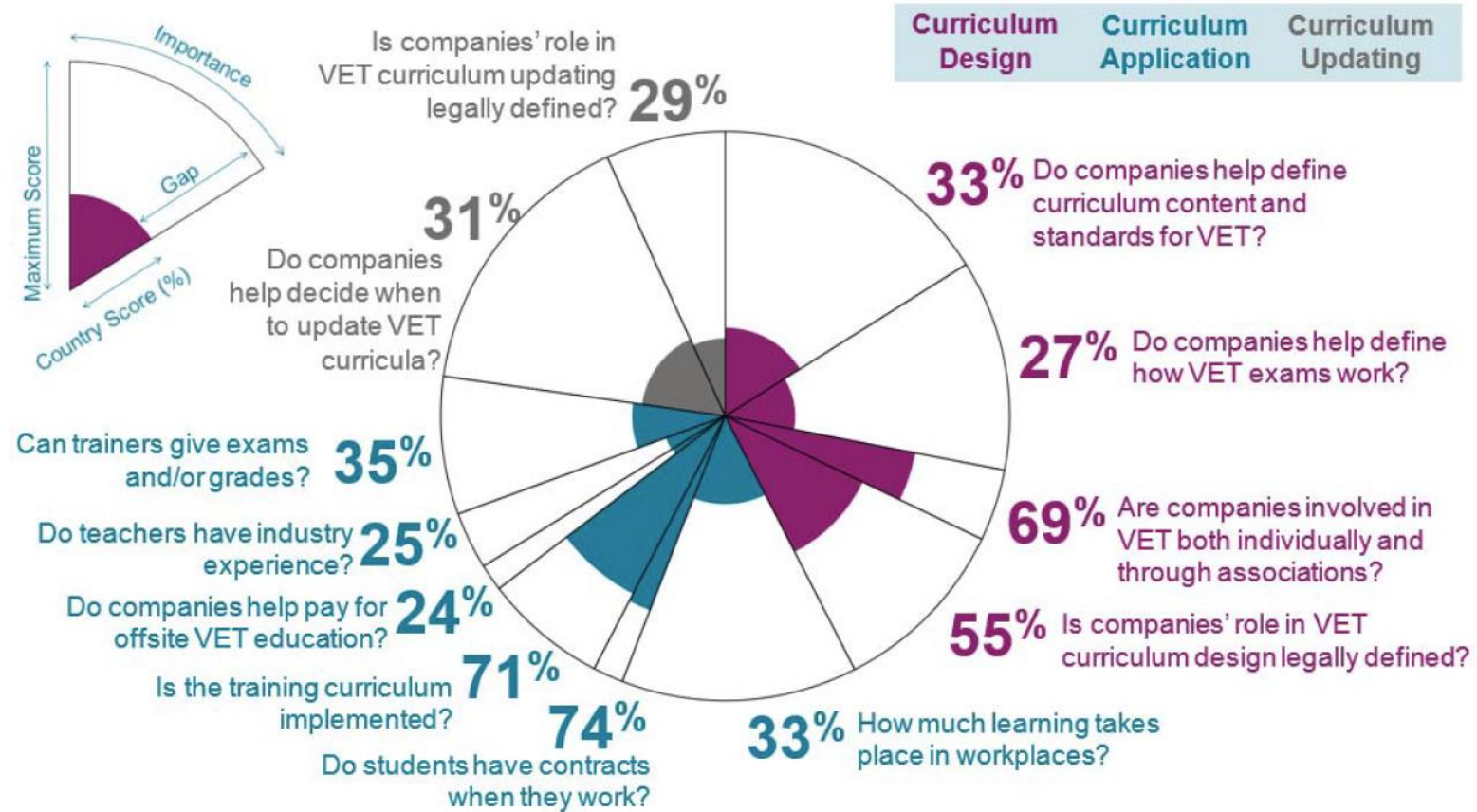
KOF Education-Employment Linkage Index

Figure 8: Slovenian feature chart relative to the maximum



