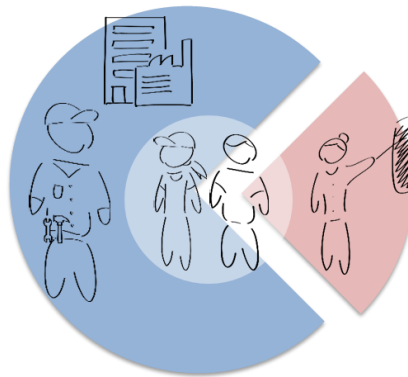


Dual VET



Vocational Education and Training in Germany

Gefördert durch:

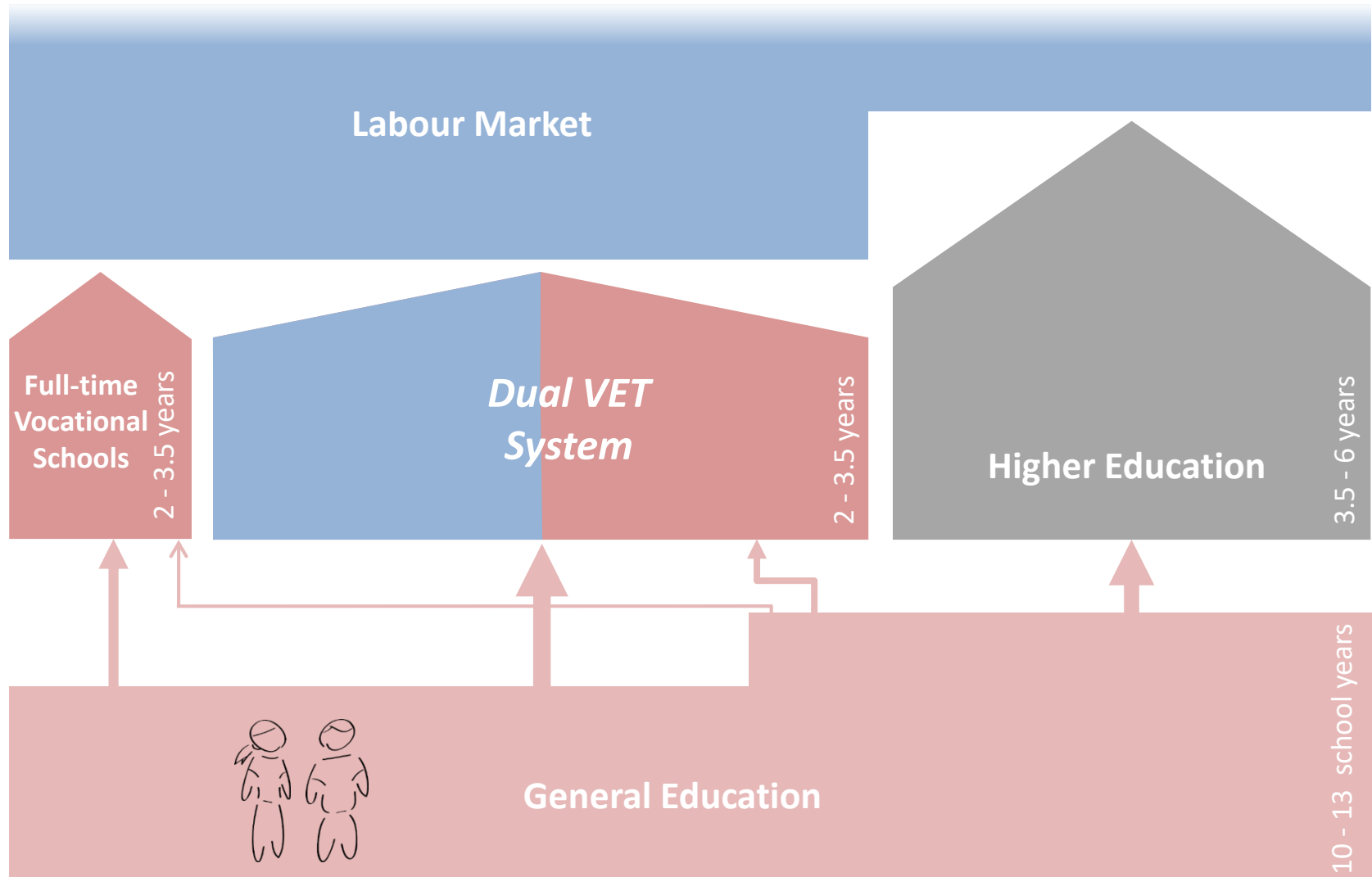


aufgrund eines Beschlusses
des Deutschen Bundestages

Contents

- I. Overview
- II. How *Dual VET* works
- III. Benefits and current challenges
- IV. Conditions: why *Dual VET* works in Germany
- V. The bottom line: *5 Quality Features of VET*
- VI. Further information
- VII. Key

I. Overview – *Dual VET*: a common path to employment



I. Overview – *Dual VET* facts and figures

Trainees



- On average **51.7%** of the population enters Dual VET
- of which **90%** graduate from Dual VET
- **1.32m trainees** in **326** recognised training occupations
- **5.2%** of all employees are trainees
- **High employment security** (96% of *Dual VET* graduates employed; only 81% employed among people who are untrained)
- Receive **average training allowance** of about € 876 per month

Employers



