Shaping the System of Vocational Education and Training in Germany
The German dual system of IVET

Two venues for learning

In the company

At part-time vocational school

Responsibility of the Federal Government

Responsibility of the Länder

Quelle:
Characteristics of the dual system of VET

1. Cooperation of government and industry
2. Learning within the work process
3. Acceptance of national standards
4. Qualified vocational education and training staff
5. Institutionalised research and career guidance
Overview

- Shared responsibility between the state and industry
- Training venues comprise companies and schools
- Approximately 328 state recognized training occupations
- 1.5 million trainees, 40% of whom are female
- Approximately 469,000 companies provide training (about 22.5%)
Comparative advantages of the dual system

- Training is based on actual needs of the companies
- Innovations can be rapidly implemented in cooperation with the companies and be integrated into training
- Effective combination of theory and practice
- Expert knowledge of all parties is paid due regard and collated
Demand-Driven Approach in Standard-Setting

- **training and examination standards** developed by experts from the public and private sector

- relevant to the **demand of the labour market** and the enterprises needs

- **permanent updating** of skill related curricula and assessment

- **national recognition of standards** to enable flexibility and mobility
Modularised training curricula are available in selected occupations:
Economic and social changes are giving rise to a need for new education and training policy strategies.

Reforms in the education system however, often neglect the strengthening of VET.

As a consequence a shortage of skilled workers in many sectors of the economy already becomes apparent.
Training benefits from the perspective of the companies

Proportion of those agreeing

- **Fully agree / tend to agree**
- **Agree partly**
- **Tend to disagree / fully disagree**

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<thead>
<tr>
<th>Statement</th>
<th>Fully agree / tend to agree</th>
<th>Agree partly</th>
<th>Tend to disagree / fully disagree</th>
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<tr>
<td>The best way of inducting employees into the company structure</td>
<td>75%</td>
<td>16%</td>
<td>9%</td>
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<td>Increases the value of the company</td>
<td>72%</td>
<td>19%</td>
<td>9%</td>
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<td>Is a major factor in promoting identification with the company</td>
<td>68%</td>
<td>21%</td>
<td>11%</td>
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<td>Positive public image for the company</td>
<td>66%</td>
<td>23%</td>
<td>11%</td>
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<tr>
<td>A major contributor to future ability of the company to remain competitive</td>
<td>64%</td>
<td>23%</td>
<td>13%</td>
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The Federal Institute for Vocational Education and Training (BIBB) is the national and international center of competence for initial and continuing vocational education and training in Germany, and contributes to the improvement of vocational education and training by means of research, advisory services and development.
The Board – an important organ at the BIBB

The Board

... provides a cross-section of expertise on all issues relevant to vocational education and training (VET) in Germany, and acts as the statutory advisory body for the Federal Government.

 Employers, employees, the Federal States (Länder) and the Federal Government are representatives of the Board.

Hence, it is also known as the “parliament of vocational education”.
## Areas of responsibility and tasks of BIBB

- Development and modernisation of initial and advanced training occupations
- Identification of future qualification requirements by early recognition of these
- Investigation of the structural developments on the training places market and within continuing training
- Support of in-company training practice via modern training documentation and media
- Promotion of modern vocational training centres to supplement in-company initial and continuing vocational education and training
- Drawing up concepts for the qualification of in-company training staff
- International research and VET cooperation
Internationalization of VET


- Copenhagen Process/Bruges Communiqué (2010): increase the quality of vocational training in Europe by making it more accessible and relevant to the needs of the labour market.

- Europe 2020: the EU's growth strategy for the coming decade. The aim is to deliver high levels of employment, productivity and social cohesion.

- New benchmarks are set for trade and industry, for society and, of course, also for vocational education and training.
Internationalization of VET – Improving attractiveness

Making progress with transparency and usability in vocational training in Europe
Cooperation

Playing a part in stimulating and promoting international vocational training through participation in international projects for the promotion of vocational reform processes
Sustainability

Developing forward-looking scenarios for vocational training and further training.
Global Competition – Sustainable TVET

Quality
- High Quality of Training

Complexity
- Automation, Networking, Globalisation. Challenges for Practise - Oriented Training

Speed
- Innovation and Product Life Cycle Methods and Concepts for Contemporary Training with fast reactions
What's the Issue?