KOF Education-Employment Linkage Index

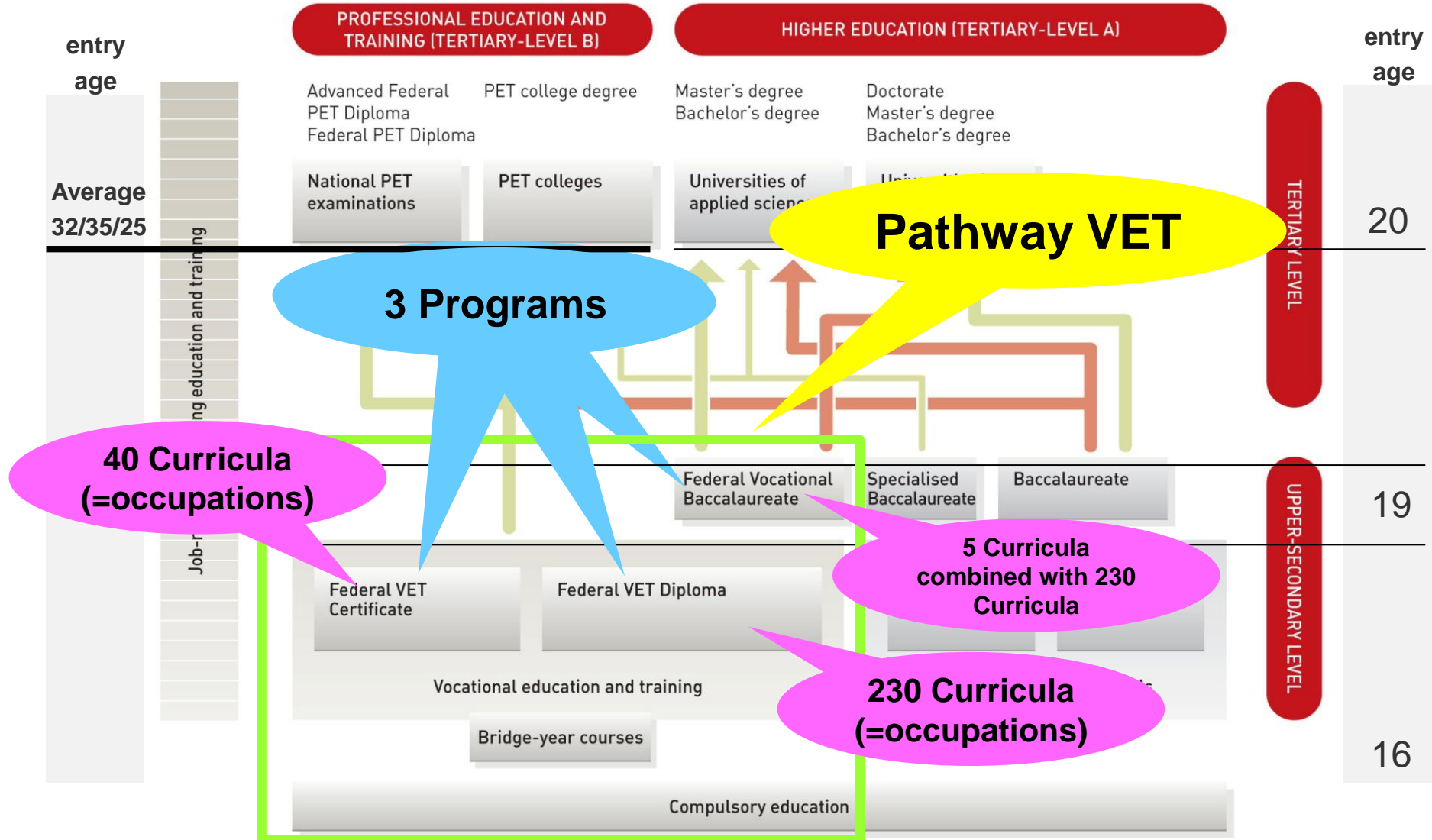
Figure B: Colorado feature chart relative to the maximum



