

Dual VET in Germany



Gefördert durch:



German Office for international Cooperation in
Vocational Education and Training



aufgrund eines Beschlusses
des Deutschen Bundestages

Dual VET in Germany

- 1. Basics and Framework Conditions**
- 2. Motivation, Interests and Process**
- 3. The Success Model**

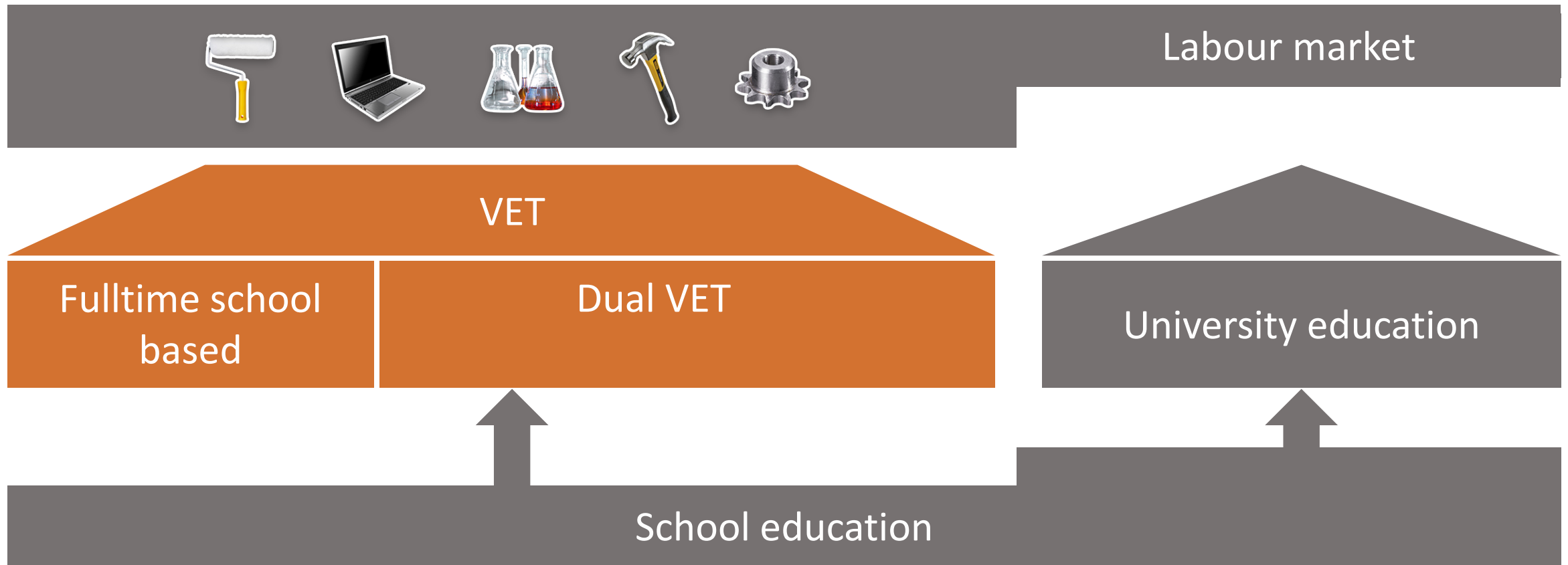


Dual VET:



Basics and Framework Conditions

Dual VET in the German Education System at a Glance

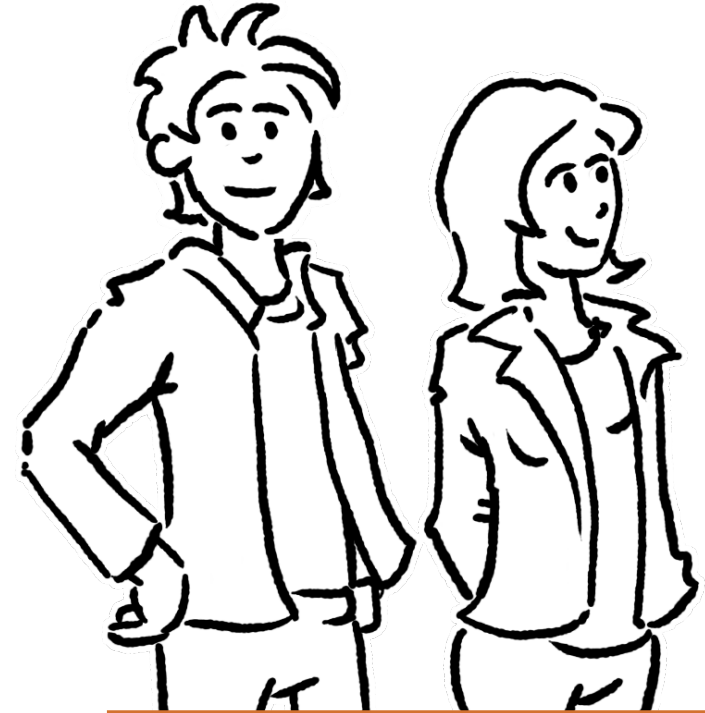


Parties involved: Trainees

- ▶ 1.22 Mio. trainees p. a.
- ▶ in 327 recognised professions

That implies:

- ▶ 5 % of all employees are trainees



Around 91 % pass their training successfully.



Parties involved: Employers

- ▶ Every year, around 19% of all companies employing staff subject to social insurance contribution engage in training (ca. 408,700 of 2.2 Mio.)
- ▶ Around 489,000 new trainees p. a.
- ▶ 77 % of them will be directly taken over after the training



Businesses, Social partners and the Government ensure the Framework Conditions of Dual VET

- ▶ Chambers
- ▶ Social partners (Unions and Employers' associations)
- ▶ Government

Chambers and Social Partners: Define and check training contents in the companies

Government: Shapes the legal framework and provides the resources for school-based training



Stakeholders: Chambers - the Competent Bodies

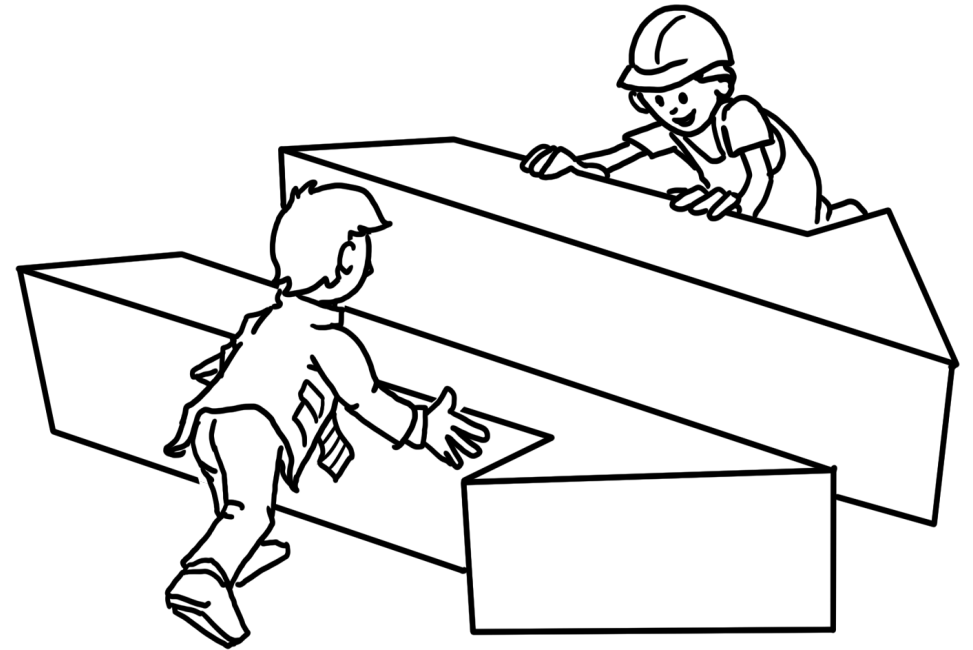
- ▶ Check and register training companies
- ▶ Monitor and check in-company training
- ▶ Train in-company training personnel
- ▶ Organise examinations
- ▶ Organise events and engage in consultancy



Stakeholders: Social Partners

Unions and Employers' associations negotiate the standards (training regulations) for in-company training with each other and with the Government

- ▶ Training contents
- ▶ Trainees' remuneration
- ▶ Monitoring of in-company training
- ▶ Participation in examination boards



Stakeholders: The Government – Providing the Framework

- ▶ Negotiates training regulations with the social partners (in-company training)
- ▶ Defines training in vocational schools: framework curriculum
- ▶ Finances and organises the public vocational school system
- ▶ Conducts VET research (BIBB)
- ▶ Supports people searching for an apprenticeship (e. g. teenagers, unemployed or disadvantaged people)



The Framework: Standards

- ▶ Define the implementation of dual VET in companies and vocational schools
- ▶ Secure quality control and the promotion of dual VET
- ▶ Are valid and compulsory nationwide



The Framework: Standards – Development

- ▶ **1. Employers** identify new tasks and qualifications in the companies
- ▶ **2. Social partners and the Government** negotiate and pass new training standards, moderated by the BIBB
- ▶ **3. The Government** adjusts framework curricula to the the newly-defined training standards

The adopted standards are fixed in training regulations (in-company training) and framework curricula (school-based training).