- **426,375 out of a total 1.7m companies** provide training (**20.0%**)
- Train more than **500,000** new trainees every year
- Hire **68%** of *Dual VET* trainees as temporary or permanent employees after training
- Employers invest on average **€18,000 per apprentice per year** (61% of which is training allowance)
- **70% of investment is refinanced** by the productive contribution of trainees during the training period

Government



- Shares expenses for **VET system with employers**
- **Public expenditure for *Dual VET*: € 7.29bn**
- €3.031bn for 1,550 public vocational schools providing part-time VET
- €3.33bn for steering, monitoring and further supporting measures
- **Employers contribute €7.7bn** (= overall net cost of *Dual VET* 2012/2013; gross cost = € 25.6bn)

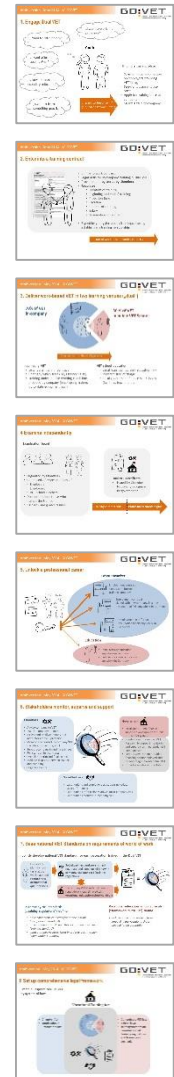
Contributes to

National Economy / Society

- Strong **SME competitiveness** on international markets
- Relatively **low youth unemployment** in Germany (7.2%)