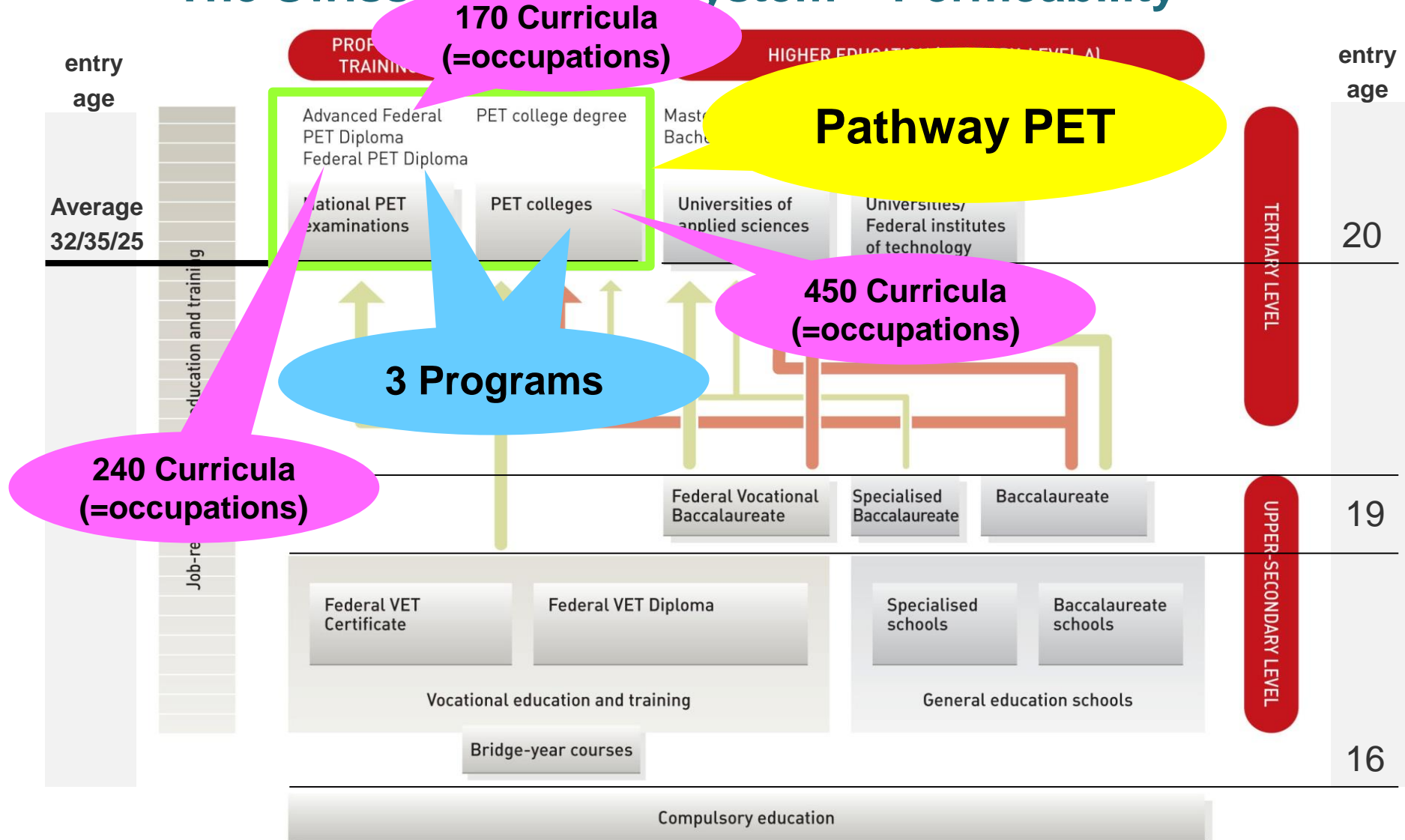
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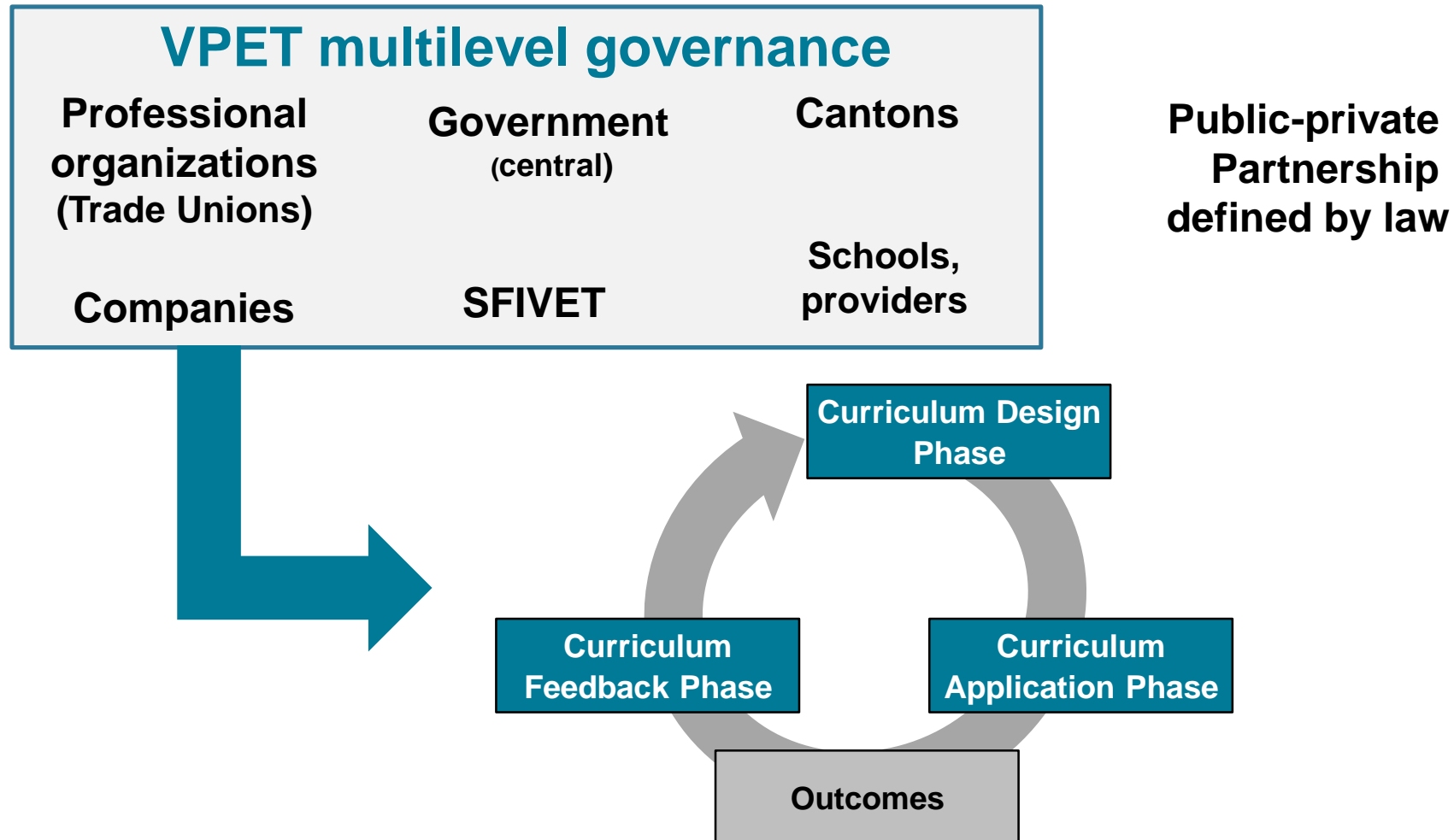
The Swiss Education System – Permeability



