

**Development and promotion of the VET sector in Poland – How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany**

# **Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany**

**Authors:  
Łukasz Sienkiewicz  
Marcin Budzewski**



# About the project

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project:

"Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The project is financed under the EEA Financial Mechanism for 2014-2021, the Education Program.

Component: Institutional cooperation for enhancement of quality and relevance of vocational education and training (VET) and continuing education

Document number: EOG/21/K3/W/0020

Amount of funding: EUR 79,143.30

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## Table of contents

1. Introduction.....	4
1.1 Scope of analysis and research methods.....	4
1.2 The importance of vocational education in a European perspective.....	5
2. Comparative analysis of vocational education systems.....	7
2.1 Vocational education system in Poland.....	7
2.2 Vocational education system in the project countries.....	12
2.2.1 Introduction.....	12
2.2.2 Liechtenstein.....	18
2.2.3 Switzerland.....	20
2.2.4 Germany.....	26
2.3 Ways to build employer engagement in vocational training.....	28
2.4 Conclusions from the comparative analysis and suggestions for modifying the model of organisation of vocational education in Poland towards dual vocational education.....	39
3. The role of vocational guidance in vocational education.....	41
3.1 The essence and process of educational and vocational guidance in vocational education.....	41
3.2 Educational and vocational guidance in Poland.....	42
3.3 Educational and vocational guidance in the project countries.....	52
3.3.1 Liechtenstein.....	52
3.3.2 Switzerland.....	58
3.3.3 Germany.....	60
3.4 Conclusions from the comparative analysis and suggestions for modifying the model of organisation of educational and vocational guidance for VET students and candidates for students.....	62
3.4.1 Conclusions and recommendations.....	62
3.4.2 Proposed scope and method of providing the counselling service.....	63
Sources used.....	71

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## 1. Introduction

### 1.1 Scope of analysis and research methods

This analysis has been produced as part of the project: "**Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany**". It presents the key findings of the comparative analysis of the vocational education system in Poland and the countries of interest of the project (Liechtenstein, Switzerland and Germany). As part of the analysis, we are looking for answers to key questions:

- **What influences the effectiveness of the vocational education system?**
- **What are the forms of promoting vocational education and building its positive image?**
- **How are young people recruited, among other things, to patronage classes in the equivalent Polish sectoral vocational schools and technical secondary schools?**
- **What is the importance and terms of cooperation between schools, employers and local/regional authorities?**
- **How are young people supported in the framework of educational and vocational counselling?**

In the first part of the analysis, we present its assumptions and the methodology adopted. The analysis includes a review of available statistical data and publications, including scientific literature, research reports and other sources (so-called desk research). The analysis also takes into account findings from interviews with representatives of the project partners from Liechtenstein, Switzerland and Germany.

In the second part of the analysis, we present a comparison of the vocational education systems in the countries covered by the project. The analysis also covers the issues of financing dual vocational education in these countries.

The third chapter is devoted to vocational guidance/counselling in vocational education. The analysis includes the solutions adopted in Poland, as well as in Switzerland, Germany and the Principality of Liechtenstein. The summary of the chapter contains conclusions from the comparative analysis and suggestions for modifying the model of organising educational and vocational counselling for vocational education students.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## 1.2 The importance of vocational education in a European perspective

**The Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020/C 417/01<sup>1</sup>** recommends that EU Member States work towards implementing a vocational education and training policy which:

- equips young people and adults with the knowledge, skills and competences to thrive in the evolving labour market and society, to manage the recovery and the just transitions to the green and digital economy, in times of demographic change and throughout all economic cycles;
- fosters inclusiveness and equal opportunities and contributes to achieving resilience, social fairness and prosperity for all; and
- promotes European vocational education and training systems in an international context so that they are recognised as a worldwide reference for vocational learners.

In doing so, Member States should support sustainable partnerships for the governance of vocational education and training, in accordance with national context and, where relevant, through public-private partnerships. 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 sectoral level;

**The Osnabruck Declaration on Vocational Education and Training<sup>2</sup>** calls for the promotion of European VET systems as a common European education and training area, which is recognised as a worldwide reference for vocational learners. It is therefore necessary to support all initiatives that support the transparency of qualifications and the provision of opportunities for all learners to engage in flexible learning pathways as well as encourage individuals to switch horizontally from a learning site in one country to one in a different country.

Such an approach requires taking into account comparative analyses at a transnational level.

<sup>1</sup> [https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX:32020H1202\(01\)](https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX:32020H1202(01))

<sup>2</sup> [https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The term "**dual education**"<sup>3</sup> is widely used as an umbrella term to describe a situation in which teaching and learning in vocational education and training is characterised by "duality" as regards:

- learning venues (two venues: schools/VET providers and training companies), sharing the responsibility of providing theoretical and practical training,
- actors (public and private actors), sharing the responsibility for VET policy and practice.

According to UNESCO<sup>4</sup>, the 'dual education system is called "dual" because it combines apprenticeships in a company and vocational education at a vocational school into one course.' At the company, the apprentice receives practical training, which is supplemented by theoretical instruction at the vocational school.

According to Cedefop,<sup>5</sup> dual education concerns 'education or training combining periods in an educational institution or training centre and in the workplace'.

---

<sup>3</sup> [https://www.europarl.europa.eu/RegData/etudes/BRIE/2014/529082/IPOL\\_BRI\(2014\)529082\\_PL.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2014/529082/IPOL_BRI(2014)529082_PL.pdf)

<sup>4</sup> Terminology of Technical and Vocational education.

<sup>5</sup> Terminology of European education and training policy.

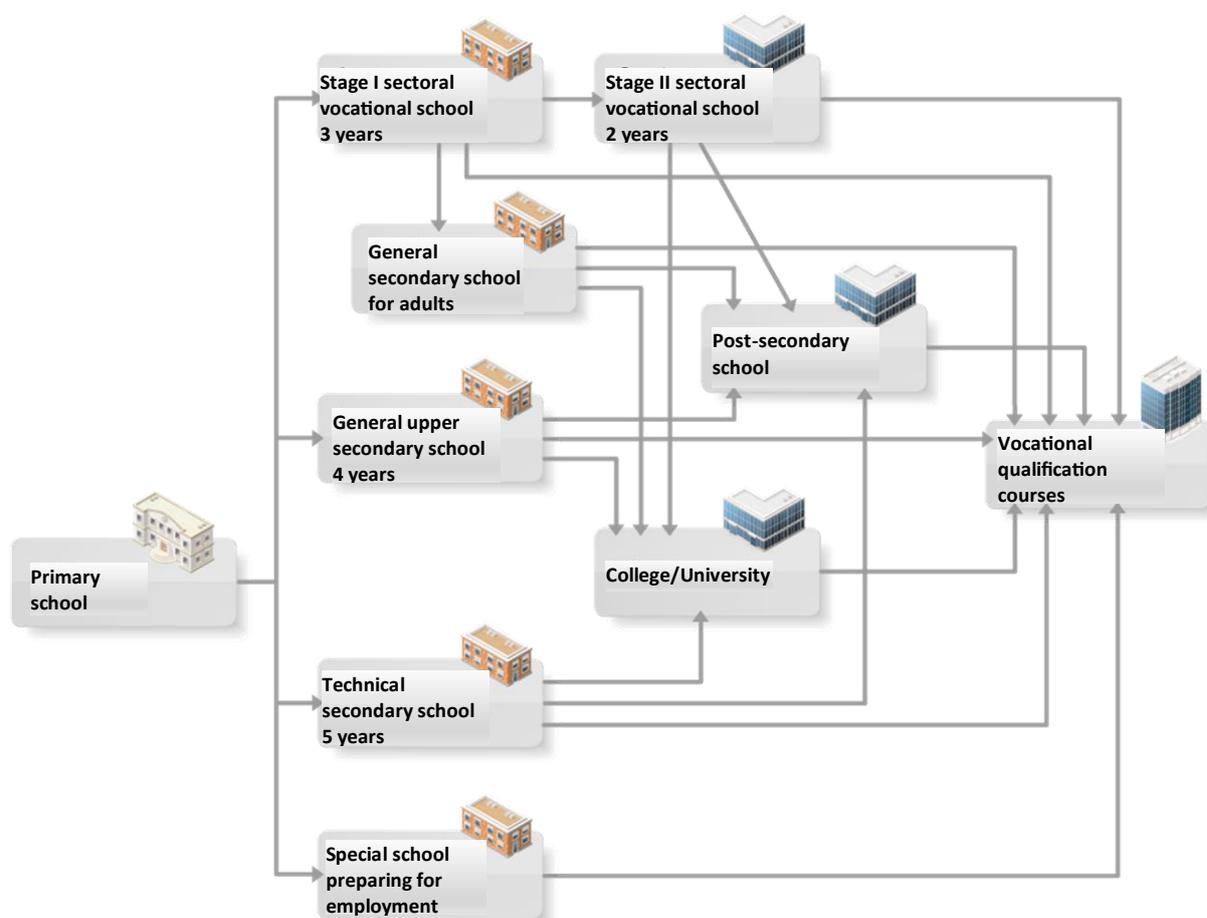
The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## 2. Comparative analysis of vocational education systems

### 2.1 Vocational education system in Poland

The figure below illustrates possible learning pathways in Poland starting from primary school. It takes into account the reform of the education system initiated in 2017.

**Figure 1. Learning pathways in Poland**



Source: <http://doradztwo.ore.edu.pl>

The main changes introduced by the reform:

- transformation of six-year primary schools into eight-year primary schools, comprising educational stage I (grades 1 – 4) and educational stage II (grades 5-8);
- extension of education in general upper secondary schools (from three to four years) and technical secondary schools (from four to five years);

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

- transformation of existing vocational schools into stage I sectoral vocational schools,
- Introduction of stage II sectoral vocational schools.

Vocational education and training at secondary (post-primary) and post-secondary levels is provided mainly in schools in Poland. Post-primary education includes both vocational and general education.

The types of vocational schools in Poland are:

- 3-year stage I sectoral vocational schools that allow pupils to obtain vocational qualifications upon passing a vocational exam confirming a qualification in a given profession. Graduates can continue their education in grade II of a general secondary school for adults or in a stage II sectoral vocational school, and take qualifying vocational courses;
- 2-year stage II sectoral vocational schools, in an occupation that embraces a qualification common to the occupation for which pupils are trained in a stage I and stage II sectoral vocational school. Graduates may take the maturity exam and, upon obtaining a maturity certificate, continue their education in a college/university;
- 5-year technical secondary schools that allow pupils to obtain vocational qualifications upon passing a vocational exam, but also – upon passing the maturity exam – to obtain a maturity certificate giving access to studies;
- 3-year special schools preparing for employment, for learners with special educational needs (SEN learners), enabling them to obtain a certificate confirming their preparation for employment;
- work preparation classes for learners with special educational needs (SEN learners) learning in primary schools.

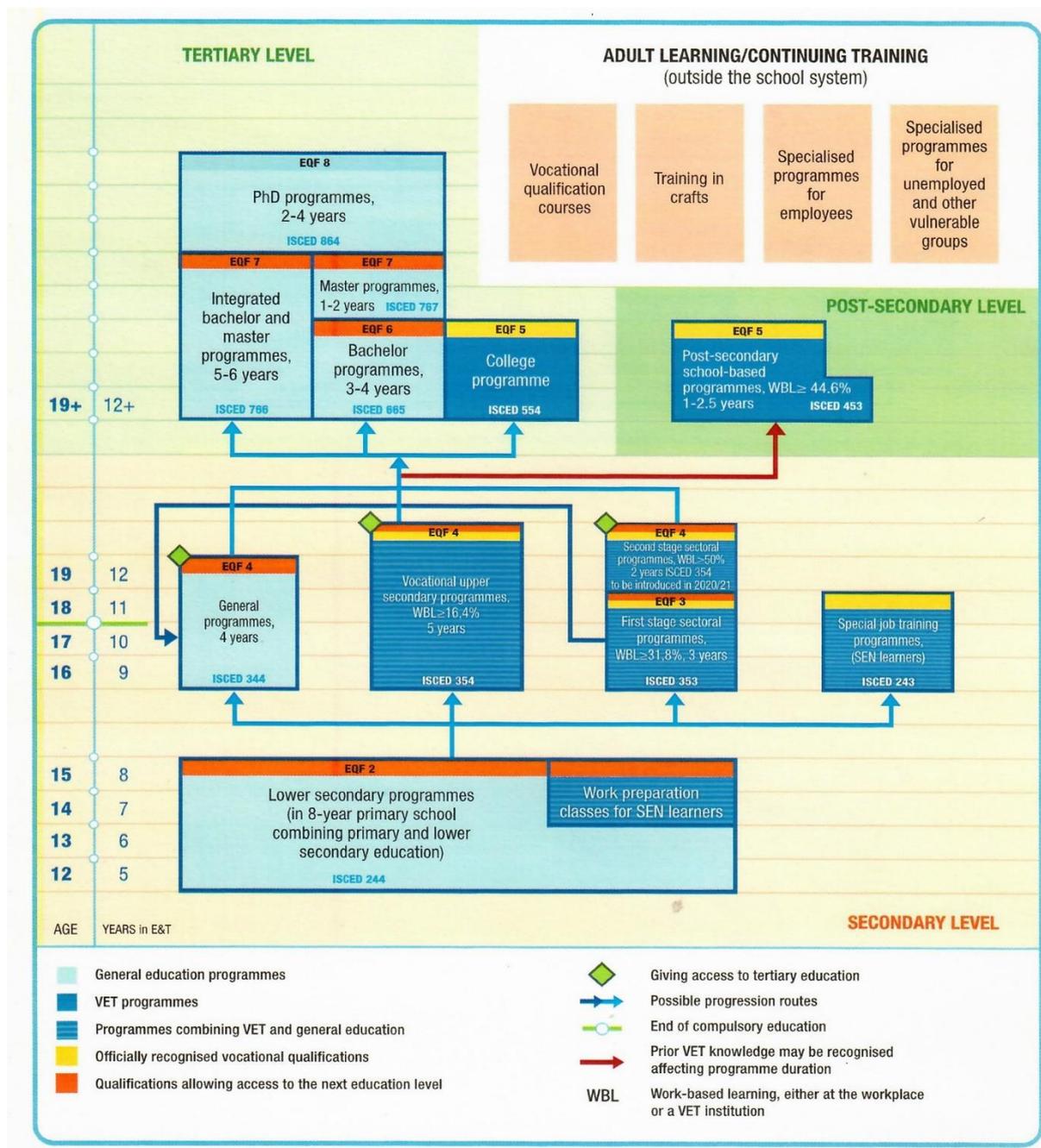
At the post-secondary level, vocational qualifications can be obtained in post-secondary schools lasting between one and two and a half years. They are strictly vocation-oriented and do not include general education.

The proportion of practical vocational training varies depending on the type of school – the lowest is for technicians and the highest is for post-secondary schools which do not include the component of general education. Practical classes are conducted in school workshops, continuing education centres, vocational training centres and at employers. In technical secondary schools, post-secondary schools and, in the future, also in stage II sectoral vocational schools, apprenticeships with employers are compulsory between 4 and 12 weeks, depending on the occupation. Adult education and continuing vocational education and

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

training are provided by continuing education centres, vocational training centres and post-primary vocational schools.

Figure 2. Diagram of vocational education in Poland



Source: Vocational education and training in POLAND – in a nutshell

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

In Poland, dual vocational education is implemented on the basis of the Regulation of the Minister of National Education of 11 August 2015 amending the Regulation on Practical Vocational Training (Journal of Laws of 2015, item 1183)<sup>6</sup>, which thoroughly revised the Regulation of 15 December 2010 on Practical Vocational Training. The changes introduced make it possible to implement practical vocational training in a dual system in any type of school providing vocational education. The changes are intended to encourage headmasters and headmistresses to be more proactive in establishing contacts with employers.

Vocational education and training in crafts is also worth mentioning. In the context of the vocational preparation of young people, the following forms of vocational training are distinguished<sup>7</sup>:

- vocational training that prepares young people to work as a skilled worker or apprentice (journeyman). This form includes practical vocational training, organised at the employer's premises on the basis of a contract of employment, and further theoretical training at school or in the non-school system (e.g. training courses);
- an apprenticeship preparing a young person to perform a specific job as an apprenticed worker. It may concern selected jobs related to vocational training, as defined in the regulations on the classification of vocational education professions;
- craft vocational training<sup>8</sup>, consisting in the employment of a young worker by employers who are craftspeople in occupations corresponding to a given type of craft, not included in the classification of vocational education professions, as defined in the provisions on the classification of occupations and specialities for the needs of the labour market.

Vocational preparation of young workers may be carried out (provided they have the qualifications required by the trainers of practical vocational training) by:

- the employer;
- a person who runs a workplace on behalf of the employer;
- a person employed by the employer.