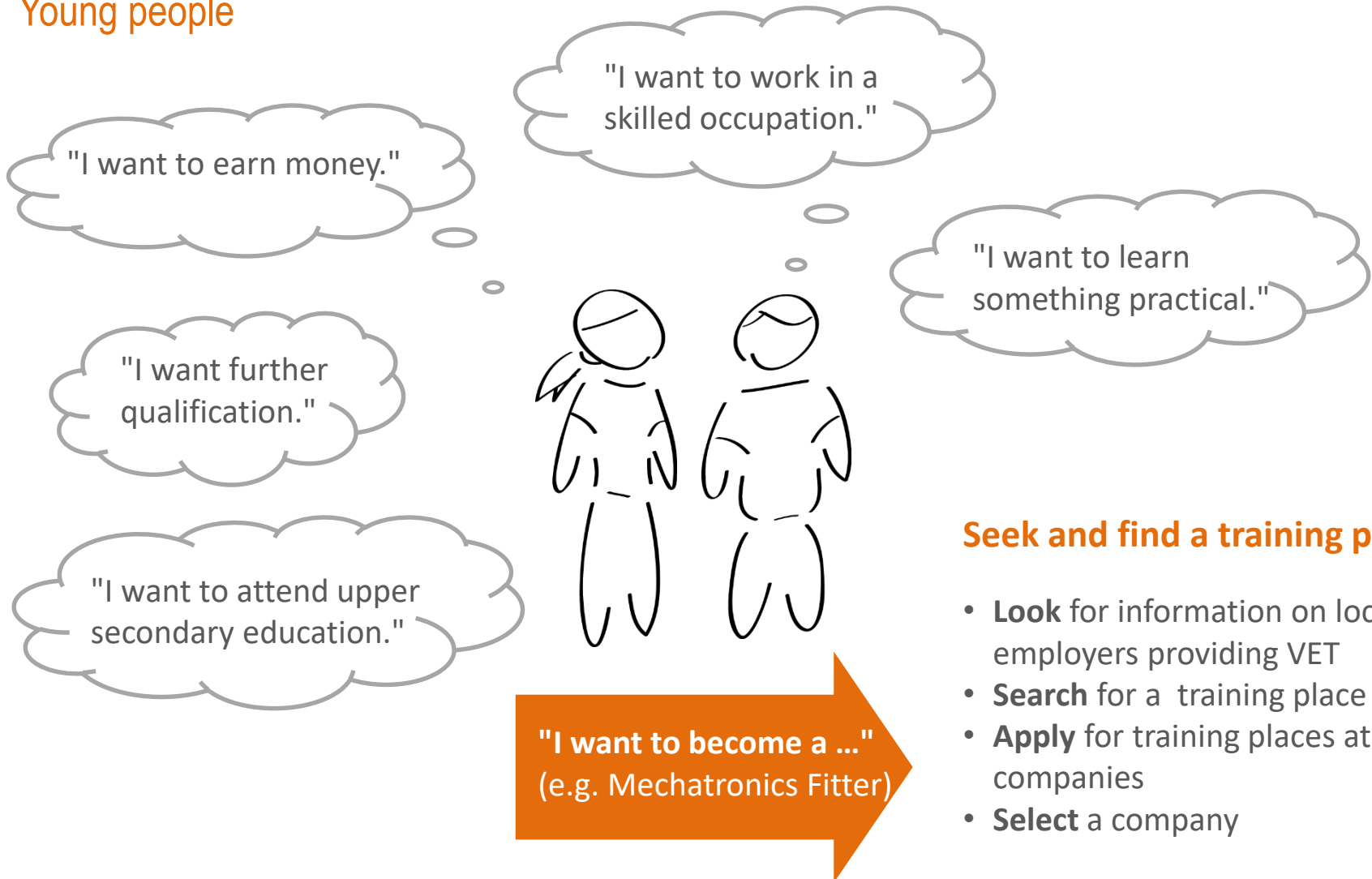
II. How *Dual VET* works

1. Motivation for *Dual VET* engagement
2. Training contract
3. Two coordinated learning venues
4. Independent examinations
5. The key to a professional career
6. Stakeholders monitor, supervise and support
7. *Dual VET* standards based on requirements of world of work
8. Comprehensive legal framework



1. Motivation for Dual VET engagement

Young people



Seek and find a training place

- **Look** for information on local employers providing VET
- **Search** for a training place offer
- **Apply** for training places at companies
- **Select** a company

1. Motivation for Dual VET engagement

Employer

"I want employees who can competently fulfil the tasks and duties needed in my company, both now and in the future."

"I want workers to be loyal to my company."

"I want the productive and innovative contribution of trainees."

"I want to save job familiarisation and retraining costs."

"I have a social responsibility to offer training."

"I want to provide training."

Seek and find a trainee

- Obtain certification to provide training
- Offer training place(s)
- Assess applications of trainees
- Select young person for VET

1. Motivation for Dual VET engagement

Government

"For national economic growth and development, highly skilled workers are needed."

"Government budgets for VET provision are limited."

"All young people need secondary education so that they can achieve the full potential as citizens."

"Young people need to be ready for the labour market of today and tomorrow so that they can find employment."