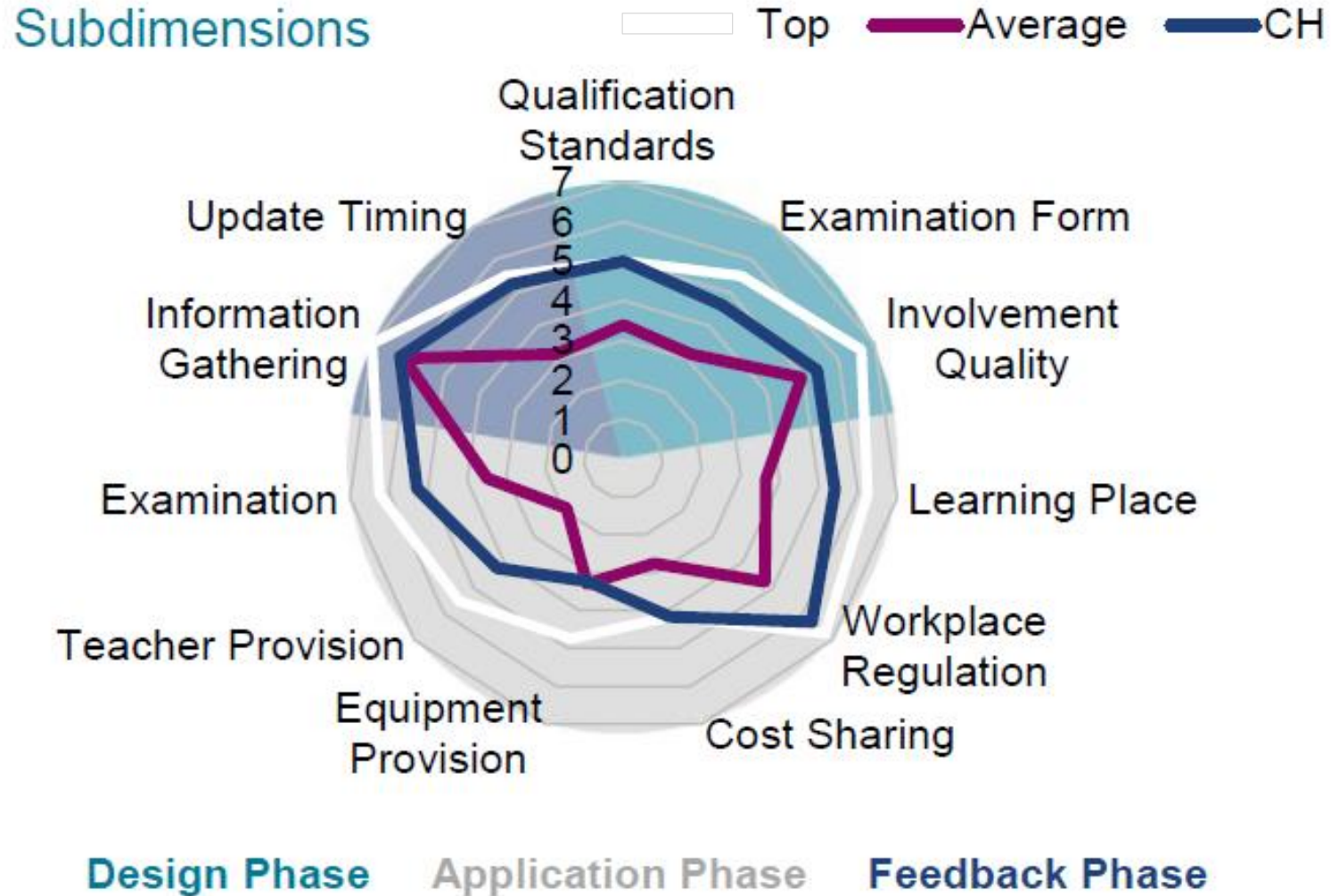
The Swiss Education System – Permeability