**Demographic Development**
Declining skilled workforce, Rising demand for skilled workforce, Ongoing skills development in an IT-based learning and working environment

School leavers do not meet the expectations of employers, Missing links between school and the world of work

**Trainability**

**Orientation**
Information about current content of training, Project oriented learning, Self organised career paths, New commitment for teachers and trainers
“Today in all social areas, extensive digital skills are a key qualification. Like reading, writing and arithmetic, information and communication technologies (ICT), above all the internet, represent a cultural technique.”

Information and Knowledge – How to Deal with and How to Use it Target-Oriented

Communication and Cooperation – Net Based Exchange of Information and Experiences


Digital Media and Analog Realities – Active Use of IT-Based Features in Vocational Education and Training / Continuing Vocational Education and Training

(Source: Kompetenzen in einer digital geprägten Kultur, BMBF, 2010)
Rapid spread of smartphone amongst youngsters

- Handy: 99% (Mädchen), 94% (Jungen)
- Internetzugang: 86% (Mädchen), 81% (Jungen)
- Computer/Laptop: 80% (Mädchen), 80% (Jungen)
- MP3-Player: 76% (Mädchen), 72% (Jungen)
- Smartphone: 72% (Mädchen), 72% (Jungen)
- Fernsehgerät: 57% (Mädchen), 59% (Jungen)
- Radio: 55% (Mädchen), 58% (Jungen)
- Digitalkamera: 67% (Mädchen), 67% (Jungen)
- Tragb. Spielkonsole: 47% (Mädchen), 50% (Jungen)
- Feste Spielkonsole: 35% (Mädchen), 56% (Jungen)
- DVD-Player (nicht PC): 24% (Mädchen), 56% (Jungen)
- DVD-Rekorder ohne Festplatte: 20% (Mädchen), 15% (Jungen)
- Tablet-PC: 14% (Mädchen), 15% (Jungen)
- DVD-Rekorder mit Festplatte: 6% (Mädchen), 7% (Jungen)

Quelle: JIM 2013, Angaben in Prozent
Basis: alle Befragten, n=1.200
Online Tutorials – a „new“ educational area
Hightech Strategy – for example: www.qualifizierungdigital.de
Image problem?

„Academization Mania“
Nida-Rümelin 2014

„Educated Middle Class: Do all have to enter higher education?“
Die Zeit, 08.11.2014

„Stop Academization – Strengthen VET“
Hochrhein-Zeitung (Schweiz), 27.06.2015

„Are there too many students in higher education?“
Taz.de, 24.04.2015
School leavers from general schooling depending on the type of degree

What’s the best way?

Trend towards higher graduation

Quelle: Statistisches Bundesamt. Auswertung aus der ICE-Datenbank des BMBF.
New perspectives (for all)?

Increased attitude towards higher education

Entrance rate of higher education in Germany

As a percentage

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<td>Rate</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>50</td>
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Quelle: Statistisches Bundesamt
Current situation in VET

Development of newly concluded training contracts
1992 to 2014 Germany

Number of newly concluded training contracts on historically low level

What’s the issue?

More than one out of every four (28%) Bachelor students give up their studies.

- **Drop out rate of Bachelor students**
  - 2010:
    - Universities: 19%
    - Technical Colleges: 35%
  - 2012:
    - Universities: 23%
    - Technical Colleges: 33%

Quelle: Autorengruppe Bildungsberichterstattung: Bildung in Deutschland 2014
Success factors of „dual studies“

Abbildung 1 Gründe der Unternehmen für eine Beteiligung an dualen Studiengängen (in %)

- Die praxisnähere Ausbildung dual Studierender ist für unseren Betrieb wichtig. (n=278)
  - Trifft voll und ganz zu: 77 %
  - Trifft eher zu: 20 %
  - Trifft eher nicht zu: 3 %
  - Trifft überhaupt nicht zu: 0 %

- Durch duale Studiengänge können die besten Nachwuchskräfte gewonnen werden. (n=279)
  - Trifft voll und ganz zu: 57 %
  - Trifft eher zu: 36 %
  - Trifft eher nicht zu: 7 %
  - Trifft überhaupt nicht zu: 0 %