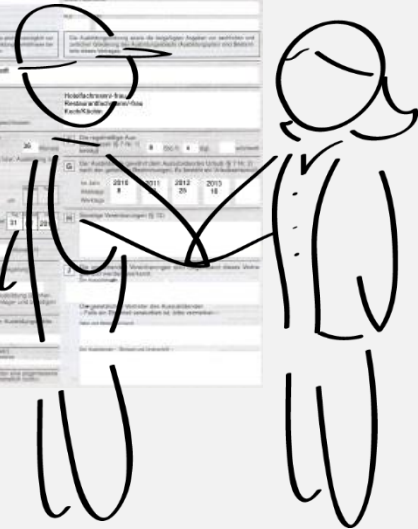
"We need to strengthen and regulate Dual VET."

Supporting measures

- **Set up** legal framework to regulate *Dual VET*
- **Delegate** authority to stakeholders (chamber organisations, employers, labour unions, government institutions)
- **Open** access to *Dual VET* for all, regardless of prior qualification
- **Include** *Dual VET* in compulsory secondary education
- **Provide** part of *Dual VET* in public vocational schools
- **Ensure** access of *Dual VET* graduates to higher education
- **Monitor and develop** *Dual VET* based on institutionalised VET research (BIBB)

2. Training contract

Starting point for *Dual VET*



- Similar to a **work contract**
- **Legal basis** for in-company training in *Dual VET*
- Provided and **registered by chamber organisations**
- **Regulates:**
 - Duration of training
 - Beginning and end of training
 - Probation time
 - Vacations
 - Content of training
 - Training allowance
 - Termination of contract
- Signing a training contract establishes a formal **training relationship** between the company and the trainee

Start of work-based learning in *Dual VET*

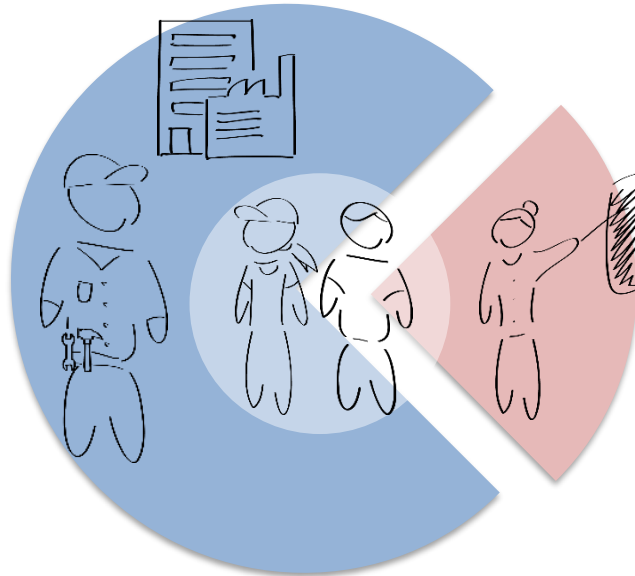
3. Two coordinated learning venues

2 coordinated learning venues ("*Dual*") for each VET programme

70% of VET
in company

In-company training

- Legal basis: training contract
- Company pays trainee a "training allowance"
- Company provides systematic training under real-life working conditions (in-company trainer, up-to-date equipment, etc.)



30% of VET
in vocational school



Vocational school education

- Legal basis: compulsory education law
- Local government finances public vocational schools (facilities, teachers, etc.)
- Vocational schools offer lessons in vocational (2/3) and general education (1/3) subjects free of charge

Approx. duration of Dual VET: 2 – 3.5 years

3. Two coordinated learning venues

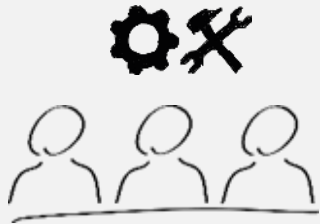
Dual VET training plan for a given occupation (example)

Monday	Tuesday	Wednesday	Thursday	Friday
In-company training <ul style="list-style-type: none"> Based on in-company training standards (minimum standards) defined in "training regulations" Step by step, trainees take over duties and tasks in the workplace, and in the process contribute to production 			Vocational school education <ul style="list-style-type: none"> Based on vocational education standards defined in the framework curriculum for vocational subjects (2/3) Based on framework curriculum for general school subjects (1/3) Classroom-based learning 	

In-company VET and vocational school education may instead also take place provided each in separate long-term blocks.