Governance: Impact on Curriculum Value Chain



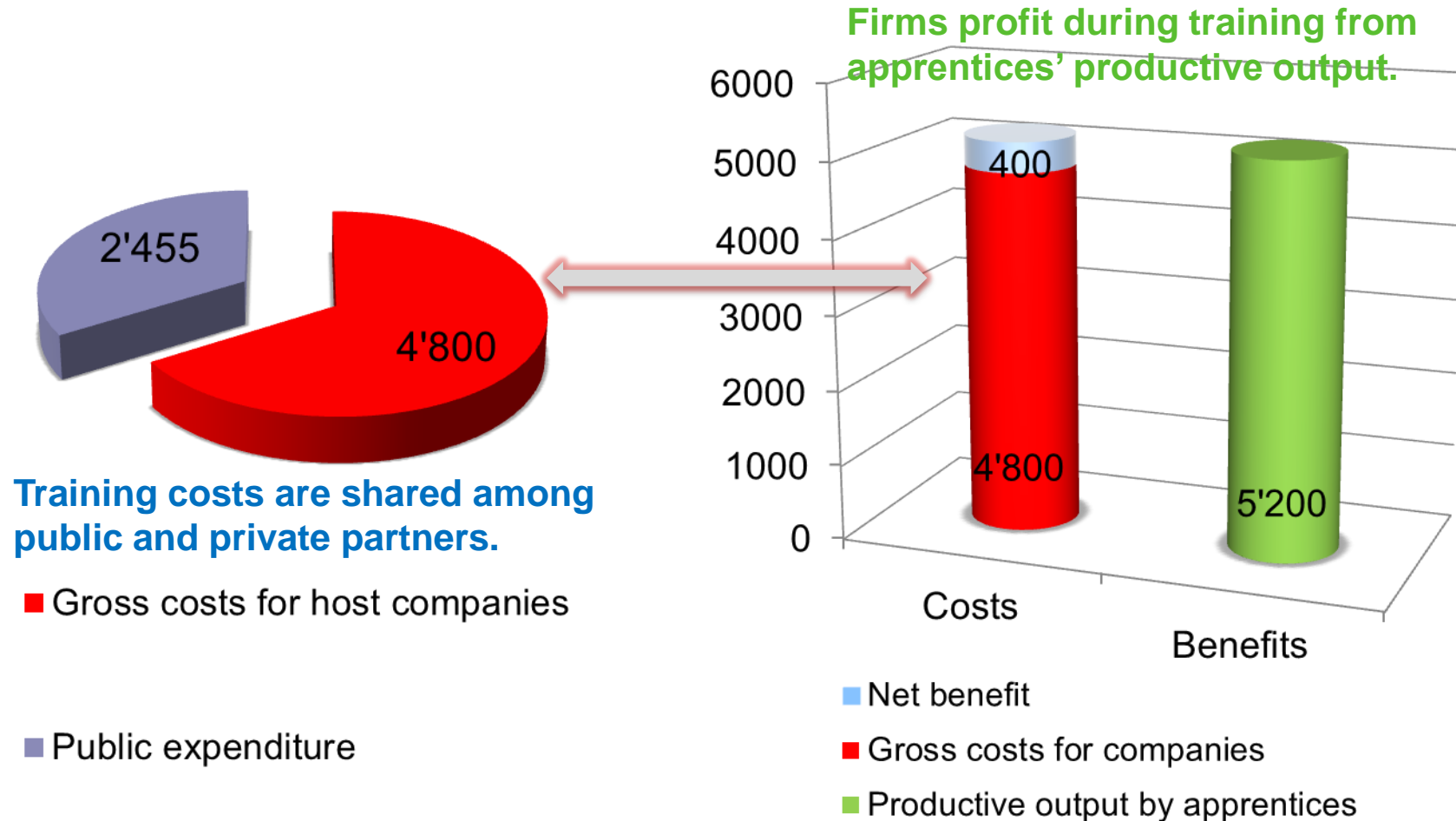
Results for Switzerland