- Duale Studiengänge sind für Jugendliche attraktiver als die klassische Berufsausbildung im dualen System. (n=277)
  - Trifft voll und ganz zu: 25 %
  - Trifft eher zu: 51 %
  - Trifft eher nicht zu: 20 %
  - Trifft überhaupt nicht zu: 0 %

- Wir können mit diesem Ausbildungsangebot unser Betriebsimage in der Öffentlichkeit verbessern. (n=277)
  - Trifft voll und ganz zu: 22 %
  - Trifft eher zu: 47 %
  - Trifft eher nicht zu: 25 %
  - Trifft überhaupt nicht zu: 0 %

- Wir möchten unsere Kooperationsbeziehungen mit Fachhochschulen ausbauen. (n=278)
  - Trifft voll und ganz zu: 17 %
  - Trifft eher zu: 48 %
  - Trifft eher nicht zu: 29 %
  - Trifft überhaupt nicht zu: 6 %

- Durch die Beteiligung können wir die hochschulischen Lerninhalte beeinflussen. (n=278)
  - Trifft voll und ganz zu: 26 %
  - Trifft eher zu: 54 %
  - Trifft eher nicht zu: 13 %
  - Trifft überhaupt nicht zu: 8 %

„better understanding of the world of work“

„identifying the best students“

„co-operation with Universities/Technical Colleges“

Quelle: Franziska Kupfer, Duale Studiengänge
Early Moral Panics:

- 1900: Reading as a disease
- 1910: Movie houses blast „maidenhood“
- 1920: Dancing to jazz music will lead to sex
- 1930: Comic books lead to crime
Early Moral Panics:

- 1900: Reading as a disease
- 1910: Movie houses blast „maidenhood“
- 1920: Dancing to jazz music will lead to sex
- 1930: Comic books lead to crime
- 2012: Digitale Demenz

Anastasia Goldstein
Totally Wired: What Teens and Tweens Are Really Doing Online

http://www.flickr.com/photos/menlophoto/3257816499
Quelle: Martin Ebner, TU Graz
Highly Qualified Trainer and Teacher in VET: Backbone for success

- training staff qualified as specialist and didactical experts, secure a high quality of teaching and learning processes
- established training system for trainers which immediately responds to the skill upgrading of instructors
- mechanisms and institutional framework for assuring the quality of trainers
Who is Who?

TEACHER & TRAINER
Who is who?

- Master craftsman
- Trainers/ journeymen

In-company and inter-company training staff

- Vocational school teacher
- Teachers for practical skills

School education staff

- Graduate Youth/ community workers
- Specially trained teacher

Extra-company training staff

- Vocational guidance counsellor
- Training counsellor
- Staff for the training of disabled
- Committee members, i.e. examiners

Other staff
## Facts & Figures

### TEACHER
- 119.539 teacher*
- 16 Federal states
- Federal state School law
- Civil servant/public employee
- Higher education diploma or master craftsman/skilled employee plus one year course

### TRAINER
- 755.925 trainer**
- Federal government
- Vocational Training Act, AEVO (Ordinance on trainer aptitude)
- Private contract or owner
- Master craftsman or qualification in an appropriate recognized occupation + proof of trainer aptitude

### Figures
- Responsibility
- Legal basis
- Type of contract
- Qualification

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* In 2007; source: KMK 2009
** In 2006; source: Datenreport 2009
The “new” profile of requirements for instructors

1. Check the prerequisites for and plan initial vocational training
2. Prepare initial vocational training and assist with trainee recruitment
3. Deliver initial vocational training, and
4. Bring the apprenticeship to a conclusion

Instructor’s role as learning-process facilitator

Federal government in consensus with the employers’ and employees’ associations and organizations decided to bring the AEVO back into force as of 1st August 2009
Adapting Instructors’ Competence to ‘Modern Challenges’

Instructor’s role as learning-process facilitator

„... instructors are capable of

1. creating conditions conductive to learning and motivating culture of learning, giving and receiving feedback,
2. organising, structuring and evaluating the trial period,
3. working on the basis of the company’s initial vocational training plan and the work and business processes typically encountered in an occupation to develop and structure company-based learning and work assignments,
4. selecting training methods and media tailored to the interests of the target group and deploying them appropriately in the specific situation,
5. supporting trainees with learning difficulties by means of individually structured training and learning advice, deploying aids to support initial vocational education and training,
6. ...
Model of Complete Vocational Action
- Exploring and Solving work based tasks -

1. Inform
2. Plan
3. Decide
4. Realize
5. Control
6. Evaluate
Adviser – Moderator - Coach...
New Roles and Responsibilities for VET-Trainers

• „Guided“ …
  • … Information Management
  • … Knowledge Sharing

„leads to…“
• …(Informal) Work Based Experience
Changing Roles for Training Staff: From Teaching to Coaching

• Active Role for Young Workers in the Training Process.