---

<sup>6</sup> <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20150001183>

<sup>7</sup> Państwowa Inspekcja Pracy [dostęp online:

<https://www.pip.gov.pl/pl/f/v/146499/Pracownik%20mlodociany%20.pdf>]

<sup>8</sup> See provisions governing craftsmanship vocational training in:

- the Act of 22 March 1989 on Crafts (consolidated text in Journal of Laws of 2020, item 2159 ),

- the Regulation of the Council of Ministers of 28 May 1996 on the vocational preparation of juvenile workers and their remuneration (consolidated text Journal of Laws of 2018, item 2010)

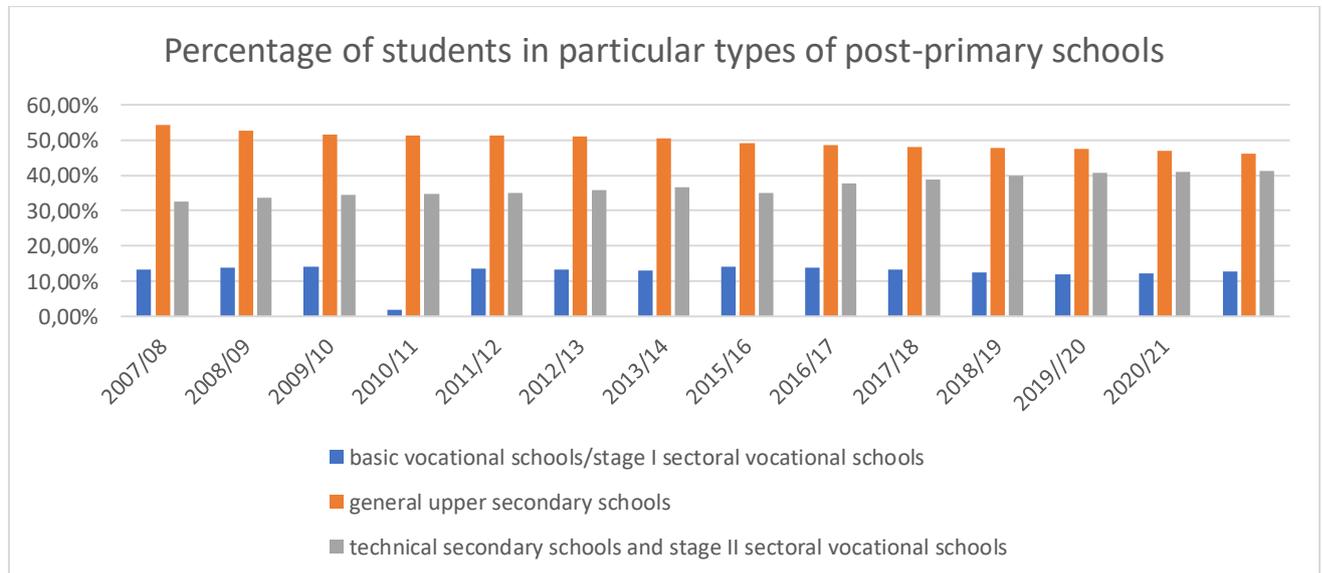
The aim of the apprenticeship is for the apprentice – a young worker – to master the practical and theoretical skills of the profession, the acquisition of which is confirmed by a passed apprentice/journeyman exam. The journeyman’s certificate enables the graduate to be employed in a position requiring vocational qualifications at the so-called first level<sup>9</sup>.

Craftspersons confirm their vocational qualifications by passing the apprentice/journeyman and master title exams. The young worker takes the apprentice/journeyman exam before the examination board of the chamber of crafts in accordance with the rules laid down by the Act on Crafts. The scope of requirements for exams confirming vocational qualifications is determined by the Polish Crafts Association (Związek Rzemiosła Polskiego). The training of apprentices in the workplace is carried out by a craftsperson with a master’s title.

The next stage confirming the craftsperson’s qualifications is obtaining the professional title of master, which is confirmed by the master’s exam<sup>10</sup>.

The chart below shows the percentage of students in particular types of post-primary schools. It shows a growing share of vocational education, in post-primary schools, among young people. Since the 2014/2015 school year, it has exceeded 50%.

**Chart 1. Percentage of students in particular types of post-primary schools in the years 2007-2021 in Poland**



Source: Statistics Poland

<sup>9</sup> <http://www.cech-zlotow.info/informacje-dla-mistrzow-szkolacych/nauka-zawodu/>

<sup>10</sup> Kształcenie zawodowe w rzemiośle. <https://www.parp.gov.pl/publications/publication/ksztalcenie-zawodowe-w-rzemiosle>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## 2.2 Vocational education system in the project countries

### 2.2.1 Introduction

The dual vocational education and training systems in Liechtenstein, Switzerland and Germany have evolved over time and are considerably influenced by the economic framework conditions and the historical development process in the country under consideration. However, they are similar to each other in many respects.<sup>11</sup>

**Dual vocational education and training** in all countries of comparison is understood as vocational education and training which takes place in at least two places of learning (therefore dual), i.e. on the job, in particular at the workplace in a company and off the job, in particular at VET school (Berufsschule, Berufsfachschule) and in VET centres<sup>12</sup>.

Training in a company also includes training in company workshops set up specifically for the purpose of training). The company-based form of training is clearly predominant here. In Switzerland, branch courses (überbetriebliche Kurse) are added as a third place of learning<sup>13</sup>.

At the workplace in a company, the focus is on teaching training contents related to professional practice, while basic skills and also theoretical contents related to the occupation and general education contents are taught in the VET centre and at VET school<sup>14</sup>. It leads to a full professional qualification.

**Table 1. Comparison of the assumptions of dual vocational education in Switzerland, Germany and Liechtenstein**

Switzerland	<p>Vocational education and training is defined in the Vocational and Professional Education and Training Act or VPETA (Berufsbildungsgesetz or BBG) as a "joint task of the Confederation, cantons and professional organisations". The BBG regulates all occupational areas outside of higher education establishments. These include:</p> <ul style="list-style-type: none"> <li>• Initial VET (berufliche Grundbildung), including the Federal Vocational Baccalaureate or FVB (Berufsmaturität),</li> <li>• professional education and training or PET (höhere Berufsbildung),</li> <li>• job-related oriented CET.</li> </ul>
-------------	---

<sup>11</sup> Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Leichtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

<sup>12</sup> ibid.

<sup>13</sup> ibid.

<sup>14</sup> ibid.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

	<p>The ordinances on initial VET and PET (training regulations) as well as the core syllabuses of VET schools (Berufsfachschulen) are issued by a decree by the State Secretariat for Education, Research and Innovation (SERI).</p> <p>The cantonal VET offices are responsible for implementation and administration.</p>
Germany	<p>Dual vocational education and training in Germany is regulated by the Vocational Training Act (Berufsbildungsgesetz or BBiG), which defines the responsibility of the Federal Ministry for Economic Affairs and Energy (BMWi) (or of other relevant line ministries) acting in consultation with the Federal Ministry of Education and Research (BMBF). The aim is to create, through ordinances, the foundations of a well-regulated and standardised vocational education and training system. Experts work together with the Federal Institute for Vocational Education and Training (BIBB) and with the involvement of the social partners to create drafts of the new training regulations. The new regulations are sanctioned by the Federal Government. The Länder have responsibility for the VET schools of the dual system (Länder school legislation). Committees and expert groups have been set up at federal and Länder level to develop the frameworks and standards for education and training and to advise the responsible ministries and Länder governments. The administrative implementation and monitoring are usually carried out by the competent chambers at the Länder level.</p>
Liechtenstein	<p>In the Vocational and Professional Education and Training Act or VPETA (Berufsbildungsgesetz or BBG), vocational education and training is regulated as a joint task of the State and the professional organisations. The Act contains provisions regarding the organisation of (initial) vocational education and training, continuing vocational education and training and retraining, as well as the aspects of funding. A key component of the Act is the provisions which enable young people from Liechtenstein to attend (VET) schools in other countries.</p> <p>The responsibility for implementing the law in the area of VET lies with the Office for Vocational Training and Career Guidance (ABB).</p>

Source: Own elaboration based on: Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Liechtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Internationally, Germany and Switzerland (to a lesser extent Liechtenstein – due to the size of the country) are seen as examples of two successful countries in vocational education and training. Their common feature is that, socially and politically, there is strong support for the dual apprenticeship system. The economic benefits of these vocational education and training systems, which help to strengthen the economy and guarantee the high quality of products and services intended for export, are highlighted. Moreover, it is argued that the low unemployment rate among young people in both countries is linked to this system of vocational education and training.

The table below shows the number of pupils enrolled in vocational upper secondary and post-secondary education in European German-speaking countries and for comparison in Poland and in the EU

**Table 2. Pupils enrolled in vocational upper secondary and post-secondary non-tertiary education**

Area	2013	2014	2015	2016	2017	2018	2019	2020	2021
UE 27 (from 2020)	:	:	8,692,531	8,526,689	8,482,312	8,537,936	8,509,805	8,703,705	8,804,267
Germany	1,223,673	1,232,771	1,202,449	1,183,083	1,136,356	1,126,502	1,166,146	1,169,601	1,124,107
Poland	774,844	733,588	722,902	697,988	684,955	672,025	664,678	858,021	865,300
Liechtenstein	1,190	1,195	1,183	1,151	1,100	1,042	1,106	1,102	1,099
Switzerland	230,304	229,890	230,515	228,403	226,342	224,541	220,894	218,445	215,702

Source: Eurostat

[https://ec.europa.eu/eurostat/databrowser/view/EDUC\\_UOE\\_ENRS10/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDUC_UOE_ENRS10/default/table?lang=en)

The sources of funding are important for the implementation of the tasks of any education system. Dual vocational education and training is funded by distributing the costs between the public sector (Federal Government/Confederation and the Länder/provinces/cantons) and the training companies/host companies. In general, the training companies/host companies bear the costs of the company-based part of training, while the Federal Government and the Länder – with differences depending on their area of responsibility – bear the costs of VET schools and also, to a certain extent, of the administration. Different calculations and estimates in the individual countries show that the share of the costs for the company-based part of training is clearly above the share for training that takes place at schools, so the companies bear the majority of costs in these systems. At the same time, thanks to their productive work, the trainees/learners generally contribute to the revenue of the company during their training. There are also different forms of support for the training

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

costs at companies, including subsidies (in particular Austria) and VPET funds (in particular Switzerland) <sup>15</sup>.

The share of companies in the training costs ranges between around 70% and 75% of the overall costs, with the calculations for Switzerland giving a much lower figure but this may be due to the fact that the entire initial vocational education and training (berufliche Grundbildung) here, including at trade and technical schools, is included in the calculation. Key cost items are staff costs (training allowances/wages/apprenticeship remuneration for the trainees, wages/salaries for the trainers), equipment and non-personnel costs (e.g. material and machine costs), administrative costs and fees. In particular, the equipment and non-personnel costs can vary considerably from company to company and very much depend on the way the training is organised in the company (e.g. training at the workplace or in training workshops). When assessing the shares of costs for company-based training, it must be borne in mind that the trainees/learners already contribute to the success/revenues of the company during their training<sup>16</sup>.

In all countries of comparison, cost-benefit ratios in the training companies depend on diverse factors, such as the respective training occupation, the amount of training remuneration, the organisation of the training (training workshops versus involvement in the productive work process), investments, the size of the company, etc. In addition, it is of key importance what is defined as a benefit. In general it can be stated that the earlier and more intensively they succeed in involving the learners/trainees in the productive work process, the more favourable cost-benefit ratios already become for companies during the training<sup>17</sup>.

In order to train apprentices/trainees/learners, companies in all countries of comparison need a permit stating their suitability as a training company/host company. Requirements for this permit are, in particular, that the companies have corresponding equipment, that they are able to train the required skills and knowledge, and the presence of suitable trainers. The actual steps of the procedures and the specific requirements for the trainers, for example, differ from country to country<sup>18</sup>.

---

<sup>15</sup> Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Liechtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

<sup>16</sup> *ibid.*

<sup>17</sup> *ibid.*

<sup>18</sup> *ibid.*

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The share of VET schools in the entire training is between 20% and 40%. VET school is generally attended for 1 to 2 days per week, in some cases also in block form over several weeks <sup>19</sup>.

The table below presents collated information on the VET programme structures in Austria, Germany and Switzerland.

**Table 3. Structure of the VET programmes in Austria, Germany and Switzerland**

	<b>Austria</b>	<b>Germany</b>	<b>Switzerland</b>
Initial requirements for admission to dual VET	A signed apprenticeship contract with a company and 9 years of schooling. The training contract is registered by the apprenticeship office of the regional Economic Chamber.	A signed apprenticeship contract with a company. A school-leaving certificate is not required. The training contract is proved and registered by the competent organisation (usually the economic chamber).	A signed apprenticeship contract with a company. A school-leaving certificate is not required. The training contract has to be approved by the VET office in the relevant canton.
Duration	2 – 4 years	1 – 3.5 years	2 – 4 years
Dual model	Alternating (1 – 2 days at school and 3 – 4 days at a company) or different organisation (6 – 8 week course block)	Alternating (1 – 2 days at school and 3 – 4 days at a company) or different organisation (6 – 8 week course block)	Flexible: (1) alternating (1 – 4 days at school and 4 – 1 days at a company) (2) one year of full-time schooling in combination with alternating education and training in the following years.
Dual VET transition problems	No data available. Entering the dual system is not an issue.	In the beginning, students without a training contract can move into the "system for integration" or the "transitional system" (26% of a VET cohort).	In the beginning, students without a training contract can move onto "transitional offers" (12.6% of a VET cohort).
Occupations:	220	330	230
Status of apprentices in the company and salary	In accordance with the collective labour agreement for skilled workers up to 80% of the salary.	The training contract in accordance with the collective labour agreement for skilled workers (average 62.1% of the salary).	Training contract. In the three-year programme, average of 50% of the skilled worker's salary. In the four-year program, average of 46% of the skilled worker's salary.

<sup>19</sup> ibid.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Percentage of students who receive an apprenticeship contract after searching	No data available.	60 – 70%	87.6 %
Legislation	Vocational Training Act of 1969. The latest version of 2011. Federal regulations on education(including vocational schools). School Organisation Act.	Vocational Training Act of 1969, amended in 2005; Crafts Code of 1953, amended in 2004. Additional laws for special sectors (e.g. health and care); federal states' education regulations, regional states' education regulations	Vocational Training Act of 1930, amended in 1963, 1982, 2002
Competent bodies at the national level	Federal Ministry of Science, Research and Economy (and other relevant line ministries); Ministry of Education and Women's Affairs for VET schools	Federal Institute for Vocational Education and Training (BIBB) for companies on behalf of the Federal Ministry; Standing Conference of the Ministers of Education and Cultural Affairs and Ministries of the 16 Länder for the Schools.	State Secretariate for Education, Research and Innovation (SBFI)
Competent bodies at the regional level	Regional Economic Chambers, Apprenticeship Offices.	79 chambers of industry and commerce, 53 chambers of crafts, 7 chambers of agriculture (and others bodies, e.g. health and care)	26 cantonal VET offices, supported by the Swiss Federal Institute for Vocational Education and Training.
Industry representatives	Training regulations are negotiated between social partners in the Federal Advisory Board. Administration and competent body: economic chambers act as intermediate bodies.	Industry representatives (social partners) develop, under the monitoring of the BIBB, new occupational profiles and training regulations. At the local level, employers are represented by the chambers.	State, cantonal employers' associations and organisations of workers have to cooperate by law together at all levels (especially professional associations)
Financing	Training costs are financed by companies (subsidies available); vocational schools financed by public funds (federation and states)	Training costs are financed by companies (EUR 25.6 billion gross cost, EUR 7.77 billion net cost); costs of vocational schools financed by public	Training costs are financed by companies (EUR 5.8 billion gross cost, EUR 0.5 billion net benefit); costs of vocational schools financed by public (State – EUR 0.74 billion, all Cantons – EUR 2.2 billion)

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

		(federal – EUR 0.65 billion, Länder – EUR 2.8 billion)	
--	--	--	--

Source: Bauer W., Gessler M., *Dual Vocational Education and Training Systems in Europe: Lessons learned from Austria, Germany and Switzerland*, in: Vocational Education and Training in Sub-Saharan Africa. Current Situation and Development, 2016

## 2.2.2 Liechtenstein

For a small country like Liechtenstein, the ability to develop a system offering diverse education options at different levels and within a framework of different educational pathways is always limited. In Liechtenstein, this means that the general education sector is indeed very well managed by national educational institutions. At the same time, vocational education takes place almost entirely in Switzerland. One of the main challenges for national education policy is therefore to cooperate intensively with Switzerland in order to create the conditions which allow meeting the educational needs of young citizens of Liechtenstein. A range of high-quality options in all areas of education is thus strived for through close cooperation with Liechtenstein's neighbouring countries – Switzerland and Austria.

Thanks to these measures – but also thanks to practical training in companies and the use of additional qualifications needed on the labour market by hiring specialists from abroad – the vocational education system is functional and tailored to needs.

As in neighbouring countries, Liechtenstein's education and training of qualified apprentices on a dual basis is the backbone of the country's VET system and it contributes decisively to ensuring the competitiveness of local companies. This system is based on the interaction between practical at the workplace and a theoretically-oriented classes at a vocational school.

Depending on the particular vocation, initial vocational training takes up to four years. In addition to specialist training at the workplace, apprentices and trainees attend vocational schools one or two days per week. At the end of the apprenticeship, apprentices must pass the final examination to obtain a certificate of proficiency (Foehigkeitszeugnis). Then they can continue their education to start a new career path: from passing advanced examinations to obtain a master craftsperson degree (Meisterbrief) to taking diploma courses at colleges of higher professional education and training (Fachhochschulen) or universities of technology.

The largest number of apprenticeships was recorded in the metal and machine industries. In the calendar year 2022, 353 apprentices passed the final apprenticeship examination in Liechtenstein. 329 apprentices passed the final journeyman examination. Of the 329 apprenticeship graduates, 133 are female and 196 are male.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The highest number of final apprenticeship examinations was passed in the metal and machine industry (104), followed by the professions related to organisation, management and office clerking (67 apprentices). Technical and medical professions recorded 29 and 24 graduates, respectively. Less than 20 apprenticeships were completed in each of the other training areas.

The costs incurred annually for the entire VET sector in Liechtenstein are difficult to estimate<sup>20</sup>. This is mainly due to the fact that financing of the VET system occurs via different supporting bodies. The majority of state-based expenditure on vocational education and training is allotted to:

- Tuition fees at vocational schools and other vocational training facilities, including institutions in the higher vocational education sector in Liechtenstein;
- In the higher vocational education sector in Liechtenstein and Switzerland;
- Management and organisation of vocational education and training;
- The provision of courses within the framework of basic vocational education and training at national level;
- The organisation of courses for the education of those responsible for vocational training within companies;
- Scholarships for participants in vocational education and training and higher vocational education and training.

In Liechtenstein, no specific data related to the net costs or the net benefits of learners have been compiled.

The system of general education and vocational schools has developed practically independently of each other. As mentioned above, the latter is largely focuses on the vocational training system in Switzerland. The Office for Vocational Education and Training cooperates with around 30 Swiss vocational schools and training centres. As Liechtenstein cannot cover the training for all the professions exercised in the country, the government ordinance of 1977 automatically accepts all training regulations adopted in Switzerland. In general, vocational training corresponds to the dual system practised by German-speaking neighbours.