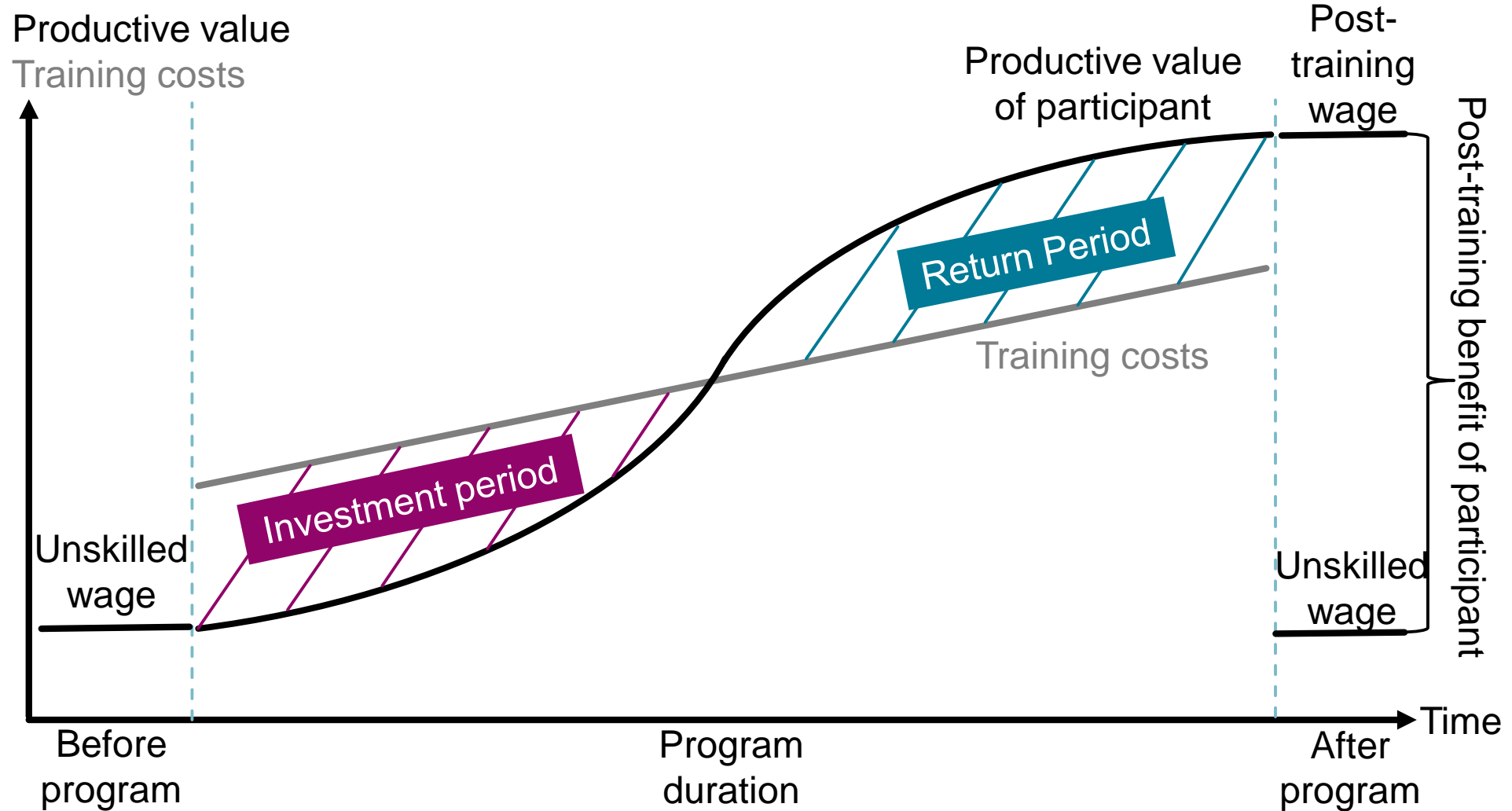
Swiss Professional Organizations act in partnership with Governmental Institutions