4. Independent Examination

Multi-stakeholder examination board



Final examination

- Organised by chamber organisations

Examination board

- Composed of representatives of:
 - Employers
 - Employees
 - Vocational school teachers (government)
- In general does not include those who trained the trainee
- Assesses and grades trainee



Dual VET certificate

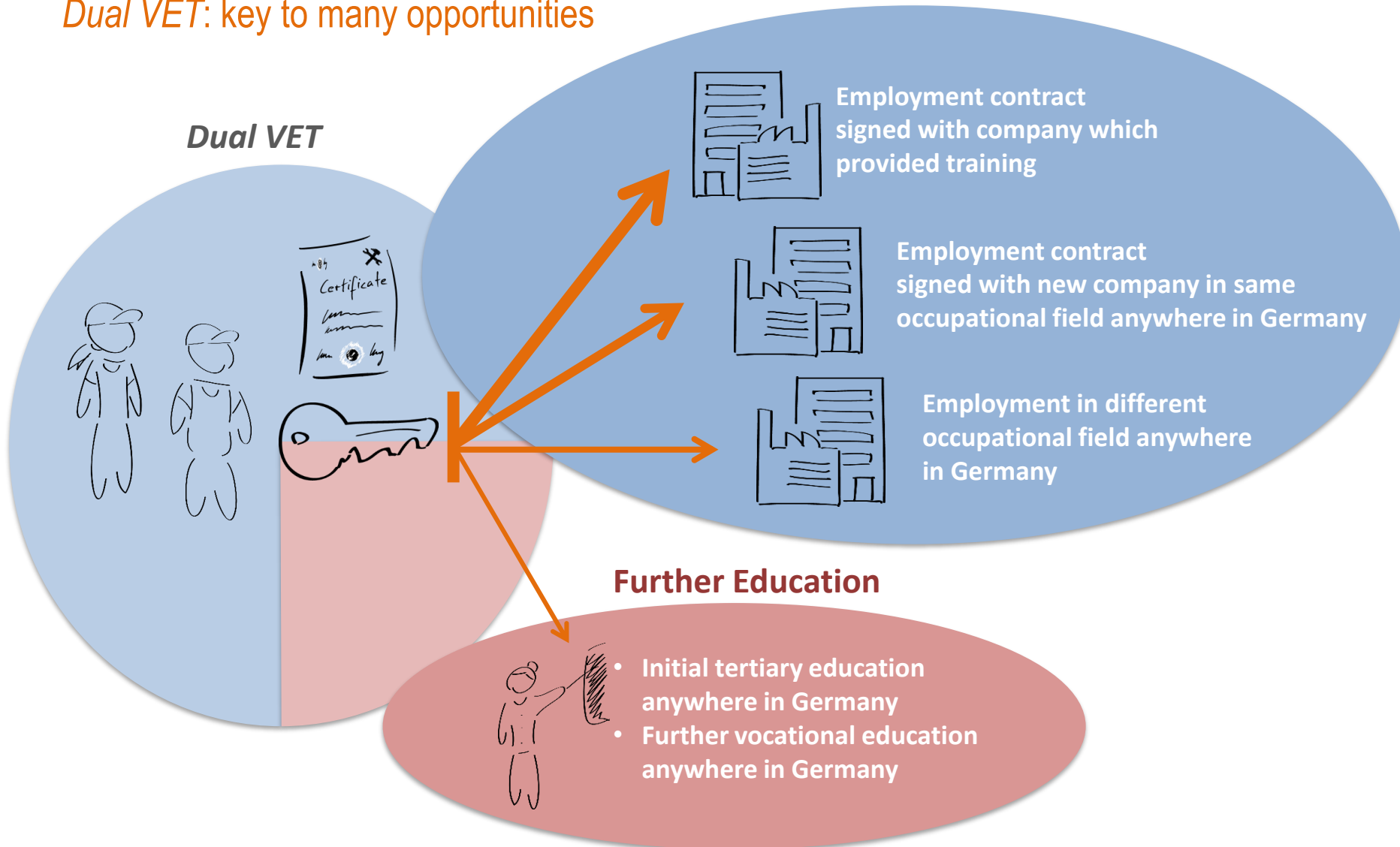
- Issued by chamber organisations
- Nationally recognised by government