In addition to practical training at a company, apprentices usually attend a vocational school two days a week. Today in Liechtenstein, one can also refer to a "tripartite" system, as training is also available in special establishments, run by groups of companies or professional associations, which offer a number of regular or additional courses. The training usually lasts three or four years, and final examinations are held in Switzerland. The Office for Vocational

---

<sup>20</sup> Referencing report for the Principality of Liechtenstein (NQFL) <https://www.nqfl.li/?page=2296&lan=en>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Education and Training registers and brokers apprenticeships, overseeing vocational schools and participating companies.

In addition to the regular initial vocational training programme, there is a 2-year programme leading to a partial qualification (Anlehre). It is a less demanding programme that culminates in a practical examination, but not a vocational school final examination. There is also the so-called initial apprenticeship for young foreigners in the form of regular work in a company for 1 year.

Some 750 authorized Liechtenstein companies train about 1000 trainees in more than 100 professions. These companies are authorized by the Office for Vocational Education and Training. 50% of apprentices work in trade and crafts, 30% in services and 20% in industry. About 28% of the trainees in Liechtenstein companies are commuters from Switzerland (some also from Vorarlberg, Austria). Some young people from Liechtenstein practice in companies in Switzerland. Since Liechtenstein does not have its own vocational colleges, the majority (70%) attend the Interstate Vocational Training Centre in Buchs, Switzerland, while the rest attend other vocational schools in Switzerland.

### 2.2.3 Switzerland<sup>21</sup>

The upper secondary education level is divided into three basic sectors: academic upper secondary schools, specialised middle schools (Fachmittelschulen) and vocational education with university entrance qualification (Berufsmatura).

Roughly two-thirds of young people finish basic vocational training in one of the 250 professions. The schools are maintained either by cantons or by commercial organisations. The cantons oversee basic vocational education in companies and schools. After completing the compulsory schooling, young people can start vocational training with an apprenticeship contract with a company. Basic vocational education lasts 2, 3 or 4 years. It takes place at three different places: first, in the company itself, in the association of teaching enterprises, in teaching workshops; second, in specialised vocational schools; and third, in external courses. After a basic two-year training, young people receive a federal vocational qualification certificate. Training courses lasting 3 to 4 years culminate in an apprenticeship examination and lead to the federal certificate of professional competence. This can be extended to include complementary general education up to the Federal Vocational Baccalaureate, which can be

---

<sup>21</sup> Based on Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Liechtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

run in parallel with basic vocational education. The Federal Vocational Baccalaureate is a prerequisite for admission to a university of applied sciences. Within a few years of its introduction in the mid-1990s, nearly 14% of students passed the Federal Vocational Baccalaureate. The Federal Vocational Baccalaureate can be taken in one of six profiles – technical, commercial, design, industrial, nature and health/social affairs.

Initial vocational education and training (berufliche Grundbildung) can be organised at companies or at schools. Both forms lead to the same qualifications, based on the same qualification procedures. The predominant form is vocational education and training organised at companies. It is carried out in a company, at a VET school (Berufsfachschule) and in branch courses (überbetriebliche Kurse). The latter teach basic practical skills and usually take place in the centres of the professional organisations. The company-based part of the training covers between 60% and 80% of the total training, while the school-based part covers between 20% and 40%. Approximately 90% of all qualifications are obtained in training organised at companies, and this figure is higher in German-speaking Switzerland and lower in French-speaking Switzerland and Ticino.

The costs of the company-based part of training are essentially borne by the companies, and here the learners contribute to the financing with their productive work, so in about two-thirds of all cases the company earns additional income during the training. In addition, in the branches of trade and cantons where VPET funds exist these also make a modest contribution to the costs. Their tasks include covering the costs of training courses for apprenticeship trainers, initial funding for host company networks, and measures to encourage companies/branches of trade to train apprentices. The expenses incurred by companies account for around 43% of the entire expenditure on vocational education and training.

The requirement for company-based training is VET accreditation (Bildungsbevilligung). The cantonal VET office is responsible for the accreditation procedure. Depending on the canton, VET accreditation is granted after the submission of documents or after a visit to the company by inspectors from the VET office. Apprenticeship trainers must complete an apprenticeship trainer course.

The share of school hours in dual education ranges between 20% and 40%, depending on the apprenticeship occupation, on average for 1 to 2 days per week, in exceptional cases in block form.

The vocational education and training system in Switzerland is clearly structured and can be differentiated at different levels:

### 1. transitional options

Transitional Options (Level 0): These programmes are intended for people "who could not immediately advance to the upper secondary level school. The options include practical training and pre-apprenticeships and are generally designed to prepare young people for enrolment in vocational education and training programs."

### 2. Two-year VET programmes for federal vocational education and training

Two-year VET programmes leading to a federal VET Certificate (Level 1): This programme prepares individuals for specific but simple occupations. The shorter programmes are specifically designed for people with more practical skills. Apprentices who complete the programme can continue their education at the next level. The acquired competences are recognised, so these two years will not be wasted if the learner wishes to continue his or her education at a higher level.

### 3. Three- or four-year VET programmes leading to a Federal VET Diploma

Three- or four-year VET programmes to obtain a Federal VET Diploma (Level 2): This programme prepares individuals for specific and complex occupations. Under this programme, apprentices can acquire a Federal VET Diploma and an additional Federal Vocational Baccalaureate

### 4. Federal VET Diploma and Federal Vocational Baccalaureate (Level 3)

Apprentices enrolled in a three- or four-year VET program to obtain a Federal VET Diploma have the opportunity to take preparatory courses covering general education subjects for the Federal Vocational Baccalaureate exam. The Federal Vocational Baccalaureate offers you the opportunity to continue education at the university of applied studies. Students also have the opportunity to take the university exam

### 5. University Aptitude Test (SERI, 2016, p. 7).

Test (UAT). University Aptitude Test (Level 4): Apprentices with the Federal Vocational Baccalaureate can prepare for their next examination, the university aptitude test. After passing this test, apprentices have the opportunity to enrol in a cantonal university or a federal institute of technology.

At various levels, the system is open and provides easy access and connection to higher education at universities. Nonetheless, 12.4% of students are unable to obtain an apprenticeship contract of after completing the lower secondary level school and thus take advantage of alternative opportunities. This also means that 87.6% of students manage to get an apprenticeship contract. After graduating from middle schools/lower secondary schools, 26.5% continue their education in a baccalaureate school or specialised school at the upper secondary level (SERI, 2016, p. 11). Apprentice are paid from the beginning of their programmes. The wages of Swiss apprentices are lower than those awarded in Germany. On

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

average, the wage of an apprentice in the three-year program is 50% of that of a skilled worker; for apprentices in the four-year program, the wage is 46% (Muehleemann and Wolter, 2014, p. 13).

Responsibilities are clearly defined for the three stakeholders involved: the Confederation, the cantons and professional organisations (SERI, 2016, pp. 8-9). The Confederation is responsible for strategic management and development, and is tasked with:

- quality assurance and further development of the Swiss vocational education and training system,
- Comparability and transparency of courses throughout Switzerland,
- Enactment of around 230 ordinances on vocational education and training,
- Recognition of training courses for VET and PET teachers, trainers, instructors and examiners as well as training courses for occupational, educational and career guidance counsellors,
- Recognition of foreign qualifications,
- Payment of one-fourth of public sector expenditure for the vocational education and training system,
- Promotion of innovation and support for specific activities in the public interest (SERI, 2016, p. 8).

Professional organisations are responsible for curricula and apprenticeships and are tasked with:

- Establishing the training content of the vocational education and training programs,
- Establishing national qualification procedures for vocational education and training programs,
- Creation of apprenticeship positions,
- Developing new training courses,
- Organising branch courses,
- Managing vocational education and training funds (SERI, 2016, p. 9).

The Cantons are responsible for implementation and supervision, and are tasked with:

- Implementation of the Federal Vocational and Professional Education and Training Act (VPETA)
- Supervision of apprenticeships and VET schools,
- Providing occupational, educational and career guidance services,
- Providing offers which prepare young people for enrolment in vocational education and training programmes,

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

- Issuing permits authorising host companies to take on apprentices and/or trainees,
- Marketing of apprenticeships,
- Providing training for apprenticeship trainers in host companies (SERI, 2016, p. 8).

The three places of education and training, namely companies, vocational schools and inter-company training courses, are one of the main characteristics of **the Swiss** dual (or rather triple) vocational training system. In its main form, apprenticeships combine 3 to 4 days per week of training and work in a private or public company with 1 to 2 days per week of study at a vocational school and additional inter-company training. In addition to this main form, other organisational forms have developed. These include, for example, a first year entirely school-based, with a higher proportion of practical activities in subsequent years of traineeship (e.g. in computer science or media design and production), or a gradual reduction in the number of school days and classes during the traineeship (e.g. for sales force). In yet another format, training tasks are not limited to a single training company, but rather are shared by a network of several companies conducting complementary activities. However, all organisational forms rely on companies, vocational schools and inter-company training courses as education and training establishments.

Training companies are responsible for the recruitment and selection of apprentices and for practical training during the traineeship. Selection procedures and the setting of priorities and selection criteria are the responsibility of companies. Most companies select their apprentices on the basis of the interview, the overall impression they make during the short period of pre-apprenticeship training and/or the results of the preliminary test (Imdorf, 2007b; Stalder, 2000). During the traineeship, the trainer is responsible for ensuring that the apprentice acquires the skills and competences necessary for a specific career. As the learner is involved in everyday work situations, the training is embedded in the company's production process and working environment. Learning and practising skills takes place under the guidance of an apprenticeship trainer or an experienced colleague-employee, allowing the apprentice to slowly develop from the role of a novice to expert.

Admission requirements for apprenticeship trainers are regulated by the federal ordinance. Persons conducting apprenticeships in companies (VET trainers) must have qualifications and knowledge in their professional field. They have an appropriate federal certificate on subject-related VET qualification, at least two years of relevant professional experience and must have gained basic pedagogical competences as part of specialised subject-related trainer courses.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The training company and the apprentice regulate their working relationship on the basis of an apprenticeship agreement, which is limited to the duration of the training and is signed at the beginning of the apprenticeship. It is an employment contract that specifies the form and duration of the traineeship, remuneration, working hours and holidays. The agreement and any amendments to it must be approved by the cantonal authorities. It can be terminated early only for extraordinary reasons by the apprentice or the employer. Vocational schools, although they are important stakeholders in vocational education and training, are not included as the party to the agreement and can only advise on amending or terminating the agreement.

Vocational schools complement and expand the company-based apprenticeship training by imparting theoretical knowledge of the profession, general subjects and physical education. However, the long-established division between (formal) school-based education and (informal) company-based education/training is no longer clear-cut, as both training centres deal with both theoretical and practical issues, and cooperation between vocational schools and companies has been strengthened. In general, school-based vocational education and training has become more important due to the increasing intellectual demands and the need for theoretical knowledge in many professions, as well as the closer link between initial vocational education and training and higher education (Gonon, 2005). Admission requirements for vocational education and training teachers are regulated by the federal ordinance. Teachers in charge of subjects specific to a given profession have a university degree and must have additional teaching qualifications. Teachers of general education subjects must be qualified to teach in a compulsory level school or hold an academic upper secondary school teacher's certificate and, in either case, additional teaching qualifications. Also, those with a university degree can teach general education after obtaining an additional teaching qualification. Finally, teachers of vocational baccalaureate subjects must hold a teaching certificate at upper secondary level, which includes a subject diploma and teaching training at tertiary level pedagogical education, as well as six months' professional experience.

The inter-company introductory training courses, which often take place at the regional centre of a professional organisation, complement both the practical and theoretical components of vocational education and training. The emphasis is on practical learning and work-related instruction. It allows apprentices trainees to become familiar and experiment with more complex tasks without the pressure of the "real" day-to-day production processes in the training company. Trainers participating in inter-company courses must have a university degree or an equivalent diploma in the field they teach. They must have at least two years of professional experience and have completed a training programme for VET professionals.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

In addition to training and education responsibilities, expenditure for vocational education and training are also shared between the VET partners. The companies bear the costs of the apprenticeship training (workplace and supervision), the monthly remuneration of the apprentices, the costs of selecting the apprentices and they contribute to the costs of the inter-company courses. Apprentices contribute through their productive work in the training company. The public sector covers the costs of vocational school education, guidance and career support, as well as the overall management of vocational education and training at national and canton levels. Studies indicate that the productive output of apprentices exceeds on average the gross costs of training companies (Wolter and Schweri, 2003).

#### 2.2.4 Germany<sup>22</sup>

Vocational education, as a route to a first professional qualification, is a relatively independent sector of the education system alongside general education schools and universities. Since 1964, it has been organised in the so-called dual system, which is characterised by practical vocational training in the form of apprenticeships with accompanying full-time teaching in vocational schools, while basic training traditionally takes place in the working environment and at school. The dual system is essentially a collaboration of two "places of learning" (vocational school and work-based learning). Training usually lasts three years. Apprentices receive a monthly salary from their employer. Learning at the vocational school lasts 1 to 2 days per week and sometimes takes place day after day.

The curricula include a general education part (German, social sciences, sports and religion), which accounts for around 40% of the number of teaching hours, and a subject part, which consists mainly of theory related to the chosen profession. The largest group among vocational training is stationary courses for specific professions.

As a general rule, the prerequisite for admission to any vocational school is a certificate of completion of a primary school (Hauptschule). The training usually lasts 1, 2 or 3 years, and the certificates and qualifications obtained at the end of the courses can serve either as an

---

<sup>22</sup> Based on: Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Liechtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

initial qualification for further education or as a qualification in a particular branch of trade. More than a quarter of vocational schools are run by private entities.

Dual vocational education and training is carried out at a company and at a vocational school on a part-time basis, with the company-based part accounting for about 60% to 80% and the training in the school between 20% and 40%. Around 90% of all dual vocational education and training programmes are in the company-based form.

The companies bear the costs of the company-based part of the training. The Länder/municipalities are responsible for funding vocational schools. The company's suitability is assessed by the relevant Chamber of Industry and Commerce (IHK) or the Chamber of Skilled Crafts and Small Businesses (HWK). According to the BBiG, only those companies with the right people and expertise may

train apprentices. Training companies have to be equipped in such a way that the skills/knowledge/experiences as stipulated in the training regulation can be taught. Technical devices and tools do not have to be the latest models but they must be up to date. If the training organiser (company owner, entrepreneur) is not suitable for the particular subject matter or does not carry out the training himself/herself, a trainer must be appointed.

The share of VET school hours in dual education ranges between 20% and 40%, depending on the training occupation, on average 1 to 2 days per week, in exceptional cases in block form. Two thirds of the training at school is dedicated to specialist instruction, with one third dedicated to general education. Coordination meetings between companies and schools to optimise the organisation of training are common.

According to estimates by experts, training companies contribute around 70% of the entire training costs. At almost 90%, the largest item for companies is the staff costs connected with the training. This also includes the training allowance for trainees, for example. Studies have revealed that in 2007, around 30% of training companies generated net earnings with their training activities.

The German dual model involves alternating school courses (one to two days per week) and in-company training (three to four days per week). The duration of such programs can range from one to 3.5 year and depends on the level of knowledge and experience required for the profession. However, the standard duration is three years. A school-leaving certificate is not required to join the dual vocational education and training system. Instead, a signed

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

apprenticeship agreement with the company will suffice. However, only 2.9% of all new apprentices do not have a school-leaving certificate. By comparison, 26.2% of all new apprentices already have an upper secondary school certificate (and thus qualify for higher education), and 70.9% have a lower secondary level education (BIBB, 2016, p. 161).

In Germany, there are approximately 330 professions that require dual vocational training regulated by the Vocational Training Act 1969, updated in 2005 (BMBF). The Federal Institute for Vocational Education and Training is the federal body that develops the training regulations together with the social partners. The programmes vary depending on job requirements, but not all professions are regulated by the Vocational Training Act or the Federal Institute for Vocational Education and Training. For example, all professions in the healthcare sector are regulated by special regulations. Such healthcare programmes are also dual in nature and require a combination of theoretical and practical education; however, the employer who is responsible for practical training usually also offers theoretical education in schools belonging to the professional organisation. The healthcare sector also offers one-year vocational programmes (e.g. nursing assistant courses). The Vocational Training Act, on the other hand, requires a minimum of two years of training (BMBF, 2005, p. 5).

Apprentices are paid from the start of the programme. Generally, remuneration is based on the collective labour agreement for a given industry, but it depends on several factors, such as the industry, the size of the company, the profession and the years spent in the vocational training programme. On average, an apprentice's pay is 62.1% of that of a skilled worker (Muehleemann and Wolter, 2014, p. 13).

### 2.3 Ways to build employer engagement in vocational training

Training systems in their various forms have developed historically and correspond more or less closely with the political, social, economic and cultural systems of a country. Against this background, it seems that any transfer of the experiences made in countries with intensive engagement of the business sector is contingent on many factors and constitutes a challenging process. In expert discussions, there is broad agreement that the institutional structures, training cultures and teaching practices found in countries with a pronounced dual training system cannot be transferred one-to-one to other countries (Euler 2013; Dell'Ambrogio 2015).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Interventions for (increased) participation of the business sector in the design of VET are, in principle, carried out at two levels<sup>23</sup>:

- Indirectly, the frame conditions need to be stabilised in favour of a corresponding engagement and – if necessary – changed.
- Companies and umbrella organisations need to be persuaded directly to become (more) involved in one or more areas of engagement. A key challenge here is the design of communication with the business sector.