Level	Professional Organizations		Unions		Role in VPET Governance
National (Umbrella Organization)	Confederation of Swiss Employers Associations	Swiss Trade Association	Swiss Federation of Trade Unions	Swiss Association of Commercial Employees	Member of Federal Commissions / Federal expert groups, Policy topics
National	Professional Organizations	Professional Organizations	Trade Unions: involvement only by "Collective labor agreement"		Defining occupations, framework curriculum, training materials, etc.
Regional	Regional Chamber of Trade Association		Regional sections of trade unions		Promotion of apprenticeship, carry out examinations

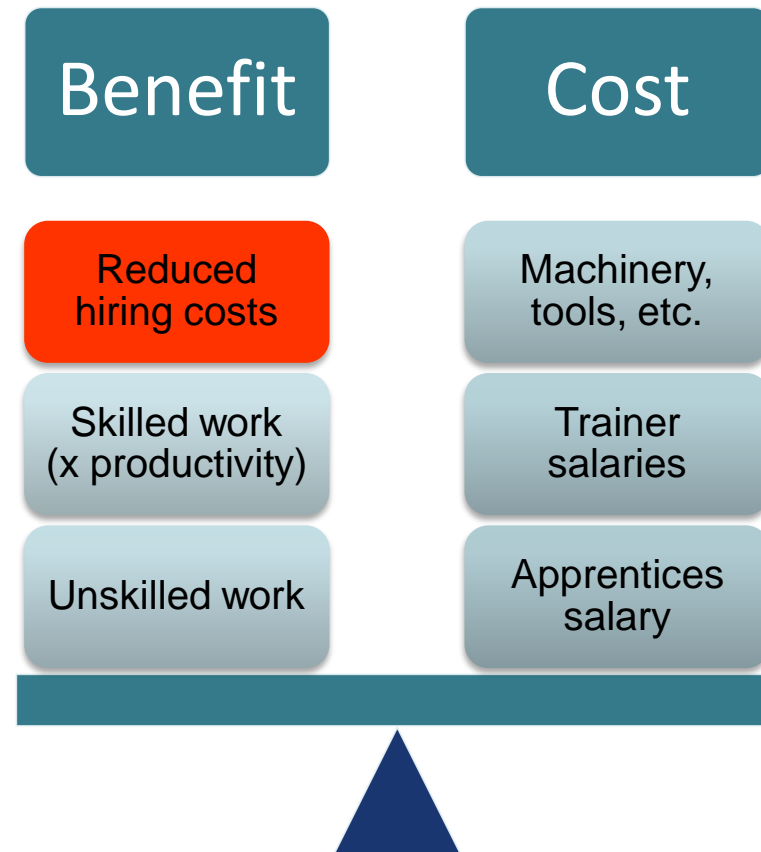
Public-Private-Partnership: Setting stimulating incentives for VET success