The Framework: Standards – Training Regulations

Training standards for in-company training are fixed in training regulations:

- ▶ Occupational title
- ▶ Training profile
- ▶ Contents
- ▶ Timeframe and temporal structure (training plan)
- ▶ Examination requirements



The Framework: Standards – Framework Curriculum

Training in the vocational school provides the necessary professional theoretical expertise and expands general knowledge.

These standards are defined in the framework curriculum:

- ▶ Learning objective
- ▶ Contents
- ▶ Learning field



The legal framework

Freedom of Occupation according to Article 12 of the Basic Law (Constitution)

Business Laws

- ▶ Vocational Training Act
- ▶ Law for the protection of young people at work
- ▶ Crafts and Trades Regulation Code
- ▶ Law on Collective Bargaining
- ▶ Law on the Chambers of Commerce
- ▶ Works Constitution Act

School Laws

- ▶ Compulsory schooling
- ▶ Regional school laws



Dual VET:



Motivation, Interests and Process

Motivation and Measures – the Government

Motivation: Germany needs skilled workers to secure economic growth and development.

Insight: We need to strengthen and steer our dual VET system.

Measures:

- ▶ Provide and update the legal framework
- ▶ Mandate further stakeholders
- ▶ Analyse and develop the system (e. g. through BIBB)



Motivation and Access – Young People

Motivation: „I want to become a ... !“

Access:

- ▶ Find potential employers and screen openings
- ▶ Write application
- ▶ Undergo selection process
- ▶ Choose training company
- ▶ Sign training contract



Motivation and Access – Companies

Motivation: „I need to be secure about filling all job openings.“

Access:

- ▶ Register as a training company
- ▶ Offer traineeships
- ▶ Analyse applications
- ▶ Choose trainees
- ▶ Sign training contracts



The Training Contract

The professional training starts with signing the training contract between employer and trainee.

The training contract regulates:

- ▶ Duration
- ▶ Contents
- ▶ Probation period
- ▶ Temporal and factual structure
- ▶ Remuneration
- ▶ Rights and obligations of both parties



Dual Learning at two venues

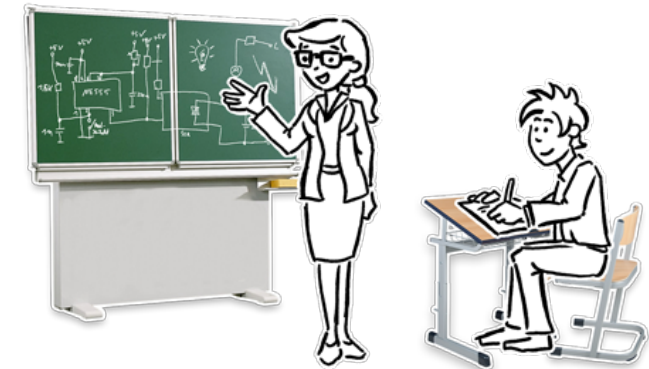
70 % Training in the company

- ▶ Structured training under real work conditions
- ▶ Trainees participate in actual business activities
- ▶ Trainees receive a remuneration



30 % Lessons in vocational school

- ▶ Lessons in class
- ▶ Occupation related (2/3) and
- ▶ General (1/3) subjects



Dual VET lasts from two to three and a half years.



Examination

The Final Exam

- ▶ Organised by the chamber
- ▶ Theoretical and practical part
- ▶ Examination board with
 - ▶ Employers' representatives
 - ▶ Employees' representatives (Trade Unions)
 - ▶ Vocational school teachers (representing the Government)



The Final Exam

Vocational Certificate

- ▶ Issued by the chamber
- ▶ Officially recognised

The successful examination ends the training. The professional career begins.