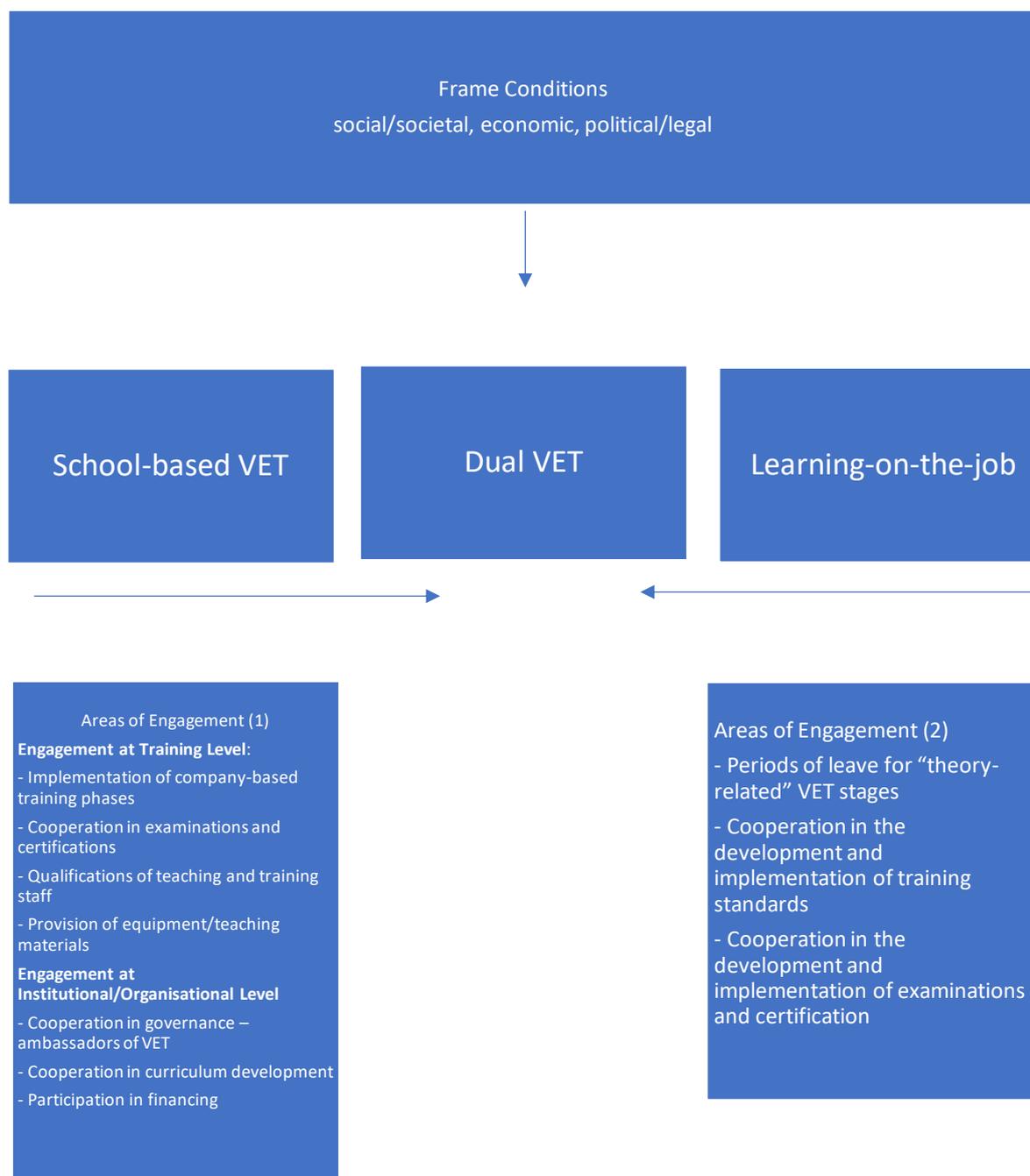
By linking the two levels, systemic and selective strategies can be combined in a country's VET development. Both areas of focus are discussed in the following subchapters.

---

<sup>23</sup> Euler D., *engaging the Business sector in Vocational Education and Training*, Working Tool for Policy Dialogue and Project Design in Development C, Donor Committee for Dual Vocational Education and Training DC dVET, Zurich, 2018

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 3. Reference framework for engaging the business sector in developments towards dual VET**



Source: Euler D., *Engaging the Business Sector in Vocational Education and Training*, Working Tool for Policy Dialogue and Project Design in Development Cooperation, Donor Committee for Dual Vocational Education and Training DC dVET, Zurich, 2018

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The link between protagonists from the state and the business sector is often not very strong in VET. Trust cannot be "decreed", but rather needs to be based on and consolidated by concrete experiences. To this end, opportunities must be created to gain relevant experience. One form is platforms for dialogue between the state and the private sector on topics of common interest at national, regional and local level.

The financing of VET is of central importance for the business sector's increased involvement in VET. From the perspective of the business sector, increased engagement means that additional time and, therefore, money is required. If, in a country, education – and thus also the financing of education – is seen as a task of the state, the question arises of how the resulting expenses of the business sector are covered by forms of state financing. In addition, companies fear that their training efforts may not be worthwhile because the trained skilled workers are enticed away by companies without a commitment to training.

In countries such as Austria, Germany, Liechtenstein and Switzerland, companies that provide VET

sometimes bear considerable training costs and set these against the benefit. Direct expenses include items such as training allowances, teaching materials and possibly work clothing. In addition, there are indirect expenses, such as personnel costs for the training staff and room costs for the provision of workplaces. This is offset by benefit factors, such as the profits from productive work carried out during training. The consideration of further benefit factors depends, for instance, on whether the learner remains in the company after completing training and whether his or her qualifications can actually be used by the company. In this context, factors of the so-called "opportunity benefit" are also cited, which, however, derive

their power of persuasion not so much from clear yield figures but rather from the subjectively more or less highly valued relevance for personnel policy design objectives. In detail, the following factors are cited as possible opportunity benefits of dual training: low induction time and costs; lower costs for personnel recruitment; avoidance of erroneous appointments; avoidance of staff turnover expenses; higher company loyalty; better working atmosphere; reputation in the region (demonstration of social responsibility); better understanding of company cultures and relationships on the part of graduates.

In countries without this culture of companies financing training, the focus is primarily on expenditure, while the benefit factors are not taken into account because they are more difficult to quantify (GIZ 2018, 29). Against this background, vocational education and training initially appears to be a financial burden that must be offset by state financing.

**Companies and the business sector will weigh up potential or intensified engagement in VET in particular under cost-benefit criteria. For this conviction process, possible arguments are to be prepared.** Generally, the arguments must be formulated "in simple business language" (Gopaul 2013, 8) and they must emphasise the utilisation of potential rather than compensating for deficits. Below is a list of arguments that can be incorporated in this process and adapted to the respective discussion partners:

- Cost-benefit argument: Over the entire duration of the training, the expenses can be offset by the productive achievements of the apprentices. Studies in Germany, Austria and Switzerland (cf. Schönfeld et al. 2016; Strupler and Wolter 2012; Moretti et al. 2017) demonstrate a net profit at the end of training for many professions.
- Productivity argument: Qualified skilled workers contribute to increased productivity, quality and growth. This argument is at the fore in sectors with a strong or increasing orientation towards a quality competition.
- Investment argument: The training of future skilled workers is an investment in the future of the company. It establishes the precondition for a sound economic development and competitive advantages; it leads to a return on investment in the medium term.
- Screening argument: In the course of training, potential future employees can be monitored and assessed in terms of their performance, before those employees who have proved themselves are accepted.
- Relevance argument: Through the participation in VET, the business sector is in the position to increase the relevance of the training and, subsequently, to recruit employees who better match the economic requirements.
- Employee retention argument: It is often difficult to recruit qualified and loyal employees on the labour market. During the training, the company gets to know the new employees and can decide who it wants to employ afterwards.
- Reputation argument: The training can contribute to a positive image of the company or a sector. Visible engagement in the training can help the company to be perceived as an organisation that is concerned with the quality of its staff (and thus with its performance level).
- Social responsibility argument: The company/sector can present itself as socially responsible through its engagement in training and can indirectly contribute to further increasing its brand.
- Stability argument: Through the participation in VET, the business sector contributes to increasing social and economic stability in the country. Indirectly this promotes possibilities for the establishment and expansion of economic activities.

Source: Euler D., *Engaging the Business Sector in Vocational Education and Training*, Working Tool for Policy Dialogue and Project Design in Development Cooperation, Donor Committee for Dual Vocational Education and Training DC dVET, Zurich, 2018

The outlined arguments can be used in two ways: on the one hand, they can be proactively introduced into corresponding discussions. On the other hand, they offer possible points of reference for objections from the business sector, which can be taken up and "turned around".

In dual vocational education and training systems, the state and the employers cooperate to meet the country's needs for youth education and vocational skills on the labour market. These systems are considered to be effective tools for reducing youth unemployment. However, as the companies using dual vocational education and training systems select apprentices, not every candidate gains access to company training. In this context, governments are developing measures to make their dual vocational education and training systems more inclusive.

### **Switzerland**

Promoting inclusiveness in the Swiss dual vocational education and training system is a challenge in many respects. In Switzerland, the apprenticeship system has been traditionally dominated by small and medium-sized enterprises (Gonon and Maurer, 2012) which may be less amenable to take on social policy functions, due to lower training capacity (see Mohrenweiser, 2012) than their larger counterparts. In addition, Switzerland has a strong liberal tradition in terms of managing its political economy with a traditionally strong employer influence (see Emmenegger, Trampusch and Graf, forthcoming; Schmitter and Streeck, 1999). Approximately two-thirds of Swiss young people enrol in VET after completing compulsory schooling and around 10% complete their education in transitional measures (CSRE, 2014). Given the federal nature of the country's political institutions, inclusiveness measures can be found at both national and cantonal levels.

In Switzerland, most of the efforts toward more inclusive dual vocational education and training take place outside the VET system and involve limited expectations of companies. There are no nationally institutionalised company-based pre-apprenticeship programmes, there are few supported apprenticeship programmes (in some cantons), and subsidies for companies that hire disadvantaged young people are rare (they exist in a few specific programmes). At the same time, however, some companies are indirectly involved in the dual system by funding initiatives to help young people to find apprenticeship positions, as well as supporting young people pursuing a two-year certificate. However, these initiatives more closely resemble a corporate social responsibility exercise than engaging in dual vocational education and training.

## Germany

The VET system in Germany plays a key role, with some 47% of all students being in vocational training and 40% in the dual education system (OECD, 2017, p. 258). An important aspect of the governance structure in relation to social policy objectives in Germany is the tripartite Federal Institute for Vocational Education and Training (BIBB), which is an essential institution for building consensus between the different actors involved in VET (CEDEFOP A, 2014). The employers' representatives as well as the trade unions have influence on state policies through this institution.

In Germany, there is a shortage of training slots and a large minority of German youth fail to enter

tertiary education or VET (in companies or school-based) and end up on preparatory courses that do not lead to a diploma but are meant to facilitate access to VET. Collectively, these courses are referred to as the "transition system" (Übergangssystem). In 2012, some 30% of youths ended up in the transition system (Braun and Geier, 2013; Euler, 2013). While most of those in the transition system do not eventually obtain an apprenticeship (Thelen and Busemeyer, 2012, p. 77), the extent of imbalance between supply and demand risks undermining the incentives for disadvantaged pupils to work hard, as they know they will probably not get a training position (Thelen and Busemeyer, 2012). It is also worth noting that some important differences exist between the former GDR and West Germany. With unification came an attempt to transfer the dual vocational education and training system to the new Länder. This proved difficult (Culpepper, 2003), so the federal government introduced a range of subsidies. These were meant to be temporary, but the dual vocational education and training remains more heavily subsidised in the East (Busemeyer, 2015, p. 107).

In comparison with Switzerland, the German approach is based on greater involvement of companies. Companies are expected to provide pre-apprenticeship places.

Vocational education and training is the subject of various legal acts. Dual apprenticeships are regulated by the Vocational Training Act (BBiG) and – for skilled crafts – the Skilled Crafts Code (HwO). Both codes govern the organisation of dual apprenticeships as well as practical issues such as the recognition of training occupations, the apprenticeship agreement, the examination system and the admissibility of companies providing apprenticeships. However, they do not regulate vocational schools, including the theoretical courses within dual apprenticeships.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

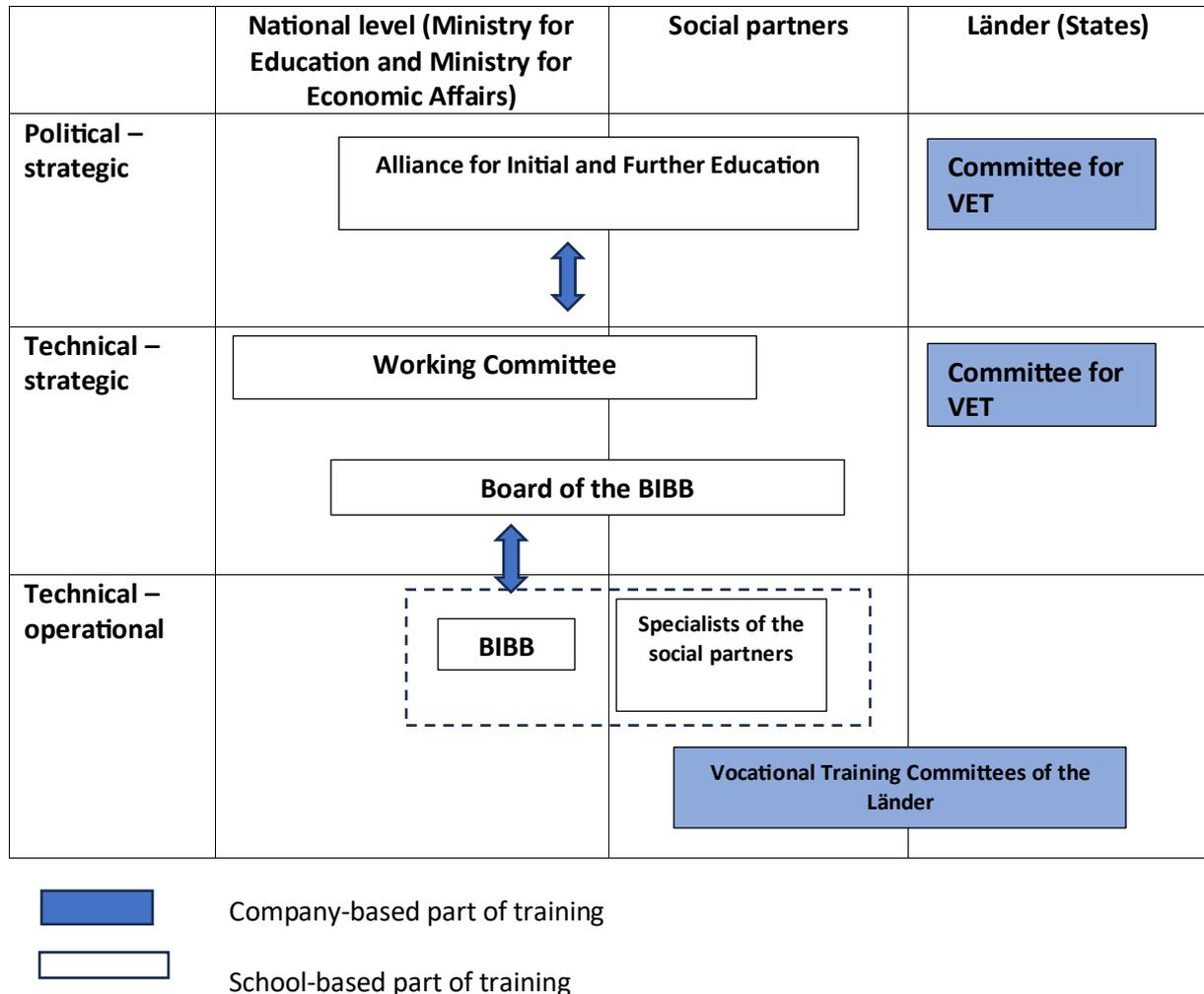
In general, the Länder have the decision-making competence for all questions concerning education policies (Schneider, 2007). However, with regard to vocational education and training, the federal government and the Länder share responsibility, as vocational education and training also relates to economic and the labour market policies for which the federal level is responsible (Rauner, 2009: 193-194). There is a high degree of cooperation among the various coordination bodies, but also a clear division of tasks. While the federal government is responsible for the company-based side of dual apprenticeships, the Länder coordinate all questions related to vocational schools, regardless of whether full-time school-based training or dual apprenticeships are involved (Hippach-Schneider and Huismann, 2016; Rothe, 2001).

At the federal level, the Vocational Training Act assigns a leading role to the Federal Ministry for Education and Research, entrusting it with responsibility for all fundamental questions concerning vocational education and training. It works closely together with the Federal Ministry for Economic Affairs when recognising training regulations. The third federal institution is the Federal Institute for Vocational Education and Training (BIBB).

The German vocational education and training system is characterized by a high degree of involvement of the social partners. Representatives of the partners involved (federal government, states, trade unions, chambers, associations) meet once a year at the political-strategic level within the Alliance for Initial and Further Training. There, they discuss and adopt long-term strategic goals for the VET system.

Alliance meetings are prepared at the technical-strategic level by VET experts from the institutions involved in the Working Committee (see Figure 4.)

**Figure 4. Main actors in the governance of the VET system in Germany**



Source: Emmenegger P., Seitzl L., *Social partner involvement in collective skill formation governance. A comparison of Austria, Denmark, Germany, the Netherlands and Switzerland*, Transfer 2020, Vol. 26(1) 27–42 DOI: 10.1177/1024258919896897

### Switzerland

The Swiss vocational education and training system is guided by the principles of federalism, corporatism and consensus democracy (Berner, 2013, p. 40). Hence, although the Swiss VET system is to a large extent governed by federal regulations (Barabasch et al., 2009; Gonon and Maurer, 2012), it is de facto rather decentralised (Emmenegger, Graf and Strebel, 2019). Vocational education and training is, as stated in the first article of the Swiss Vocational Training Act (BBG), the common task of the federal government, the 26 cantons and the roughly 600 so-called Organisations of the world of work (Organisationen der Arbeitswet, or short version: OdAs) that represent, with a few exceptions, the social partners. Where

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

decisions have an effect on all three stakeholders, they must be taken consensually. Therefore, a lot of interdependence exists between them. At the same time, the prominent role of the cantons and OdAs leads to considerable differentiation and heterogeneity at the level of individual training occupations or regions.