Training contract ends

Professional career begins

5. The key to a professional career

Dual VET: key to many opportunities

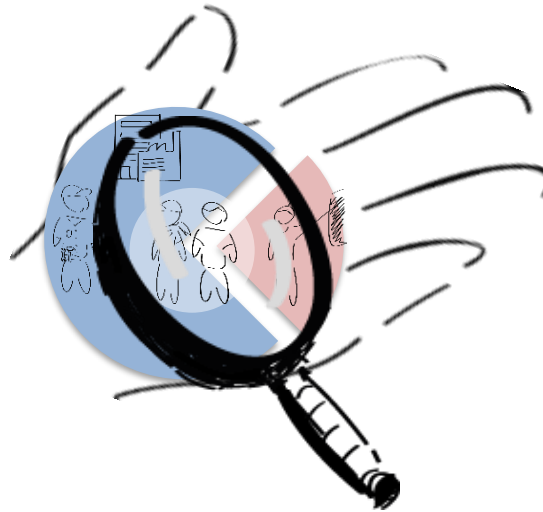


6. Stakeholders monitor, supervise and support

Business community, social partners and government are all involved in *Dual VET*

Chamber organisations

- Advise companies on VET
- Train in-company trainers
- Assess and certify companies and trainers for in-company training provision
- Monitor in-company training (facilities, instructors, etc.)
- Support companies in finding trainees
- Register training contracts
- Organise interim and final exams
- Mediate disputes between trainees and companies
- Organise events



Social partners

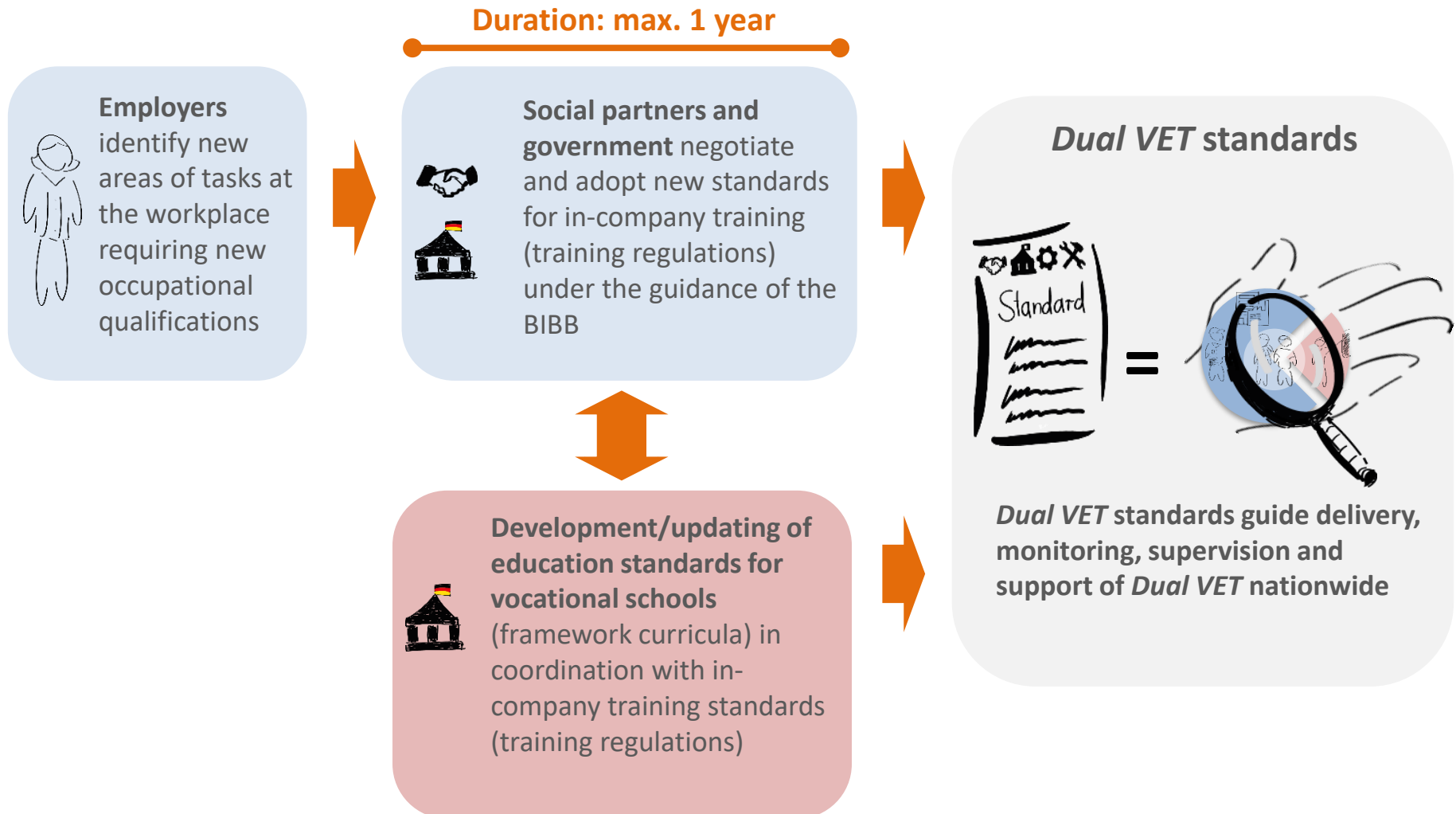
- Labour unions and employer associations negotiate training allowances for trainees
- Works councils monitor in-company training
- Are involved in the development of in-company training standards
- Are part of the examination boards