• Project Work Generates Action Oriented Learning and Creates Individual Experience-Based Competencies.

• Trainer Performs as „Contact-Base“ and Accompanies Learning Processes. One Core Element is the Permanent Dialogue with the Trainees.
Ausbilder erfahren digitale Kompetenzen
Workshops heizen beim Einsatz digitaler Medien in beruflicher Ausbildung / Bundesbildungsministerin Wanka: "Die Weiterbildungen sind ein Erfolg und werden fortgesetzt"
» weiterlesen

Aktuelle Beiträge

DONNERSTAG, 27. OKTOBER 2016
Willkommenslotsen leisten wichtigen Beitrag bei der betrieblichen Integration von Flüchtlingen
Das Bundesministerium für Wirtschaft und Energie (BMWi) fördert "Willkommenslotsen" an Kammern und sonstigen Organisationen der Wirtschaft zur Unterstützung kleiner und mittlerer Unternehmen (KMU) bei der Integration von Flüchtlingen in Arbeit und Ausbildung.
» weiterlesen

Praxisorientiert ausbilden
Foraus.de Online Seminars

Topics like...

• How to recruit an apprentice
• Preparing for an examination
• Overcome violence amongst youngsters
• Gender Mainstreaming in TVET
• Assessment-Center in TVET
• First steps to digital literacy
• Action oriented teaching and learning
• Project work in VET
• Coaching as a new task for trainers
• Motivation for vocational careers
• Reading and interpreting a curriculum

Assessmentcenter in der Berufsausbildung
Ausbilder als WBT Lernmaterialkurator
Lernbegleitung als neue Aufgabe des Bildungspersonals
Motivation in der Ausbildung durch neue Lernkonzepte
Potenzielle nutzen - Interkulturelle Kompetenzen junger Fachkräfte mit Migrationshintergrund

Bundesinstitut für Berufsbildung BiBB Forschen Beraten Zukunft gestalten
Information, Links and Sources about Publications, Institutions and Associations, about Additional Industry-Sector Portals, Online Communities, Media-Databases as well as Contact Details about Adresses which are of Interest for VET Practitioners and further hints for Online-Search.
Looking for tips to shape the first day of training in the company....

...some hours later answers from experienced trainers give assistance...

Hello Frau Izzo,


Die Gruß des Unternehmens ist perfekt für einen schönen Einstieg ohne übertriebene Selbstverständigung.

mit Grüß
Thomas Thönnis

Hello,

ich habe ein kleines Anliegen... es geht darum, dass ich mir immer wieder Gedanken mache, wie der Einstiegstag für Azubis interessant gestaltet werden kann. Ich habe schon sehr viel über Veranstaltungen etc. mitbekommen, aber das trifft eher auf die größeren Firmen zu. Wir sind eher "nur" eine Niederlassung mit knapp 20 Mitarbeitern. Mehr als "Essen gehen", Büroumbang (so dass alle Mitarbeiter vorgestellt werden, Smalltalk etc.) ist mir bisher leider nicht eingefallen.

Haben Sie eine Idee, wie man gerade auch in kleinen Betrieben einen schönen "Einstiegstag" für neue Azubis machen kann? Wie machen Sie das?

Frohe mich sehr auf Ihre Ideen :-( Danke + liebe Grüße,
Patricia
Annual Reports and Documents

Bundesinstitut für Berufsbildung (Hrsg.):
Data Report Annexed to the Report on Vocational Education and Training
http://www.bibb.de/datenreport/de/aktuell.php

Bundesministerium für Bildung und Forschung (Hrsg.):
National Report on VET 2015
http://www.bmbf.de/de/berufsbildungsbericht.php
Finally

Bored?

Confused?

Resistant?

Contact: Michael Härtel
E-Mail: haertel@bibb.de
Tel.: 0049(0)228/107-1013