Nevertheless, the three stakeholders have different responsibilities. The federal government and, most importantly, the State Secretariat for Education, Research and Innovation (SERI) is responsible for ensuring the system's quality and ongoing development. In carrying out this task, it monitors the implementation of the Vocational Training Act by the cantons and can commission research on the development of the vocational education and training system. SERI is responsible for approving training regulations and accepting new training curricula. The cantons are responsible for the implementation of the Vocational Training Act. In addition, they are responsible for vocational schools and monitor the companies providing apprenticeships.

The VET offices of the cantons are organised in the Swiss Conference of the Cantonal VET Offices. The OdAs organise initial vocational education and training programmes and most of continuing vocational education and training programmes, defining the training regulations, curricula and the vocational exams. Through their umbrella associations, they participate in the overall development and national governance of the VET system. However, as private actors, their participation in these tasks is entirely voluntary (Schweizerischer Bundesrat, 2000).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 5. Main actors in the governance of the vocational education system in Switzerland**

	<b>National level (State Secretariat for Education, Research and Innovation)</b>	<b>Social partners</b>	<b>Cantons</b>
<b>Political – strategic</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">SERI</div>		
	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">National Summit Meeting on VET</div>		
<b>Technical – strategic</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">SERI (and advisory body)</div>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Swiss Conference of the Cantonal VET Offices</div>
<b>Technical – operational</b>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;">Convention of the VET Partners</div>		

Source: Emmenegger P., Seitzl L., *Social partner involvement in collective skill formation governance. A comparison of Austria, Denmark, Germany, the Netherlands and Switzerland*, Transfer 2020, Vol. 26(1) 27–42 DOI: 10.1177/1024258919896897

The social partners are involved in the national governance of the vocational education and training system (see Figure 5). First, at the political-strategic level, they take part in the annual National Summit Meeting on VET. There, the representatives of business intermediary associations and the trade union confederations meet with the responsible federal counsellor (i.e. a member of the Federal Council and head of the Federal Department of Economic Affairs, Education and Research) and representatives of the Swiss Conference of Cantonal Ministers of Education in order to set long-term strategic goals for the vocational education and training system. Second, at the technical-operational level, VET experts from the federal government, the cantons and the OdAs meet once a year for a two-day convention to discuss questions concerning the implementation of the strategic goals set at the political level. Third, there is an advisory body to the government, the Swiss Commission on Vocational Education and Training, to which the social partners and the cantons delegate members and which advises the federal government on all matters relating to vocational education and training.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## 2.4 Conclusions from the comparative analysis and suggestions for modifying the model of organisation of vocational education in Poland towards dual vocational education

The vocational education systems in the countries analysed are similar to each other. Dual vocational education and training is understood as such that takes place in at least two places of learning, i.e. in a company and in a school and in VET centres.

Vocational education and training in the dual system in the project countries takes place at the workplace in a company (or in company workshops set up specifically for training) and at VET school. Clearly, the company-based form of training is predominant here. In addition, a third place of learning is added in Switzerland; these are branch courses. The learning process described leads to a full professional qualification.

The funding model is important for the operation of the dual vocational education system. Education costs are financed by public funds (federal budget, Länder, cantons) and by companies. Proportionally, the largest share comes from companies, which finance between 70% and 75% of the overall costs. The exception is Switzerland, where the companies' share is much lower (around 43%). The main education expenditure items are the costs of staff, equipment, machines, devices and materials, administrative costs and other fees. The costs associated with the equipment, machines and materials needed for the process can vary considerably from company to company and very much depend on the way the training is organised in the company (e.g. training at the workplace or in training workshops). However, when analysing the costs of company-organised training, it is important to remember that learners contribute to the revenue of the company already during their training.

In the countries of comparison, cost-benefit ratios in training companies depend, as do the cost structures, among other things, on the respective training occupation, the amount of remuneration the apprentice receives, the organisation of the training (training workshops or involvement in the actual work process), investments, the size of the company, etc. In general, it can be assumed that the earlier and more intensive the involvement of the learners in the production process (work), the more favourable the relationship between the benefits and the learning process in the company.

### Lessons for the Polish education system

Despite the positive changes that are taking place in the vocational education system in Poland, it is still based mainly on theoretical education, and the acquisition of practical vocational skills is limited to practical vocational training at school and several weeks of

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

apprenticeship at employers, the length of which depends on the profession. The consequence of this system of vocational training is very often, as emphasised by employers, a lack of reference to the realities of the labour market, a structural mismatch between the educational offer and the requirements and demands of employers, who complain that vocational education graduates lack practical competences for their profession.

The experience of countries such as Liechtenstein, Switzerland and Germany shows that the most effective way of creating the conditions for linking the worlds of education and work is the dual vocational education system, which combines theory and practice – theoretical content is taught at school and practical learning takes place directly at employers.

In Poland, dual vocational education is being implemented to an increasing extent, but still to a lesser extent than in the countries of this analysis.

Increasing the importance of vocational education and taking into account the needs of the labour market is a very important goal in Poland, and the following tasks are essential to achieve this:

- strengthening cooperation between schools and employers;
- involving employers in curriculum development and assessment of vocational qualifications;
- attracting highly qualified professionals to work in vocational schools;
- improving the quality of vocational education by better adapting vocational education to economic conditions;

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

### 3 The role of vocational guidance in vocational education

#### 3.1 The essence and process of educational and vocational guidance in vocational education

Guidance and/or counselling is the process of helping individuals to make choices about education, training, and employment (Hawthorn 1991). Guidance is provided in a range of settings: education, training, employment, community and the private. Guidance is in fact an umbrella term that encompasses the counselling process as well as activities such as informing, coaching, teaching or assessment of potential and aptitudes. Therefore, the very term guidance and/or counselling itself is rarely used, supplementing it with certain specific wording: vocational guidance, career guidance, educational guidance/counselling or, finally, educational and vocational guidance. In relation to career choices and decisions, the term vocational guidance is most commonly used.

The term career counselling/guidance is also commonly used. It is defined as a range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used (Council of the European Union 2008). The counselling process in career counselling focuses on the interaction between a career/guidance counsellor and an individual. The process emphasises self-awareness and facilitates development as the basis to guide learning, work and transition decisions.

This approach is also sometimes associated with **lifelong guidance**, which in turn emphasises the continuity of the guidance process, rather than treating guidance as a one-off activity in time. This approach argues for guidance to be provided proactively and not just at transition points (e.g. changing schools, jobs, career paths) and refers to guidance activity undertaken throughout life (i.e. at every life stage from early in school and throughout both working and non-working life). Life-wide guidance can be formal, non-formal or informal and can take place across the full range of life activities (personal, social or professional), across all sectors (education, initial training, employment and continuing training) and at any stage of learning and life (Council of the European Union 2008).

In this context, **educational counselling / guidance** is part of life-wide guidance and focuses on helping an individual to reflect on personal educational issues and experiences and to make appropriate educational choices. Sometimes, it is used to describe a broader range of activities: for example, advising pupils or students on their educational progress, on career

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

opportunities, or on personal difficulties or anxieties (Career Guidance and Counselling Glossary).

In synthetic terms, educational and vocational guidance involves the interaction between a pupil or student and a career/guidance counsellor. The counsellor assists the pupil in making an informed and autonomous choice of school, university, field of education or employment. He or she also contributes to pupil's understanding of how and whether he or she needs further and continuing training throughout his or her employment. (Piekarski, 2019). In the process of educational and vocational guidance, the pupil makes an informed and autonomous choice, using two basic skills of a career counsellor: diagnostic (diagnosis of vocational predispositions) and informational (information about opportunities for general and vocational education in secondary schools, fields of study and the situation in the labour market) (Kwiatkowski, 2018). It is therefore an extremely important process supporting vocational education, allowing young people to make educational and vocational choices not only taking into account their own preferences, but also on the basis of an assessment of aptitude for their chosen profession.

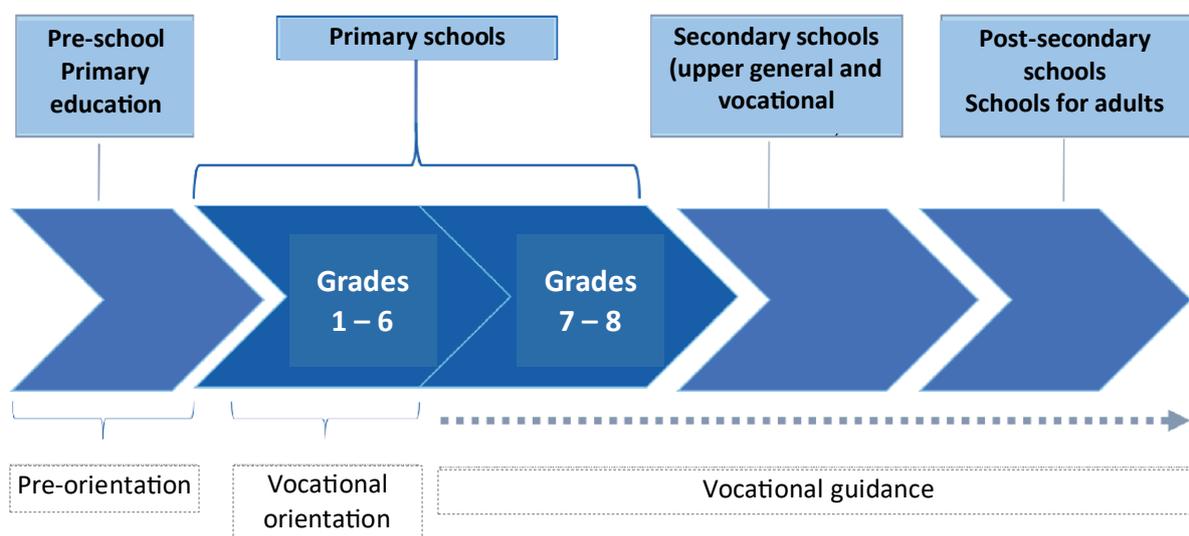
The results of the analysis of the educational and vocational guidance process in Poland and in the project countries are summarised below.

### 3.2 Educational and vocational guidance in Poland

Educational and vocational guidance is understood in Poland as a process that begins in the pre-school period and continues at subsequent educational stages. It involves taking measures to support children, pupils and students in the process of identifying their interests and professional predispositions, preparing them to choose the next stage of education and profession (MEN 2019). An integral part of educational and vocational guidance understood in this way is prior vocational pre-orientation and orientation. In fact, the life-wide guidance process involves 3 phases: vocational pre-orientation, vocational orientation and vocational guidance (see figure).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 6. Phases of the educational and vocational guidance process in Poland**



Source: Bieda I., Doliński A., Kozłowska E., Lembke R., 2022.

**Vocational pre-orientation** is an educational process at the first stages of education and is a system of random and purposeful interactions enabling individuals and teams to acquire knowledge about occupations – these activities mainly concern children and take place in the family home and kindergarten, as well as during early childhood education (Wiatrowski, 2005). Unlike pre-orientation, vocational orientation and vocational guidance are provided in schools.

**Vocational orientation** is an activity carried out by schools, counselling centres and labour offices, the aim of which is to familiarise pupils and graduates from various schools with job opportunities and opportunities for their own development. In schools, its aim is to lead pupils to make decisions about further education or the choice of a profession in accordance with their own preparation and capabilities, taking into account vocational requirements (Nowacki et al., 2000). Vocational orientation activities consist in shaping a desired attitude toward learning and work and developing vocational interests by disseminating knowledge about occupations, developing the ability to assess one's vocational aptitudes and assisting in making vocational decisions (Czarnecki, 2008). Participation in vocational orientation activities at school is compulsory for all male and female pupils as early as the first year of primary school (MEN, 2019). In primary schools, a distinction is made between vocational orientation (grades 1 to 6) and vocational guidance for grades 7 and 8. In grades 1 to 6 – as part of their vocational orientation – pupils learn about selected professions and are encouraged to

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

develop a positive attitude toward work, learning and developing their own interests and potentials.

**Vocational guidance** is already carried out in the final grades of primary school (7 and 8), where pupils are prepared for the transition to secondary school. In the vocational guidance carried out at this level, the focus on the labour market and the vocational market is more differentiated and the focus is on the relationship to one's own competences and strengths. Vocational guidance continues at secondary level in both general education and vocational schools (sectoral vocational schools, technical secondary schools), as well as in post-secondary schools and schools for adults, in a differentiated manner for different types of schools.

### **Legal basis of educational and vocational guidance in Poland**

In line with the Integrated Skills Strategy 2030 (MEN 2019), gaps in providing access to reliable information on skills demand have a negative impact on educational and career choices. Better access to such information supports decision-making in these areas and is a key requirement for a faster and better response to economic demand. Educational and vocational guidance plays a key role in this process. The process of educational and vocational guidance takes place primarily at school, one of the tasks of which is **to prepare pupils for the choice of the field of education and profession**. Effective vocational guidance has a key role in the process of educational and career decision-making, and is intended to stimulate a range of questions in the areas of self-understanding, understanding the world, managing one's life, building relationships and entrepreneurship (MEN 2019).

The organisation of the educational and vocational guidance process in Poland – including the curriculum content of vocational guidance, the manner of its implementation and the tasks of the career counsellor – is set out in *the Regulation of the Minister of National Education of 12 February 2019 on vocational/career guidance*, Journal of Laws of the Republic of Poland, of 20 February 2019, item 325. The regulation is an act implementing Article 26a(3) of the Act of 14 December 2016 – Educational Law (Journal of Laws of 2018, items 996, 1000, 1290, 1669 and 2245). The implementing act implements one of the fundamental goals of the education system in Poland, which is to prepare male and female pupils to choose a profession or further educational path (Educational Law, 2016, Article 1, para. 19). In accordance with the Regulation, career/vocational guidance is provided at all levels and types of schools in Poland.

## Scope of in-school and out-of-school vocational guidance

A career counsellor plays a key role in vocational guidance activities at school. According to the Regulation (2019), the tasks of a career counsellor include:

- 1) systematically diagnosing the demand of pupils and students for activities related to the implementation of vocational guidance;
- 2) conducting classes on vocational guidance;
- 3) developing, in cooperation with other teachers, including teachers in charge of classes, psychologists or pedagogues (school counsellors), a programme for the implementation of vocational guidance, and coordinating its implementation;
- 4) supporting teachers in the implementation of the activities set out in the programme;
- 5) coordinating the information and counselling/guidance activities carried out by the school, including collecting, updating and making available educational and vocational information appropriate to the level of education;
- 6) Implementing activities resulting from the programme.

In the absence of a career counsellor, these tasks are carried out by a teacher designated by the head teacher, including the teacher in charge of the class, pedagogue (school counsellor) or psychologist. References to the world of professions are also embedded in the core curricula of various subjects (e.g. "Civics"). The following groups of people should also be involved in these activities (Piekarski, 2019):

- **School counsellors (pedagogues):** e.g. as part of workshops on personal development (soft skills, different learning styles or stress management techniques).
- **Form tutors and tutoresses:** e.g. as regards cooperation with parents, pointing out the strengths and weaknesses of male and female pupils, including topics relevant to vocational orientation in their work with male and female pupils.
- **Female and male teachers working in after-school clubs:** e.g. as regards learning about individual professions, integrating career orientation topics into their work with male and female pupils, developing pupils' competences.
- **Male and female teachers – librarians:** e.g. by providing and collecting literature on vocational orientation, professions, personality development, etc.

## Curriculum content for vocational guidance in primary and secondary schools

### **Vocational guidance implementation programme**

In accordance with the Regulation (2019), a programme for the implementation of vocational guidance shall be developed in the school for each school year, taking into account the intra-school vocational guidance system, which specifies:

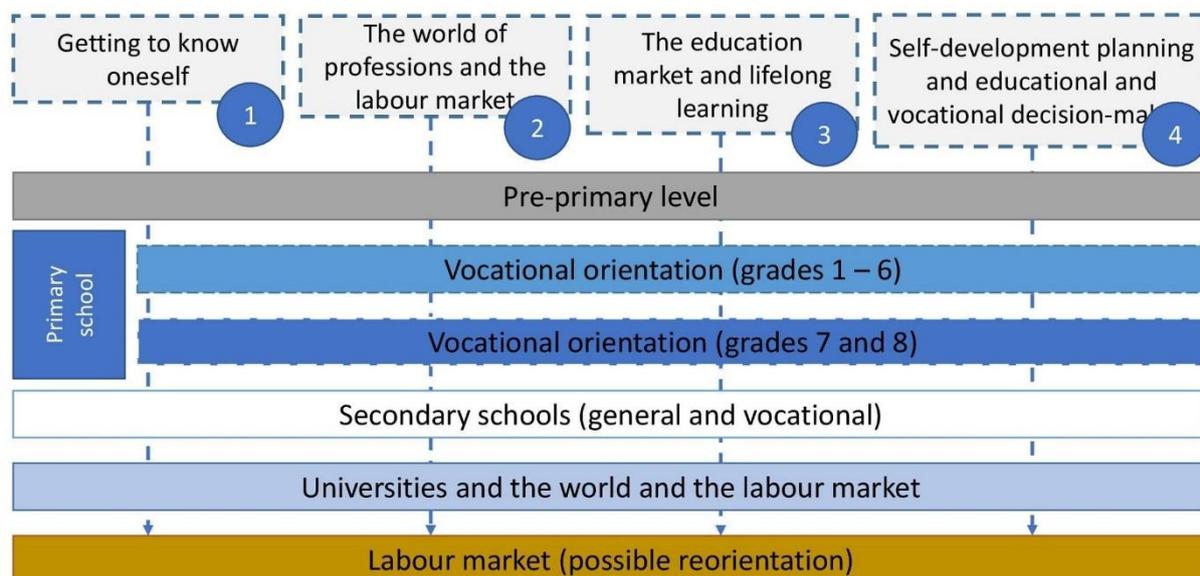
- 1) activities related to the implementation of vocational guidance, including:
  - a) the subject matter of the activities,
  - b) classes affected,
  - c) the methods and forms of implementation of the activities, taking into account the participation of parents in these activities, in particular by organising meetings with parents,
  - d) the dates for the implementation of the activities,
  - e) the persons responsible for carrying out the individual activities,
- 2) the entities with which the school cooperates in the implementation of the activities – taking into account the needs of pupils, students and parents as well as local or regional activities related to vocational guidance.