Government

- Finances, supervises and monitors public vocational school system
- Federal government conducts institutionalised VET research (BIBB)
- Organises the (continuous) development of *Dual VET* standards
- Provides support to the unemployed and disadvantaged to enter *Dual VET*
- Provides support for disabled people to enter *Dual VET*
- Provides vocational orientation
- Raises awareness about *Dual VET*

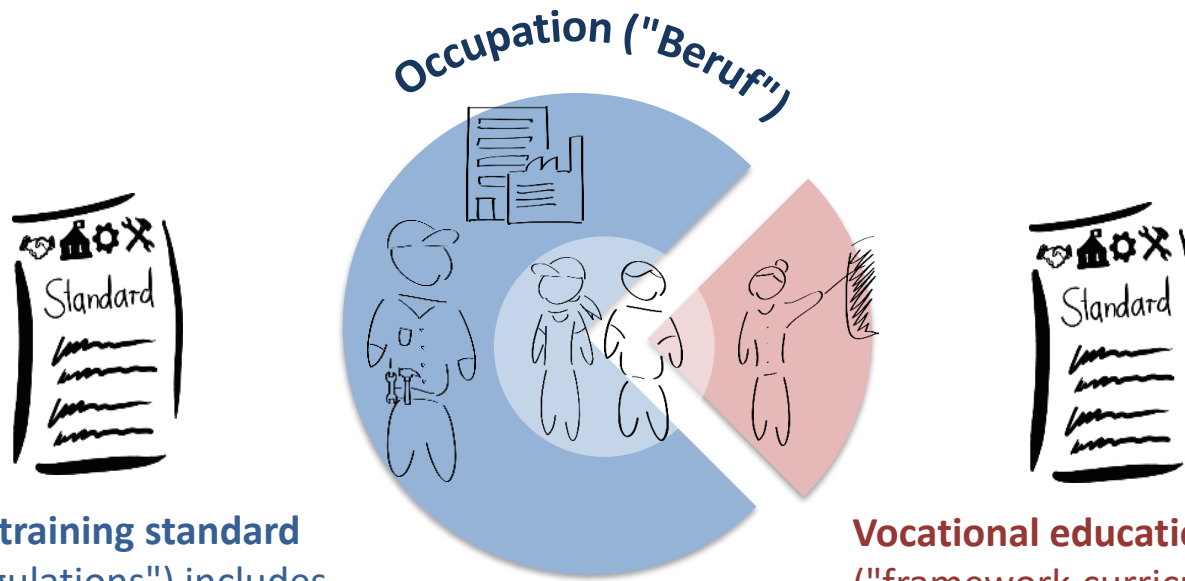
7. Dual VET standards based on requirements of world of work