Simple framework of training profitability



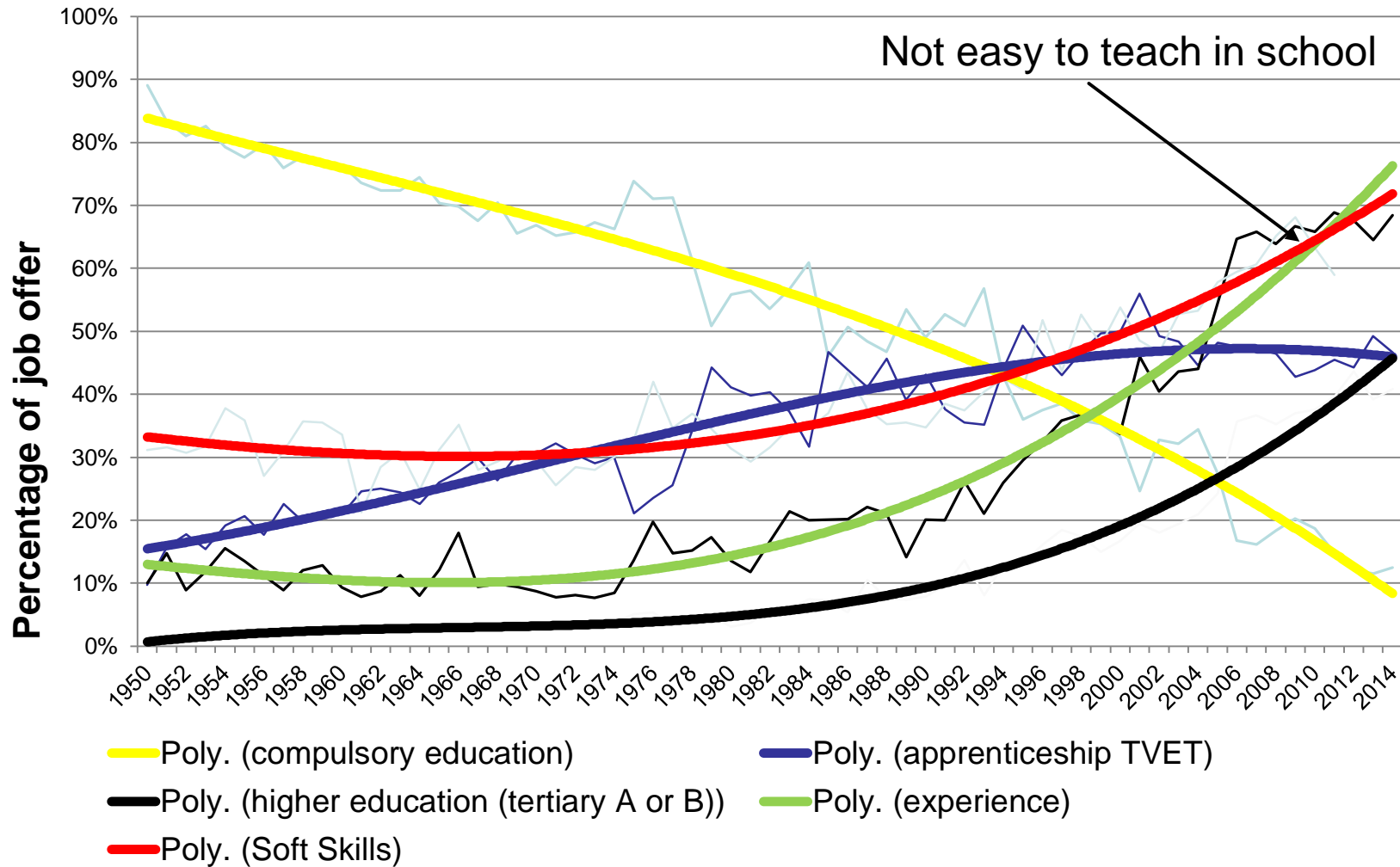
Cost-Benefit – calculation model



Average cost and benefit per apprentice for training firms in Switzerland (2009)

	Per apprentice and year (in Euro) 3 y	Per apprentice and year (in Euro) 4 y
Gross costs	72'012.5	96'391.7
Productive contribution	79'273.3	103'380.8
Net benefit	7'260	6'989.2
ROI	10.1%	7.25%

Job Market Monitor Switzerland 1950-2014



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How can we establish strong linkages?

- **Employers** are involved in:
 - Setting **qualification standards**,
 - Deciding when an **update** needs to happen, and
 - Setting the **examination form**.
- **Students spend most of their time in the workplace** instead of the classroom.

How to establish strong linkages: Start by launching a dialogue among stakeholders

The first and most important step to digesting KOF EELI results (or other research results) for any country is launching a dialogue among stakeholders on questions such as:

- Do we agree with the findings? If no, why?
- Are there any results we find surprising?
- Are there any bad results that we already knew about?
- Do we have a strategy on where to start to reform the system?
- Do we have all the information we need to start a reform process?
- Do we have enough resources and expertise to start a reform process?
- Do we have a strategy how to organize “buy-in” from companies?

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What can Czechs learn, and what not?

- VET systems are **socially constructed**
- **Generate evidence** about the Youth Labour Market and the institutional framework in Czech Republic
- Make a **SWOT analysis** of the VET sector in Czech Republic
- Develop a VET policy, strategy and/or a VET Act to regulate the institutional requirements
- Convince **industry associations and their firms** to train (set the right incentives, that lead to a sustainable development; no subsidies!)
- Make **Cost-Benefit simulation** to identify the variables of a VET programme
- Initiate pilot projects, evaluate and improve them before up-scaling in the whole country

Don't copy Switzerland! Respect the socio-economic and socio-cultural context of the Czech Republic.

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Thank you for your attention!