



Study Commission meeting on 3 June 2019

“Vocational training: an international comparison (second meeting) – comparison with digitally advanced regions, learning from the best”

Agreed topic of the meeting:

Vocational training and continuing training: an international comparison (second meeting) – comparison with digitally advanced regions, learning from the best

- Employment structures in digitally advanced regions (Israel/Silicon Wadi, San Francisco/Silicon Valley, Singapore, Estonia) and corresponding skills development pathways
- Comparison with countries regarded as especially successful in the field of digitalisation (e.g. South Korea, Japan). What do these countries do differently or better, and why? What motivational and incentive systems have these countries established? How are the opportunities of digitalisation communicated?

Detailed questions submitted by the parliamentary groups

CDU/CSU parliamentary group:

- How does the recruitment and skills development of skilled workers take place in digitally advanced regions? What role do businesses play in this, including SMEs and start-ups?
- To what extent does each country’s vocational training and continuing training system contribute to its success/capacity for innovation?
- To what extent, if at all, can foreign models for success used by digitally advanced regions, or at least individual elements of these models, be applied in Germany?
- Are countries which have stronger dual elements in vocational training more successful in integrating young people into the education system and the labour market? What indicators show whether this is the case?

SPD parliamentary group:

The SPD is interested in the content and organisation of vocational training in digitally advanced regions:

- Who supports and drives forward economic development in digitally advanced regions? Is it holders of academic or vocational qualifications? What content is covered by vocational

training there? Are there special learning approaches which are tailored to the digital economy?

- What role does business play in the education and training systems of digitally advanced regions? Do businesses primarily collaborate with and support academic education, or do they also have links with vocational training?
- How do businesses in digital sectors recruit and support skilled workers? What factors determine young people’s career choices and workers’ choice of job? How is vocational training in digitally advanced regions organised and financed?

The SPD would also like to ask the Cedefop representative and Professor Pilz for more information about successful vocational training systems in other countries:

- In which countries is vocational training particularly successful in promoting labour market integration? What factors are the key to this? Are there individual approaches which could be applied in Germany?
- How is vocational training organised in sparsely populated or difficult to access regions [in Europe]? Are there exemplary models for the inclusion of rural areas, and what role does digitalisation play in this context?

AfD parliamentary group:

- Why, in the view of the experts from these countries, is their own country so successful?
- Was there a radical transformation of society and/or of school and business structures, and if so, when did it take place? Or was there a more gradual transformation? Over what period of time? How did the government pave the way for this? (Including with regard to education reforms; what form does the initial, continuing and further training of teachers take?)
- Was the transformation monitored and supported by the government? If so, how? Were structures created, and if so, what were they?
- How are the opportunities of digitalisation communicated in these countries?
- Please provide specifics of the structures and organisation of vocational training and continuing training in these countries. Who are the key stakeholders?
- How do small and micro-enterprises / SMEs, in particular, participate in continuing training systems?
- (Regarding “Skills 4.0”): How do other countries validate informally acquired skills? Can these approaches be applied in Germany?
- Which core skills are taught in the “best” regions?

FDP parliamentary group:

- What can Germany learn from the vocational training and continuing training systems in these countries (structures, transitions into vocational training or work, careers guidance, collaboration between businesses and vocational schools, etc.)? What future changes do the experts expect to see in these countries? What could the other countries learn from Germany?
- Are informally acquired skills certified in these countries, and if so, how?

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- How are the vocational training and continuing training systems dealing with the challenges posed by the digital transformation? How are small and medium-sized businesses, for example, approaching these challenges? What can German learn from this?
 - What digital vocational training measures are businesses already implementing today, and in what areas is there a need for support or changes? How important are individual influences in this context (impetus from apprentices, continuing training for instructors, adjustments to the content of training programmes in light of digitalisation, etc.)?
 - Do apprentices have to meet different/new entry requirements? What new challenges are instructors facing in being able to implement the digital transformation in the day-to-day training routine? Are they using new teaching strategies and methods?
 - Are the opportunities of digitalisation explicitly communicated in vocational training and continuing training? And if so, how? Or does the mindset in these countries result in a fundamentally different approach to the opportunities of digitalisation?

The Left Party parliamentary group:

- Regarding European digital pioneers such as Scandinavia, Ireland, Estonia, Iceland, etc.:
 - What are the vocational training systems in these countries like and what advantages do they offer in view of the requirements of digitalisation?
 - Which occupations or fields are specifically meant in this context?
- What training formats are specifically being implemented and how could they be applied to the German occupation-based approach / vocational training system, given the differences which exist in terms of working and learning cultures, etc.? What can we learn from other working and learning cultures?

Alliance 90/The Greens parliamentary group:

- What expertise does the digital sector need in the countries or regions surveyed?
- What expertise do other sectors need in the countries or regions surveyed in order to successfully cope with or counter digitalisation?
- Which skilled workers are sought after but unavailable? And what action should be taken to tackle any shortage of skilled labour?
- What role does vocational training play in the digitally advanced regions – and if it does not play any role at present, are there plans for this to change, and if so, how?
- Can a comparison with digitally advanced regions help Germany’s economy, and if so, how?
- Where do employment problems and unemployment exist in the digitally advanced regions, and can digitalisation provide a response to that or be the solution?
- How high is the proportion of skilled workers in the digitally advanced regions whose work can be replaced as a result of digitalisation, and how are these job losses being dealt with?
- Do strategies exist in the digitally advanced regions for dealing with low-skilled workers, such as skills development strategies, in order to meet the higher demand for skilled labour in the digital sector?