The programme is developed **by a career counsellor** or other teacher(s) responsible for the implementation of vocational guidance in the school, designated by the head teacher. The head teacher approves the programme, by 30 September of each school year, after consulting the staff at the staff meeting. The development of the concept and implementation of the vocational guidance programme in primary schools should involve not only the school management, but also the teachers of the individual subjects who, in addition to the subject content and its relevance in life, should show pupils the links between the subjects and the world of professions (Bieda et al. 2022).

The programme aims to map purposeful, structured and interlocking activities to be implemented by schools as part of vocational orientation and vocational guidance (Dziurkowska et al., 2017). The content-related guidelines for the development of programmes of vocational orientation activities starting from the pre-primary level and continuing through the primary and secondary school levels (general and vocational) up to post-secondary schools and schools for adults are based on four thematic areas in a spiral curriculum (Bieda et al. 2022).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 7. Curriculum content areas of vocational orientation and vocational guidance in Polish education**



Source: Bieda et al. 2022.

The four curriculum content areas focus primarily on the following topics (Bieda et al. 2022):

- 1) **Getting to know oneself (own resources):** including one's own interests, aptitudes, potentials, strengths and weaknesses that can be used in personal development, as well as one's own hierarchy of values and state of health.
- 2) **The world of professions and the labour market:** including learning about professions, collecting and analysing information on professions and the labour market, job search.
- 3) **The education market and lifelong learning:** including learning about the education system, collecting and analysing information on opportunities to pursue educational pathways, educational institutions and lifelong learning.
- 4) **Self-development planning and educational and vocational decision-making:** including planning and designing a further educational and vocational pathway, reflecting on experiences related to performing different vocational activities, making and changing decisions related to a further educational and vocational pathway, using vocational guidance offers (also throughout life).

The following table shows the curriculum content that should be implemented in technical secondary schools.

## **CURRICULUM CONTENT OF VOATIONAL GUIDANCE FOR TECHNICAL SECONDARY SCHOOLS**

### **1. Getting to know one's own resources**

Pupil:

- 1.1 prepares the balance of his or her own resources on the basis of a self-analysis ("portfolio");
- 1.2 identifies areas for educational, vocational and personal development;
- 1.3 identifies the impact of health on the performance of professional tasks;
- 1.4 recognizes his or her own capabilities and limitations in performing professional tasks and takes them into account in the planning his or her educational and vocational pathway;
- 1.5 analyses his or her own resources (interests, abilities, talents, competences, vocational aptitudes) in the context of planning the educational and vocational pathway;
- 1.6 identifies his or her own value system, including values related to work and professional ethics.

### **2. The world of professions and the labour market**

Pupil:

- 2.1 analyses information about the local, regional, national and European labour market and the rules operating therein in the context of educational and vocational choices;
- 2.2 identifies the professions and jobs for which he or she is qualified, taking into account the professions of the future and the demands of the labour market;
- 2.3 compares the forms of employment and the opportunities to function on the labour market as an employee, employer or self-employed person in the area in which he or she is studying, and analyses the basics of labour law, including types of employment contracts, ways of terminating them, the rights and obligations of the employee;
- 2.4 confronts his or her own resources with the identified needs and expectations of employers and the requirements of the labour market;
- 2.5 identifies the importance and indicates opportunities for work placements or gaining employment using available forms of work activation;
- 2.6 draws up and updates application documents in accordance with employers' requirements;
- 2.7 prepares to present him/herself and his/her competences at a job interview;
- 2.8 characterises the process of setting up own business and the institutions that support setting up own business;

2.9 characterises the institutions supporting the planning of educational and vocational pathways, including labour market institutions.

### **3. The education market and lifelong learning**

Pupil:

3.1 uses sources of information on further formal, non-formal and informal education and workplace training;

3.2 analyses the possibilities of complementing, extending and acquiring new vocational qualifications within the national and European qualifications system;

3.3 identifies the benefits of lifelong learning in personal and professional development;

3.4 analyses the possibilities of continuing education.

### **4. Self-development planning and educational and vocational decision-making**

Pupil:

4.1 sets out his or her goals, tasks and activities in the context of planning the educational and vocational pathway;

4.2 draws up a personalised action plan – plans various options for educational and vocational pathways on the basis of an assessment of his or her own resources and values and information about the education and labour market, anticipating the consequences of his or her own decisions;

4.3 chooses a further educational and vocational pathway according to his or her resources and defined career goals.

Source: Regulation 2019.

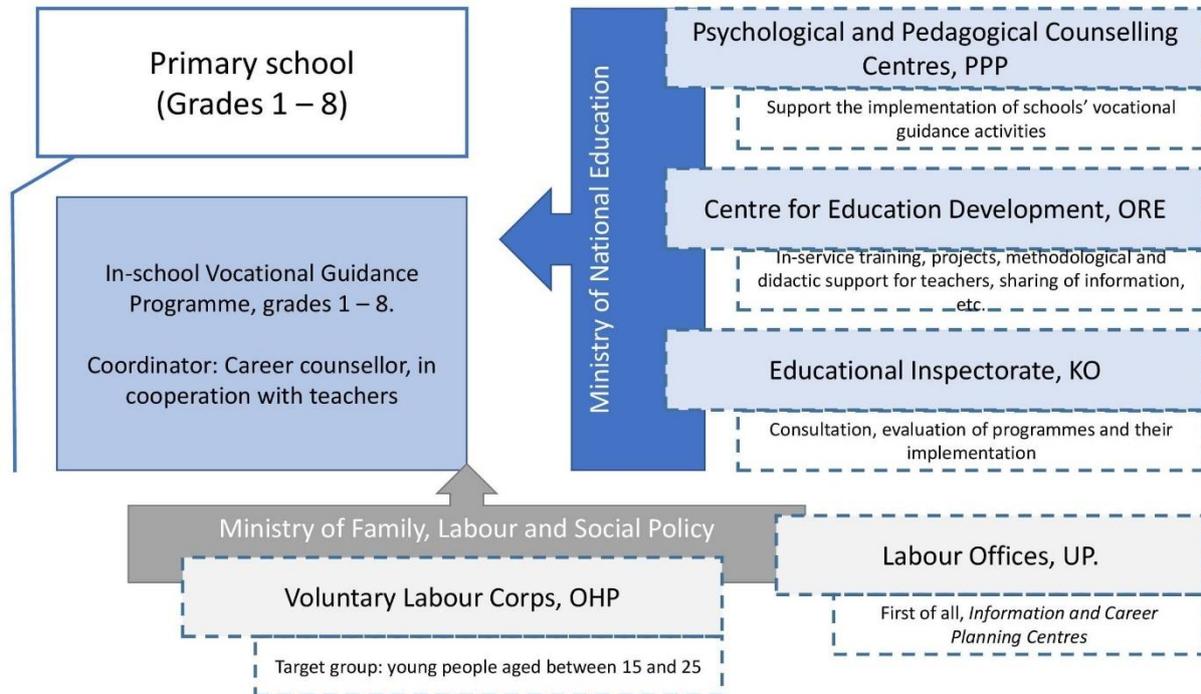
## **Range of counselling services in non-school institutions**

According to the Regulation (2019), in the implementation of vocational guidance, organisational units may cooperate in particular with **employers, employers' organisations, business or other economic organisations, professional associations or self-governments, establishments and centres, schools providing vocational education, psychological and pedagogical counselling centres, teacher training centres or labour market institutions.**

Within the framework of cooperation with entities, organisational units may, in particular, organise vocational visits. As regards the implementation of the in-school vocational guidance programme, it is strongly recommended to involve parents, employers, as well as the economic self-governments and other local actors supporting vocational orientation (ORE, 2017). A map of actors supporting vocational guidance is shown in the figure below.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 8. Key actors supporting vocational guidance**



Source: Bieda et al. 2022.

Key actors include (Bieda et al. 2022):

- **Psychological and Pedagogical Counselling Centres (Poradnia psychologiczno-pedagogiczna – PPP)** - reporting to the Ministry of National Education. There are 1160 PPPs throughout Poland, including public and private counselling centres. PPPs operate at the poviats level and report to the school superintendents. The statutory tasks of public PPPs include supporting kindergartens, schools and educational establishments, and their services also in the area of vocational guidance are aimed at male and female pupils, their parents, and male and female teachers. Career counselling activities mainly support diagnostics and direct consultation.
- **Centre for Education Development (Ośrodek Rozwoju Edukacji – ORE)** - reporting to the Ministry of National Education. In addition to teaching materials, diagnostic tools, handbooks, publications and multimedia offers, ORE provides career counsellors with examples to create in-school programmes for the implementation of vocational guidance on its online platform “Vocational Guidance” (<https://doradztwo.ore.edu.pl/>). Career counsellors can get an overview of organisations, institutions and establishments providing support at the local, national and international level and find information about current conferences or ongoing or

completed projects. In addition, the Centre offers continuing education opportunities for career counsellors.

- **Voluntary Labour Corps (Ochotnicze Hufce Pracy – OHP)** – reporting to the Ministry of Family and Social Policy. It is an organisation supporting young people aged 15-25 and at risk of social exclusion (<https://www.ohp.pl/>). Vocational guidance services provided by OHP are primarily aimed at young people in the care of the organisation, but they are also often included by schools in their catalogue of career orientation activities.
- **Labour Offices** - reporting to the Ministry of Family and Social Policy. The primary target group of career counsellors employed by the Labour Offices are jobseekers aged 18 and over, as well as employees and employers. Poviast Labour Offices can provide school career counsellors with information on current developments in the national and local labour market as well as information on occupations or delegate their employees as experts in these fields to participate in school vocational guidance activities. There are Information and Career Planning Centres (Centrum Informacji i Planowania Kariery Zawodowej – CiPKZ) within the Labour Offices, which can be the first contact address for schools to establish cooperation.
- **Economic organisations** - economic self-governments, chambers of industry and commerce, guilds and chambers of handicrafts - provide information about occupations and vocational education and training in the professional groups they represent and help to find apprenticeships.
- **Non-profit organisations and associations** - such as the Association of School and Vocational Counsellors of the Republic of Poland (Stowarzyszenie Doradców Szkolnych i Zawodowych Rzeczypospolitej Polskiej) or various agencies and non-governmental organisations that also offer activities promoting career guidance. Educational institutions such as the Centres of Continuing Education (Centrum Nauczania Ustawicznego – CNU) or the Vocational Education Centres (Zakład Doskonalenia Zawodowego – ZDZ) can also be indicated; they employ career counsellors to advise pupils/learners on choosing appropriate courses or training.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

### 3.3 Educational and vocational guidance in the project countries

#### 3.3.1 Liechtenstein

##### **Educational and vocational guidance at school<sup>24</sup>**

In Liechtenstein, advising pupils on their education is primarily the responsibility of every school. Advice is normally provided to the pupils and their parents, by the teachers and/or head teachers. Helping pupils in their choice of direction and career is part of the curriculum. The subject of careers is something that teachers will incorporate into their lessons. There is also the possibility of special counselling meetings in cooperation with the Office for Vocational Training and Career Guidance (ABB) (see below). Coaching sessions for students are given on site by professional career counsellors. In addition, in the year 8, all pupils of lower secondary level schools (*Realschule and Oberschule*), as well as all Gymnasium pupils who achieve a mark of less than 4.3, attend compulsory meetings where they discuss their current position and prospects for the future. An important role is also played by the School Psychological Service, whose tasks include assisting with important decisions on schooling (admission to primary school, integration, special schooling, retake years, allocation to or assessment of special schooling measures, transfer to secondary schools, skipping a year), as well as crisis management and pupil assessment.

##### **Educational and vocational guidance outside school**

The most important organisational unit for career guidance in Liechtenstein is the Office for Vocational Training and Career Guidance (ABB)<sup>25</sup>, which is organisationally subordinate to the Ministry of Foreign Affairs, Education and Sport. The aim of the Office is to enable persons seeking assistance to receive education and vocational training tailored to their needs through targeted individual advice.

In the area of vocational, study and career counselling, ABB advises young people and adults individually on work, study and career issues. In the field of vocational training, ABB advises and supports learners and training companies on issues related to basic vocational training. In the area of professional mobility, ABB enables learners and professionals to gain work experience, to get to know foreign countries and cultures and, if necessary, to deepen their knowledge of foreign languages during an internship abroad.

---

<sup>24</sup> <https://eurydice.eacea.ec.europa.eu/national-education-systems/liechtenstein/guidance-and-counselling-early-childhood-and-school>

<sup>25</sup> <https://www.liv.li/de/landesverwaltung/amt-fuer-berufsbildung-und-berufsberatung>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The Office for Vocational Training and Career Counselling offers coaching sessions in career counselling and development. Career counselling and career coaching are free of charge for school pupils and adults covered by the state unemployment program.

In addition, there is a wide range of private providers, organisations, charitable foundations and educational institutions offering employment, learning and career guidance services.

ABB also operates the Vocational Information Centre (Berufsinformationszentrum - BIZ)<sup>26</sup>, which is the most important vocational information service in Liechtenstein.

### Figure 1. The Vocational Information Centre (BIZ) in Liechtenstein



One of the most important tasks assigned to the Centre is to disseminate information on the challenges and characteristics of the various professions and on the opportunities for initial and continuing vocational education offered by schools and the dual education system. Career information events and other information activities help to provide comprehensive information to all target groups. However, the Centre is primarily a self-information facility where anyone interested can obtain the necessary information anonymously without a prior appointment. It offers comprehensive information on:

- Vocational training offers,
- Courses in technical and higher education schools,
- Career development opportunities within the detailed information on the professions.

<sup>26</sup> <https://www.next-step.li/beratung/berufsinformationszentrum-biz>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

An Expert Consultant is available on site during the Centre's opening hours, with whom one can have a brief informative conversation. The Centre does not provide individual counselling sessions or vocational aptitude tests.

### **The educational and vocational guidance process in Liechtenstein**

Educational and vocational guidance in Liechtenstein focuses on providing collective and individual advice to young people and adults. Through intensive discussions in which the person seeking advice is actively involved, and the deliberate use of psychological tests and other methods, career counsellors offer their clients the best support available in finding solutions to a variety of career-related issues and questions.

Each pupil in the 8th and 9th school year is included in the Career Selection Planning process (*Berufswahlplan*)<sup>27</sup>.

---

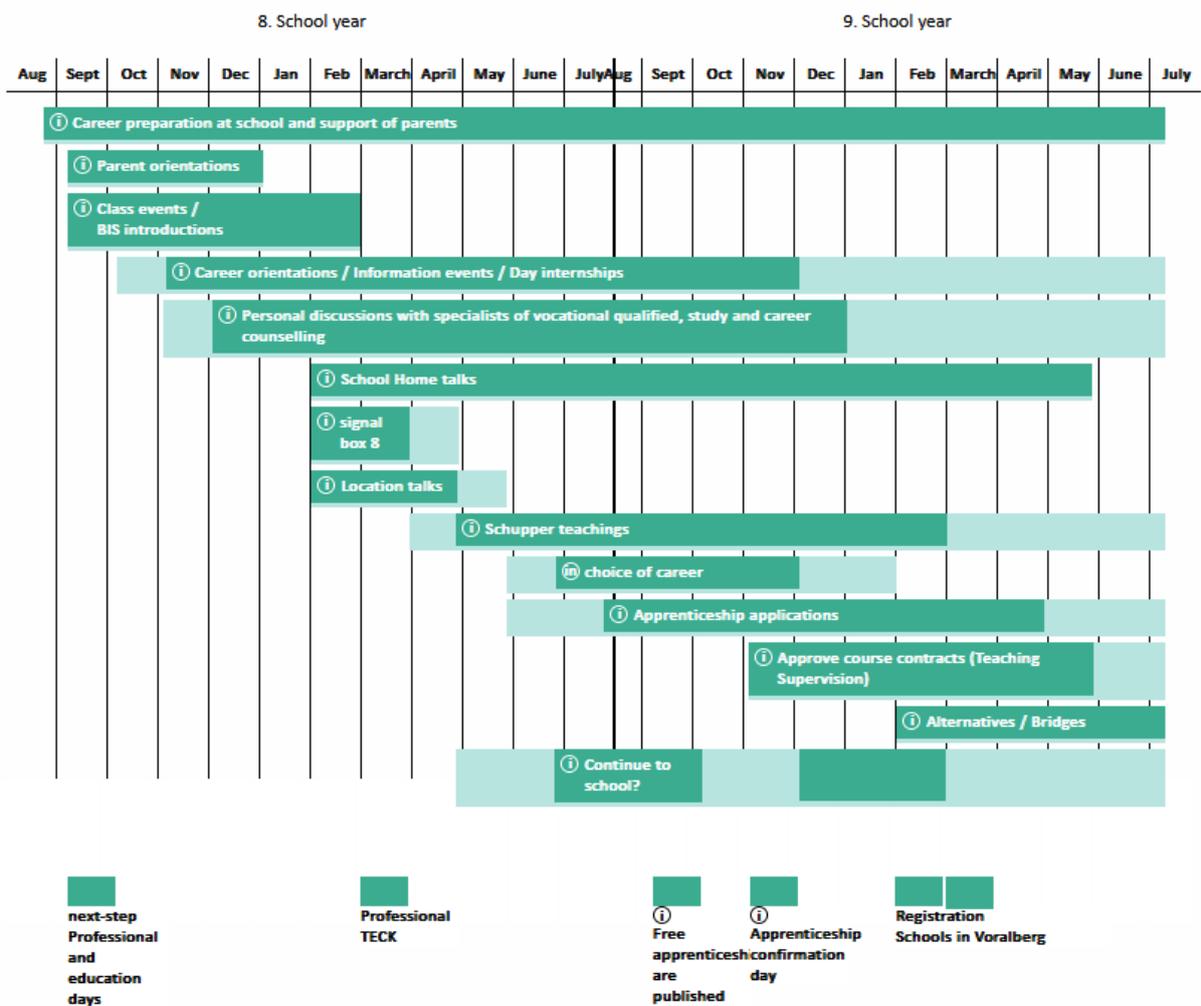
<sup>27</sup> <https://www.next-step.li/beratung/berufswahlfahrplan>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

**Figure 9. The Career Selection Plan (*Berufswahlplan*) in Liechtenstein**

## Career selection timetable Liechtenstein

Step by step through the career choice process in the transition from compulsory school to work or secondary school



As illustrated in the figure above, this is a multi-stage process, carefully laid out during the last two years of primary education. The different stages of this process (as shown in the diagram above) are as follows

Throughout the period under consideration (8th and 9th class), **the career preparation at school (*Berufswahlvorbereitung in der Schule*)** prepares pupils to enter the world of work. In addition to school education, it is about further development of personality and learning about one's own interests, strengths and limitations, as well as the professional world in general. During this time, it is advocated that young people also attend in information events, talk to trusted persons (especially parents) about their educational and career choices. In case

of needs or doubts, support from career counsellors is also possible (meetings with the pupil and possibly his or her parents), based on a counselling interview. It is also possible to use psychological tests for a detailed analysis of interests and vocational aptitude.

