Intellectual Output No 1 - SUMMARY

Capacity Building for Developing VETriangle

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Promotion of WBL via Vocational Education Training Triangle

VETriangle

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Capacity Building for Developing VETriangle

Summary IO1

The first intelectual output oft he VETriangle project examined the different education systems in the partner countries to find out more about the different implementation of dual vocation al training. Every system has its own unique implementation of dual training, some are more established, while others lack a strong dual approach. The focus point of the intellectual output was to find out which intermediaries are involved in dual training and VET and how their role can be improved. The reason for this focus is that a strong involvement of intermediaries can strengthen dual education and VET. If intermediaries like trade unions, employers, associations … are involved in VET it is more easy to react on skill gaps and to provide realistic education and training which suits the needs of the labour market. The different areas of the output included:

- An overview of the system with the involved intermediaries → This section gives a first overview over involved intermediaries in the VET system of each country. It is designed from the apprentices point of view and focuses on intermediaries.

- Details → If applicable country specific details and specifications of the system structure according to the role of intermediaries are provided.

- Training → First the output explains basic training information on training options which include dual training elements.

- Who trains? → This section is based on the actual training conductors. Every system has its specific training providers. In some cases they are divided between practical and theoretical contents, some are private some are public… This is also important regarding the links to intermediaries because for example companies are not in every system involved in training.

- Target group → This section points out which target groups are addressed by vocational training and if there are specific training options for unemployed or other groups.

- Curricula/Certification/Examination/Modernization → This chapter is important for modernization and modification of educational training. It includes information on the speed and processes of modernization of the system. This is important to be able to react on changing labour market demands and modernizing training.

- Work based learning → This section investigates the question to what amount work based learning is already included in the different systems.

- Social Acceptance → Social acceptance can be a key point as well as a main obstacle for a successful dual VET system. For example in some countries like Germany the system is functioning well because it has a long tradition and is well established. Even if this factor is hard to measure it has a big impact.

- Problems/Challenges → This section provides for points and issues that are a current challenge in the different systems. This can be headed to the role of intermediaries as well as to curricula which do not fit to the labour market demands.

- Piloting/Best practice → In opposite to the previous chapter this section tells about good practices like a strong dual training focus or strong links between the intermediaries.

- Recommendations → This chapter is a try to provide for suggestions, ideas and solutions for some of the named aspects. Although it is aimed at each partner country there are some ideas which can be translated to other contexts and countries.

The first output of VETriangle provides for a first overview of the different educational systems and examines the important involvement of intermediaries. As a first conclusion it can be noted, that every system has a unique style of implementation of dual training elements. Some of them are already well established while others have some room for improvements. Details can be found on the website of the VETriangle project: http://vetriangle.eu/

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PROJECT PARTNERS:

KIELCE
TECHNOLOGY PARK

GLOBAL IDEAS
PROJECTS

T.C. MİLLÎ EĞİTİM BAKANLIĞI

Bergara
MAi
MIGUEL ALTUNA INSTITUTUA

VESBE
Gemeinsam gehen

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