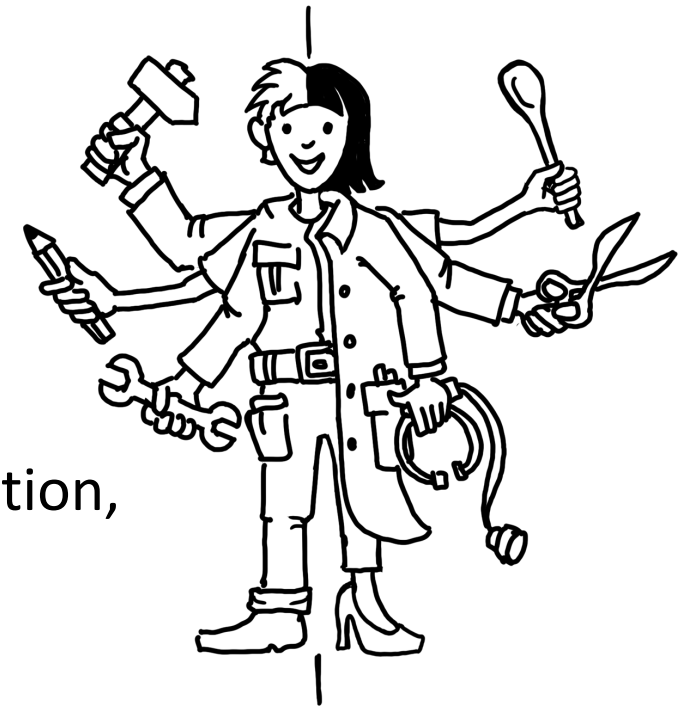
Beginning of the Vocational Career: Opportunities

On the Labour Market

- ▶ Employment contract with the initial training company
- ▶ Employment contract with another company
- ▶ Employment in another (neighbouring) vocational field

Continuation of Training

- ▶ Further training measures (building on existing qualification, if applicable)
- ▶ University studies („tertiary education“)



Dual VET:



The Success Model

Summary

Process

- ▶ Training parallel in the company (70 %) and vocational school (30 %): „Dual“
- ▶ Training with defined contents and duration (Training contract)
- ▶ Training in actual business operations
- ▶ Final exam before an examination board



Summary

Framework

- ▶ The Government provides the legal framework
- ▶ The Government organises the school-based part of training
- ▶ Chambers and social partners define contents and range of training
- ▶ Chambers as competent bodies monitor company-based training



Why is Dual VET in Germany Successful?

Success factors

- ▶ Historically grown system
- ▶ High acceptance in society
- ▶ Win-win-situation for trainees and companies
- ▶ Training according to the demand for skilled labour
- ▶ Strong institutions (chambers, social partners, SME)
- ▶ Active contributions by all stakeholders
- ▶ High flexibility and adaptability of the system



Cornerstones

- 1. Cooperation of government, business community and social partners**
- 2. Learning within the work process**
- 3. Acceptance of national standards**
- 4. Qualified VET staff**
- 5. Institutionalised research and advice**



Benefits for trainees:

Dual VET is the ideal preparation for a professional career:

- ▶ Occupation specific competencies and qualification
- ▶ Real work conditions (equipment, procedures, work environment)
- ▶ Remuneration



Benefits for companies:

Dual VET secures qualified personnel:

- ▶ Qualified workers, in accordance with company-specific requirements (as opposed to external applicants)
- ▶ Increased productivity (fast amortisation)
- ▶ Active participation of the business community in developing training standards
- ▶ Contribution to Corporate Social Responsibility (CSR)



Benefits for the Government and Society:

Joint benefit, wealth and social peace:

- ▶ High economic performance and productivity
- ▶ Balance in the labour market (supply/demand)
- ▶ Social and economic integration of young people
- ▶ Contributions of all stakeholders



Challenges from Trainees' Point of View

- ▶ Discrepancy between demanded and supplied training positions (lack of openings)
- ▶ Access to Dual VET
- ▶ Increasing occupational demands
- ▶ Lifelong learning



Challenges from Businesses' Point of View

- ▶ Discrepancy between demanded and supplied training positions (lack of applicants)
- ▶ Unprepared trainees
- ▶ Inclusion of people with special needs
- ▶ Inclusion of migrants



Challenges from the Point of View of the Government and Society

- ▶ Demographic change
- ▶ Foreseeable lack of skilled labour
- ▶ Trend of academisation
- ▶ Regional discrepancies
- ▶ Inclusion



Further Sources

Facts and figures

- ▶ BIBB Data Report ([link](#))
- ▶ Federal Statistical Office ([link](#))
- ▶ BMBF Data Portal ([link](#))
- ▶ BMBF TVET Report ([link](#))

Dual VET standards

- ▶ BIBB Brochure: Vocational Training Regulations and the Process Behind Them ([link](#))
- ▶ Example: training regulation and framework curriculum ([link](#))

Legal documents

- ▶ Vocational Training Act ([link](#))
- ▶ Works Constitution Act ([link](#))

Web resources

- ▶ [GOVET](#)
- ▶ [BMBF](#)
- ▶ [BIBB](#)

Contact for further questions

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