From September to December (during the 8th school year), parent orientations are conducted **at the Vocational Information Centre (Elternorientierungen im Berufsinformationszentrum)**. During the evening meetings, parents are informed about the educational opportunities available to pupils after completing compulsory schooling. During these events, parents receive information on how they can best support their children in their career choice process (because in Liechtenstein, career choices are treated as a family project).

At a similar time (from September to the end of February, during the 8th school year) there are also **class events organised in the Vocational Information Centre / introduction to BIZ (Klassenveranstaltungen im Berufsinformationszentrum / BIZ-Einführungen)**. During the meetings, which are attended by the whole class, preliminary information about career choices, job descriptions and career guidance offers are provided. The introduction taking place in the BIZ is carried out by a specialist from the Office for Vocational Training and Career Guidance (ABB).

In November (the 8th school year) **career orientations / information events / one-day internships (Berufsorientierungen / Info-Veranstaltungen / Tagespraktika)** begin. In particular, one-day internships – during which pupils take part in work organised at training companies – are a good opportunity to learn about their dream job in daily practice for one or more days. During the internship, they can try out whether or not the job and/or the training company suits them. Day placements are arranged individually by pupils with training companies. The school usually gives pupils days off during this time.

In December, in the 8th school year, **personal discussions with ABB specialists of vocational qualified, study and career counselling (Persönliche Gespräche mit Fachpersonen der Berufs-, Studien- und Laufbahnberatung des ABB)** begin. They provide an opportunity, through a structured process and with the help of tests, to identify which career or school options match students' interests and skills. Based on the results of the consultation, information is provided and next steps are planned. Vocational guidance consultations are free of charge and voluntary.

In February, in the 8th school year, **the school-based talk (Schulhaussprechstunden)** begin. These are short talks with a career counsellor in charge of the given school class that take place in the school building. They last approximately 15 minutes and are an opportunity to discuss personal questions related to career choices or training opportunities. School hours are set in collaboration with teachers and are mandatory for all pupils.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

At the same time, the **8th class information test/signal box 8 test (Stellwerk 8 Test)** is held to verify the knowledge and skills of 8th class pupils, and it is useful in setting targets for the ninth school year. The test results are also attached to the application documents and school certificates.

**Location talks (Standortgespräche)** take place in the eighth year in spring. This is a conversation between the class teacher, possibly a supplementary teacher, the pupil and his or her parents. The goals of a transition into vocational education and training, or into a continuing secondary school, are discussed during the meeting, based on the pupil's current situation. Together as a group, individual priorities are set for the 9th school year.

In May of the 8th school year, **trial apprenticeships (Schnupperlehren)** begin, which are part of the selection process when looking for a work placement. The company itself gets to know interested young people and forms a first impression of the candidates.

In July, at the end of the 8th school year, a **decision on career choice (Die Berufswahlentscheidung)** is made. It is only possible to make it after obtaining all the required information and comparing individual's own choices and skills with the demands of the professional world.

After the decision on the choice of an occupation (in August of the 8th school year), **apprenticeship applications (Lehrstellenbewerbungen)** are submitted. They are submitted when the information on apprenticeship vacancies is published. **Apprenticeship offers (Freie Lehrstellen)** can be found at [www.next-step.li](http://www.next-step.li) from the beginning of September and are updated on an ongoing basis by ABB in cooperation with participating apprenticeship companies. Information about apprenticeships in Switzerland can be found at [www.berufsberatung.ch/lehrstellen](http://www.berufsberatung.ch/lehrstellen).

For pupils who are asking themselves whether **to Continue to school?(Weiter zur Schule?)** at a higher level of education, it is suggested to keep track of the registration deadlines and admission conditions for the school of their choice and to attend information events.

Once an application for a vacant apprenticeship has been accepted, **apprenticeship contracts (Lehrverträge)** are finalised in November of the 9th school year. They are signed between the training companies and the pupils or their parents. Apprenticeship contracts must be approved by the ABB apprenticeship supervisor once they have been signed by the contracting parties. If difficulties or ambiguities arise during the apprenticeships, the apprenticeship supervisor acts as a contact person for the pupils and the training companies. **The apprenticeship confirmation day (Lehrstellen Zusagetag)** is customarily on 1 November. This date has been agreed by the Bankers Association (Der Bankenverband), the Liechtenstein Institute of Professional Trustees and Fiduciaries (die Treuhandkammer) and the "Working

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Group Industrial Apprenticeship" ("ArbeitsGruppe IndustrieLehre") as a common date for issuing apprenticeship acceptances. Training companies not affiliated to the above organisations make their decisions at a different time.

For those who have not obtained an apprenticeship place or are looking for a different career path, **alternatives/bridge offers (Alternativen / Brückenangebote)** are prepared. They are intended to prepare for vocational education or secondary school after completion of compulsory school. For example, it is possible to make up for gaps in education, as well as to gain work experience or traineeships abroad in order to gain additional skills useful for further career choices.

### 3.3.2 Switzerland<sup>28</sup>

Under the Vocational and Professional Education and Training Act (VPETA) each canton maintains a coordinating body for occupational, study and career guidance. These counselling services support young people in their career choices. The cantons also operate job information centres (BIZ) with information on careers, continuing education, and training. The Swiss Conference of Directors of Occupational, Educational and Career Guidance (KBSB) deals with all questions involving the coordination of occupational, study and career guidance in the cantons.

The most important unit in the counselling system is the Swiss Service Centre for Vocational Training, Study and Career Counselling (SDBB), which has been in existence since 2007. It provides services in areas that have been transferred to the cantons under the VPETA. These include, inter alia, the production of information resources for occupational, study and career guidance, and training for professionals in the field of occupational, study and career guidance. The SDBB is responsible for [Berufsberatung.ch](https://www.berufsberatung.ch)<sup>29</sup>, a web portal that provides comprehensive information on choice of profession, study and career issues. The portal provides comprehensive information to help students of all levels of education choose their career path, within a seven-step framework:

- Interests and strengths,
- Professions and training,
- Strengths and requirements,

---

<sup>28</sup> Prepared on the basis of <https://eurydice.eacea.ec.europa.eu/national-education-systems/switzerland/guidance-and-counselling-lifelong-learning-approach> and <https://www.sdbb.ch/berufs-studien-und-laufbahnberatung>

<sup>29</sup> <https://www.berufsberatung.ch/>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

- Taster,
- Review and decide,
- Find training centre – register at the school,
- Preparing for the future.

Each step includes practical tips prepared in an accessible form (tutorials, videos) to allow students to obtain the information they need on their own. Those interested or in need of further assistance can take advantage of counselling services in each canton<sup>30</sup>.

Experts are available in each canton to provide you with individual advice. Below you will find the addresses of the individual counselling centres.

SDBB also develops and provides tools for career counsellors through a professional web portal<sup>31</sup>. SDBB is, among other things, the operator of the Online Test Platform (OTP)<sup>32</sup>, which enables counsellors to conduct online psychodiagnostic tests of their clients. The platform simplifies the work of consultants, ensures high quality, information security and provides an optimal basis for compliance with personal data protection. Under certain conditions, and for a fee, the OTP can also be used by third parties (organisations that are not directly linked to the cantonal vocational guidance offices).

There is also a variety of private providers, associations, foundations and educational institutions offering services in the field of occupational, study and career guidance.

---

<sup>30</sup> <https://www.berufsberatung.ch/dyn/show/8242>

<sup>31</sup> <https://test.sdbb.ch/startseite.aspx>

<sup>32</sup> <https://otp.sdbb.ch/login/otp>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

### 3.3.3 Germany <sup>33</sup>

Since the turn of the millennium, more and more importance has been attached in Germany to vocational orientation at school as an important element of a successful transition from school to the world of work. The German dual vocational education and training system defines the concept of vocational orientation as follows: "Vocational orientation is the process which has two sides. On the one hand, we have the young people who are seeking to orient themselves towards their own interests, competences and objectives. The other side consists of the requirements of the world of work, to which the young people are guided. Both of these sides constantly need to be balanced. Providing vocational orientation supports young people in mastering this process.

Vocational orientation takes place at the level of compulsory education within the German education system. Early vocational orientation and the fostering of cross-cutting core skills support a seamless transition from school to the world of work. With this thought in mind, in 2008 the German Federal Ministry of Education and Research (BMBF) launched the Vocational Orientation Programme (BOP) entitled "Supporting vocational orientation in inter-company vocational training centres and comparable VET centres" which was eventually adopted in June 2010.

The goal is to offer school pupils all over Germany a vocational orientation process that will enable them to develop a realistic idea of their own abilities and interests and to gather practical experience in a variety of occupational fields.

The Vocational Orientation Program is addressed to pupils attending schools of general education. Funding is provided for an analysis of potential (Potenzialanalyse), which usually takes place during the second half of year 7, and for workshops in year 8. The analysis of potential enables pupils to arrive at an initial assessment of their own predispositions and competencies. Following this, the two-week workshops (Werkstatttage) provide them with an opportunity to familiarise themselves with at least three occupational fields.

The Federal Institute for Vocational Education and Training (BIBB) is in charge of overall programme management. Institutions apply for funding to the BIBB and conclude a cooperation agreement with the participating schools for the implementation of the

---

<sup>33</sup> Compiled on the basis of: Bieda I., Doliński A., Kozłowska E., Lembke R. (2022), *Organizacja orientacji zawodowej w szkołach Euroregionu Pro Europa Viadrina, Transgraniczna analiza ramowych warunków orientacji zawodowej młodzieży*, Institut für Ökonomische Bildung an der Carl von Ossietzky Universität Oldenburg / Wojewódzki Ośrodek Metodyczny w Gorzowie Wlkp., Oldenburg / Gorzów Wielkopolski and information from the Federal Institute for Vocational Education and Training (BIBB) <https://www.bibb.de/en/46.php>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

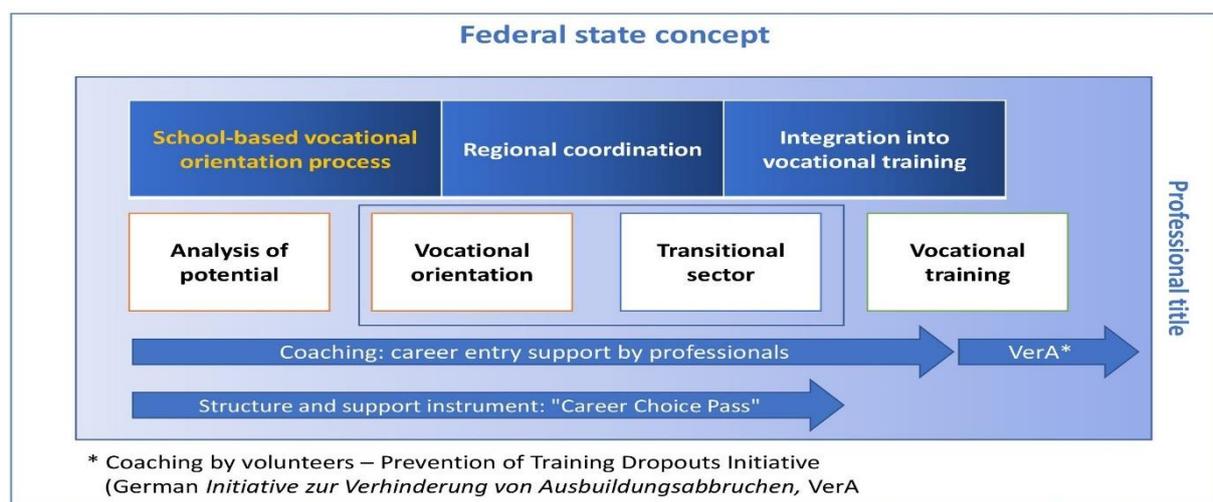
programme. In addition, BIBB supports the programme by providing evaluation and academic research and technical expertise.

Rising unemployment among male and female school graduates during this period, drop-outs from dual vocational education and studies, as well as problems with inter-matching the market of apprenticeships and the labour market also put pressure on schools to act.

As a result, numerous instruments were developed to support the individual career choice process, from which the **Career Choice Pass** (Berufswahlpass) emerged<sup>34</sup>. The career choice pass helps guide career choices – for pupils, parents, teachers, career counsellors and companies alike. The career choice pass presents the offers for career orientation, helps to determine the pupil’s personal strength profile and summarises all the necessary documents that are useful for a considered career choice.

In the overall concept, the support provided to young people in the process of choosing a career is mapped to three key areas of responsibility that play a central role in the process of transition from school to working life: Schools, Regional Coordination and Integration into the vocational training process. Young people who are at the intersection of two areas of responsibility should be supported by the activities of both these areas – the giver and the receiver (cf. Figure).

**Figure 10. Overview of the overall concept of the "Education Chains Initiative" (Initiative Bildungsketten)**



Source: Bieda I., Doliński A., Kozłowska( Lembke R., 2022), adaptation based on: <https://www.bildungsketten.de/de/235.php>)

<sup>34</sup> <https://www.berufswahlpass.de/>

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

The entry into the process of vocational orientation should be initiated through analyses of potential in the 7th class and be documented, e.g. through a "Career Choice Pass", preferably until a vocational qualification is obtained.

At the level of higher school years, vocational orientation is carried out with the involvement of external actors or with the use of out-of-school learning places.

At the level of the Länder, the national strategies for the implementation of vocational orientation play an important role, which have made the implementation of the recommendations of the Federal Ministry for Education and Research more concrete in each of the German Länder.

### 3.4 Conclusions from the comparative analysis and suggestions for modifying the model of organisation of educational and vocational guidance for VET students and candidates for students

#### 3.4.1 Conclusions and recommendations

Analysis of the material collected leads to the following conclusions and recommendations:

1. The guidance process within educational and vocational guidance in Poland is well defined and embedded in the law. However, the guidance process is focused on general vocational orientation (and pre-orientation), with little focus on the specifics of particular professions.
2. Information on the profession is scattered in various sources, so it is recommended to develop a web portal bringing together all the information needed by career counsellors.
3. There is a need for career counsellors providing educational and vocational guidance services to work closely with employers, professional organisations and organisations conducting industry research in order to obtain regular information on employers' expectations and labour market potential.
4. Career counsellors should also actively cooperate with other non-school counselling service providers in order to broaden the scope of information and tools used by authorised institutions and bodies.
5. Counselling in school is provided for a small number of hours per pupil and meetings are group-based. The guidance process needs to be further individualised, towards individual meetings between the pupil and an educational and vocational guidance

counsellor, focused on diagnosis and the preparation of an personal development plan.

6. Due to the multidimensional nature of individual diagnoses, educational and vocational guidance counsellors should use a variety of diagnostic tools, not limiting themselves to the counselling interview (interview method). It is necessary to expand the instrumentation to include observational tools, tests (including online) or documentation analysis.
7. It is suggested that school counsellors cooperate with psychologists entitled to use the battery of tests – with a psychology degree (e.g. in pedagogical and psychological counselling centres), qualified in conducting and interpreting vocational aptitude tests for students and candidates for students, and other tests requiring qualifications.
8. The educational and vocational guidance counsellor should support the student at all stages of learning, including the collection and documentation of achievements for the validation of achievements.

### 3.4.2 Proposed scope and method of providing the counselling service

The educational and vocational guidance service for VET students and candidates for students should follow a number of clearly identifiable stages – as outlined below.

#### **Stage I – Information**

The aim of this stage is primarily to provide information – in the first phase in a group manner and then, for those interested, on an individual basis. In the phase of an individual counselling interview, the objectives of the guidance service are defined, basic vocational information and sources of information are provided for further independent analysis by the student / candidate for the student.

#### **Stage II – Diagnosis**

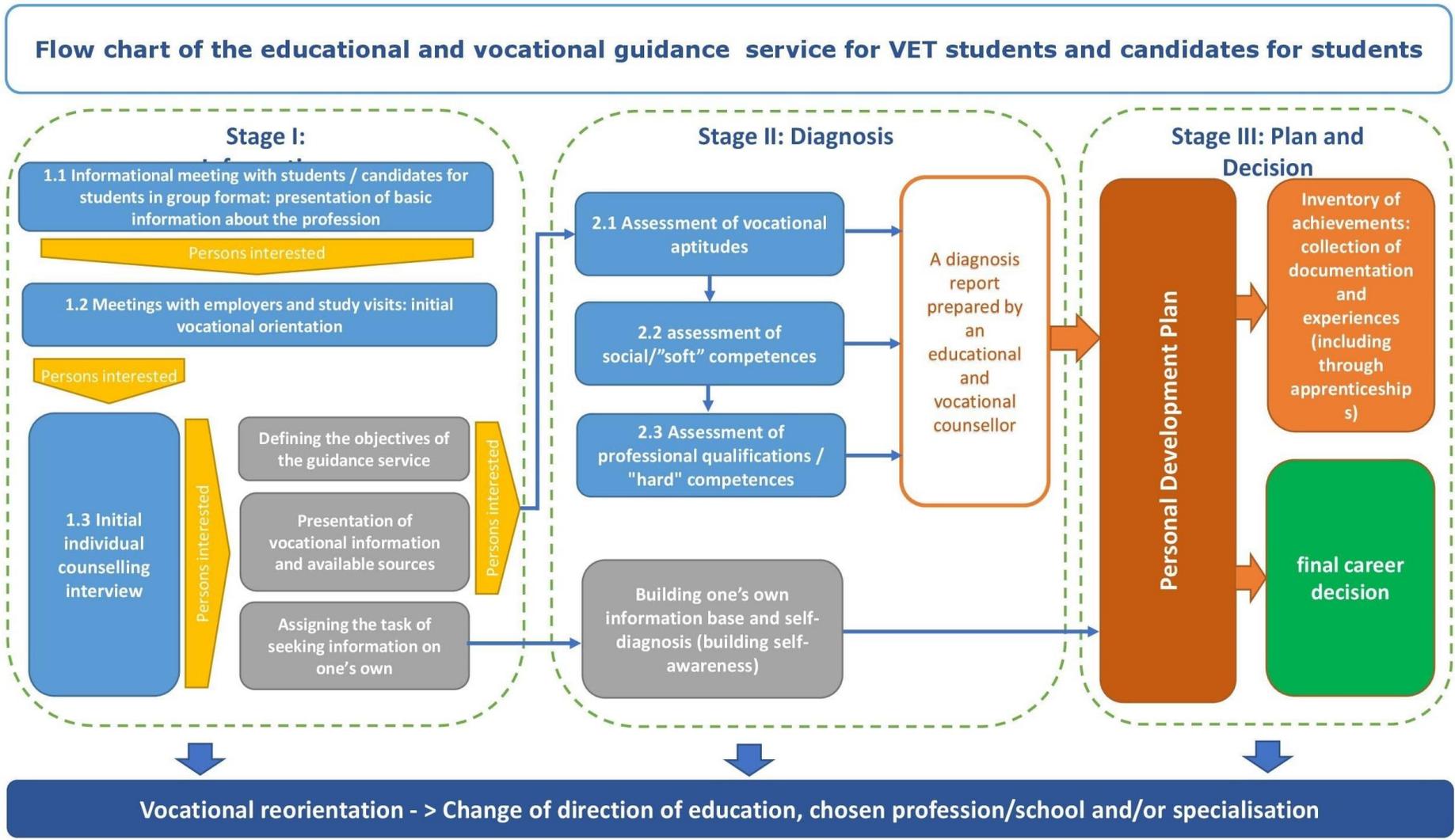
The aim of the stage is to identify predispositions and to diagnose of soft competences and professional qualifications ("hard" competences) of the student. On this basis, the counsellor prepares an individual diagnosis report. The student is encouraged to continue to seek information on his/her own and build self-awareness.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

### Stage III – Plan and Decision

At this stage – based on the information gathered at the previous stage – a personal development plan is prepared and a final career decision is made.

**Figure 11. Educational and vocational guidance service flow chart**



The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## Vocational information in the work of a career counsellor

There are many sources of vocational information available to vocational counsellors with regard to vocational education professions in Poland. One of the more recent studies is the one prepared by the Centre for Education Development (ORE) on occupations, prepared as part of the project "Preparation and provision of multimedia resources supporting the process of vocational guidance"<sup>35</sup>. Vocational information is dedicated to secondary school students and adults, as well as staff working with students who carry out tasks in the area of vocational guidance (schools and educational institutions and their governing bodies). Information is a component of multimedia resources to support the process of vocational guidance in the reformed school system.

In addition, the YouTube channel of **the Centre for Education Development (ORE)** features videos presenting a given profession, including the practitioners, as well as tools and materials used in the working process. Each profession is presented from 3 perspectives: from the position of the employer, the employee and the learner in the profession. The profession as seen through the eyes of the employer presents the desirable qualities of an employee, the predispositions, the set of desirable professional skills and social competences of the employee, as well as career development opportunities, earning prospects, and employability projections for the profession. The profession as seen through the eyes of the employee captures issues related to the reasons for entering the profession, and how to obtain education. Positive and negative aspects related to working in the profession are also presented, as well as the opportunities that working in the profession brings (including a possible career path, promotion prospects). The profession as seen through the eyes of the learner – this includes mainly the issues: why the learner has chosen a particular profession, what the education process looks like, what opportunities the school provides, what the learner expects from his or her future job. The videos are concluded with an information board presenting the available forms of training in the profession.

Important vocational information useful for vocational guidance is also included in the Integrated Education Platform of the Ministry of Vocational Education.

## Assessment of vocational aptitudes and competences of students and candidates

---

<sup>35</sup> Project no. POWR.02.14.00-00-1002/18 co-financed by the European Social Fund of the European Union under the Operational Program Knowledge Education Development, Priority Axis II Effective public policies for the labour market, economy and education, Action 2.14 Development of tools for lifelong learning

**Vocational aptitude** is the set of relatively permanent characteristics and qualities of a person that determine the rate of mastery of a certain level of competent performance. Aptitudes include, but are not limited to: needs, values, intellectual abilities, personality and temperament traits and physical characteristics. The main difference between aptitude and competence is that aptitudes are much more permanent compared to competences (Jurek 2012). The aptitude test is particularly advisable at the stage of estimating a person's career potential (Jurek 2012), and is therefore extremely important in the vocational guidance process.

Various types of tests and questionnaires are most commonly used for testing professional aptitude. An overview of the most commonly used methods is provided in the table below.

**Table 4. Vocational aptitude measurement tools used in the vocational guidance process in Poland**

Tool name	Range of aptitudes tested	Tool design/test procedure	Conditions of use
APIS-Z (Pracownia Testów Psychologicznych PTP)	Intellectual abilities	a battery of tests containing questions with one correct answer	Diploma in psychology
Thomas TST test battery (SLG Thomas International)	Intellectual abilities	single-choice/ multiple-choice test	Training and certification in the method
The Coping Inventory for Stressful Situations - CISS (Pracownia Testów Psychologicznych PTP)	style of coping with stress	questionnaire	Diploma in psychology
Człowiek w Pracy - CWP (Man at Work) (Pracownia Testów Psychologicznych PTP)	sense of locus of control (personality)	questionnaire	Diploma in psychology
Extended DISC® (Extended DISC Poland)	behavioural style, communication style, manner of making decisions, what motivates and what demotivates a person	questionnaire	Training and certification in the method
Insight Discovery (Insights Poland)	personality	questionnaire	Training and certification in the method

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Kwestionariusz Kompetencji Społecznych - KKS (Social Competence Questionnaire - SCQ) (Pracownia Testów Psychologicznych PTP)	competences/social skills	questionnaire	Diploma in psychology
NEO-FFI (Pracownia Testów Psychologicznych PTP)	Personality (Big Five)	questionnaire	Diploma in psychology
SHL capability tests Verify (SHL)	Numerical reasoning, verbal reasoning, inductive reasoning	single-choice test	Training and certification in the method

Source: own elaboration based on: Jurek 2012.

As shown in the table above, the greatest limitation to the use of tests in the guidance process is the need for a psychology degree in relation to the tests of the Psychological Tests Laboratory of the Polish Psychological Association (Pracownia Testów Psychologicznych PTP). For school career/guidance counsellors, this condition is often not met. For this reason, it is suggested that school counsellors cooperate with psychologists qualified to use the battery of tests (e.g. in pedagogical and psychological counselling centres), in conducting and interpreting vocational aptitude tests.

There are a number of methods for diagnosing and assessing competences – including social/soft competences, which can be used by career/guidance counsellors in the guidance process.

### Examination of documentation

One of the ways to identify the learning outcomes held is also the so-called **competence balance**, which is “an analysis of an individual’s knowledge, skills and competences, including his or her abilities and motivation, so as to defining a career plan and/or develop a career reorientation or training plan” (European Commission, 2014). It is an integral part of the counselling service, so it can also be used in the process of supporting students of the Hotel Technician profession. Sometimes the balance takes the form of a “portfolio”. In the context of school teaching, “portfolio” means a folder of work produced by a pupil and can also mean a method of identifying and documenting one’s competences (Souto Otero, 2010) or the presentation of evidence of having attained certain learning outcomes (IBE 2016).

## Observation

Observations involve the purposeful identification of indicators belonging to the distinguished categories of observational data, followed by theoretically justified inferences about the properties or mental states of the test subject (Hornowska et al. 2000). With regard to the observation of soft competences, its most common variants are: event samples (observation of a specific category of behaviour) or time samples (observation of an individual's activity over a specific time period).

## Tests

Competency tests are standardised tools in which the test subject is asked to perform specific tasks or answer questions for which there are both correct (desirable) and incorrect (undesirable) solutions (Jurek 2012). In this context, the competency test is an aptitude test – it allows for a score that is subject to evaluation. Practical knowledge tests, also known as tacit knowledge tests, are an example of this type of tool.

## Interviews

behavioural interview is most commonly used in competency testing. This method consists in asking the subject questions in such a way that, in answering them, he or she recounts in detail his or her past behaviour relating to the competences under investigation/examination/consideration (Jurek 2012). The behavioural interview is structured in such a way that the person being diagnosed not only presents how he or she behaved in specific situations, but also describes what the conditions for his or her action were. At the heart of this method is the assumption that data on the subject's past behaviour allows for predicting their actions in the future. Information on how a person has performed in the past in tasks requiring specific competences acts as a predictor of this competence (Jurek 2012).

As a rule, **professional qualifications** are **confirmed** by passing a vocational examination organised by Regional Examination Boards (Okręgowe Komisje Egzaminacyjne - OKEs). In particular, the examination is taken (ORE 2019) by pupils in the course of their education in stage I sectoral vocational schools (including young workers employed by a non-craftsman employer), in technical secondary schools, in stage II sectoral vocational schools and post-secondary schools. Pupils of stage I sectoral vocational schools (who are young workers employed by an employer who is a craftsman) and participants of a vocational qualification course (one of the non-school forms of education) can take the exam (a condition for obtaining a diploma).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Qualifications in a profession can also be obtained through the procedure of so-called extramural vocational examinations, which can be taken by persons who have at least two years of education or at least two years of work in a given profession.

The vocational exam for a given occupational qualification is carried out on the same date and under the same rules both for pupils and graduates of schools, as well as for students of qualifying vocational courses or external students (persons who want to confirm their professional qualifications acquired on the job, or after at least 2 years of training in a given occupation) (ORE 2019).

However, it should be pointed out that an important step in the new education and labour market policy has been the adoption of a general principle that the basis for awarding a qualification is that a person demonstrates that he or she has attained the learning outcomes required for a given qualification (Gmaj et al. 2016). Learning outcomes can be attained in different ways: at school (formal education), in courses, training, traineeships and apprenticeships outside the school system (non-formal education), as part of professional work, voluntary work and the development of passions and interests (informal learning). In a qualification award system, where learning outcomes are the main reference point, **validation** – the formalised process of verifying that the learning outcomes required for a qualification have been achieved – plays a very important role (Gmaj et al. 2016).

The Act on Integrated Qualifications System (Journal of Laws of 2016, item 64) adopted in December 2015 lays down, among other things, the rules of validation and certification for qualifications included in the Integrated Qualifications System that are awarded outside the education system. The Act defines validation as the *verification of whether an applicant for a specific qualification, irrespective of his/her learning method, has achieved a distinct part or all of the learning outcomes required for that qualification* (Article 2(22)).

Validation should be organised in three stages (identification, documentation and verification).

Thus, it can be said that a career counsellor – properly prepared – could also act as a validation counsellor – especially in extracurricular forms of achievement of learning outcomes. In this situation, the role of the counsellor would be to make an initial assessment as to whether the person is ready for further stages of validation.

The validation process uses different methods, close to those used by career counsellors. The European experience shows that the basic methods used in validation include: tests, interviews, debates, presentations, observations, simulations, analysis of the declarations of the person who entered validation, and analysis of the evidence provided by that person (Gmaj et al. 2016).

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

## Sources used

Bauer W., Gessler M., *Dual Vocational Education and Training Systems in Europe: Lessons learned from Austria, Germany and Switzerland*, in: Vocational Education and Training in Sub-Saharan Africa. Current Situation and Development, 2016

Bauer W., Gessler M., *Dual Vocational Education and Training Systems in Europe: Lessons learned from Austria, Germany and Switzerland*, in: Vocational Education and Training in Sub-Saharan Africa. Current Situation and Development, 2016

Bieda I., Doliński A., Kozłowska E., Lembke R. (2022), *Organizacja orientacji zawodowej w szkołach Euroregionu Pro Europa Viadrina, Transgraniczna analiza ramowych warunków orientacji zawodowej młodzieży*, Institut für Ökonomische Bildung an der Carl von Ossietzky Universität Oldenburg / Wojewódzki Ośrodek Metodyczny w Gorzowie Wlkp., Oldenburg / Gorzów Wielkopolski.

Bliem W., Petanovitsch A., Schmid K., *Dual Vocational Education in Austria, Germany, Leichtenstein and Switzerland*, Comparative Expert Study, ibw - Institut für Bildungsforschung der Wirtschaft (Research & Development in VET), 2016.

Bonoli G., Wilson A., *Bringing firms on board. Inclusiveness of the dual apprenticeship systems in Germany, Switzerland and Denmark*, International Journal of Social Welfare, 28: 369-379. <https://doi.org/10.1111/ijsw.12371>

Career Guidance and Counselling Glossary. Result of Leonardo da Vinci programme project "Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling" (project No LT/03/B/F/LA-171023). Access: <http://glossary.ambernet.lt/main.php?lang=eng#>

Chłoń-Domińczak, A. et al. (2019). Vocational education and training in Europe – Poland. Cedefop ReferNet VET in Europe reports 2018.

Council of the European Union, (2008). *Council Resolution on better integrating lifelong guidance into lifelong learning strategies*. Online access: [http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf)

Criblez L., *Switzerland*, in: Hörner W., Döbert H., Reuter L.R., von Kopp B. (red.), *The Education Systems of Europe*, Second Edition, Springer 2015.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Czarnecki, K. (2008). *Podstawowe pojęcia zawodoznawstwa*. Sosnowiec: Oficyna Wydawnicza Humanitas.

Deissinger T., Gonon P. (2021) The development and cultural foundations of dual apprenticeships – a comparison of Germany and Switzerland, *Journal of Vocational Education & Training*, 73:2, 197-216, DOI: 10.1080/13636820.2020.1863451

Döbert H., *Germany*, in: Hörner W., Döbert H., Reuter L.R., von Kopp B. (red.), *The Education Systems of Europe*, Second Edition, Springer 2015.

Dziurkowska, Alina; Fronczek, Bożena; Glazinski, Sebastian; Kaczmarek, Edyta; Karmowska, Aneta; Maciejczyk, Renata; Modelska, Mariola; Pasternacka, Halina; Sowinska; Załoga, Edyta (2017): *Przykładowy program doradztwa zawodowego dla klas VII–VIII szkoły podstawowej*, ORE.

Emmenegger P., Seitzl L., *Social partner involvement in collective skill formation governance. A comparison of Austria, Denmark, Germany, the Netherlands and Switzerland*, *Transfer* 2020, Vol. 26(1) 27–42 DOI: 10.1177/1024258919896897

Euler D., *Engaging the Business Sector in Vocational Education and Training*, Working Tool for Policy Dialogue and Project Design in Development Cooperation, Donor Committee for Dual Vocational Education and Training DC dVET, Zurich, 2018

Gmaj, I., Grzeszczak, J., Leyk, A. i in. (2016). *Walidacja – nowe możliwości zdobywania kwalifikacji*. Warsaw: Instytut Badań Edukacyjnych.

Hawthorn, R. (1991). *Who Offers Guidance*. Sheffield: Employment Department.

*Kształcenie i szkolenie zawodowe w POLSCE – w pigułce*. IBE, Warsaw, 2020

*Kształcenie zawodowe w rzemiośle*, PARP, Warsaw, 2020

Kwiatkowski, S.M. (2018). *Nowoczesne doradztwo w szkołach: predyspozycje uczniów a ich przyszłość zawodowa*. In: S.M. Kwiatkowski (ed.), *Kompetencje przyszłości* (Vol. 3; pp. 190–204). Warsaw: Fundacja Rozwoju Systemu Edukacji.

Ministerstwo Edukacji Zawodowej (2019), *Zintegrowana Strategia Umiejętności 2030*, Warsaw.

Nowacki, T.W., Korabiowska-Nowacka, K., Baraniak, B. (2000). *Nowy słownik pedagogiki pracy*. Warsaw: WSP TWP.

The "Analysis of the Dual Vocational Education System Based on the Examples of Liechtenstein, Switzerland and Germany" Guide has been produced as part of the project: "Development and promotion of the VET sector in Poland - How to promote and run a patronage class in Polish conditions based on the experience of Liechtenstein, Switzerland and Germany".

Piekarski, Marian (2019), *Wewnętrzny System Doradztwa Zawodowego jako forma realizacji doradztwa zawodowego w edukacji*, *Annales Universitatis Mariae Curie-Skłodowska*, Lublin, Sectio J, Vol. XXXII, No 4., <https://journals.umcs.pl/j/article/download/9054/7202> (access: 27.04.2022)

*Regulation of the Minister of National Education of 12 February 2019 on vocational/career guidance*, Journal of Laws of the Republic of Poland of 20 February 2019, item 325.

Stalder B.E., Nägele Ch., *Vocational Education and Training in Switzerland: Organisation, Development and Challenges for the Future / Berufsbildung in der Schweiz: Organisation, Entwicklung und Zukunftsperspektiven*, in: **Bergman M.M., Hupka-Brunner S., Keller A., Meyer T., Stalder B.E. (ed.)**, *Youth Transitions in Switzerland: Results from the TREE Panel Study / Transitionen im Jugendalter: Ergebnisse der Schweizer Längsschnittstudie TREE*, Seismo Verlag, Sozialwissenschaften und Gesellschaftsfragen AG, Zürich/Genf, 2023

Von Kopp B., *Liechtenstein*, in: Hörner W., Döbert H., Reuter L.R., von Kopp B. (red.), *The Education Systems of Europe*, Second Edition, Springer 2015.

Wiatrowski, Z. (2005). *Podstawy pedagogiki pracy*. Bydgoszcz: WSP.