Impetuses for updating/development of national *Dual VET* standards by the economy



7. Dual VET standards based on requirements of world of work

Demand-driven *Dual VET* standards guiding VET delivery in both learning venues



In-company training standard ("training regulations") includes

- Set of competencies for occupation to be trained (occupational profile / standard)
- How a company must teach this occupation, as minimum requirements (training standard)
- What a trainee needs to know in order to pass the exam (examination standard)

Vocational education standard ("framework curriculum") includes

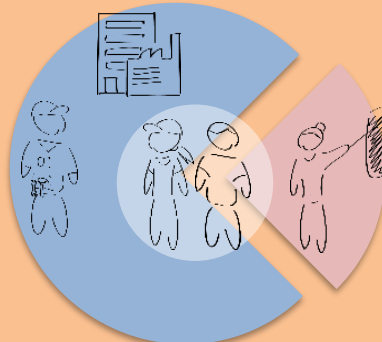
- Learning objectives and content (structured in "learning fields") which form the basis for the schooling in vocational subjects in the vocational school
- Vocational subjects provide the vocational theory needed for working in a given occupation

8. Comprehensive legal framework

All aspects of *Dual VET* framed by system of laws



Vocational Training Act

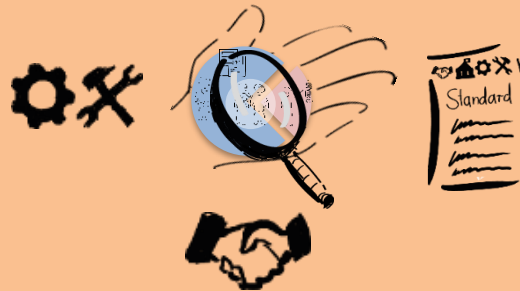


E. g.

- Protection of Young People at Work Act
- Trade and Crafts Code
- Collective Agreements Act
- Act on the Provisional Settlement of the Regulations Governing the Chambers of Industry and Commerce

E. g.

- Compulsory education law
- Regional school laws
- Joint agreement on coordination of training regulations and framework curricula



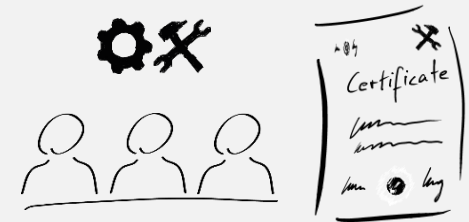
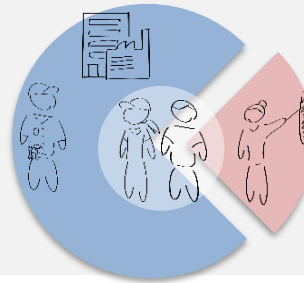
- Basic Law for the Federal Republic of Germany - Article 12 [Freedom of occupational choice]

Summary – How *Dual VET* works

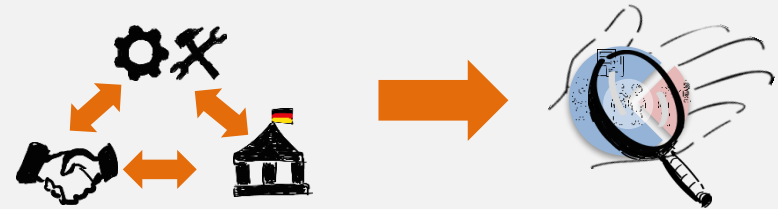
A training contract is signed



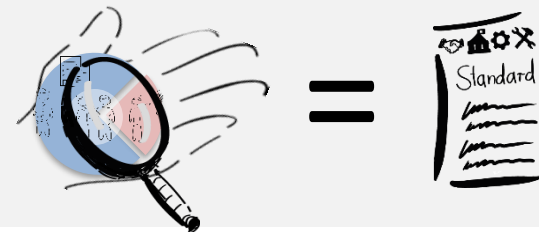
Learning within the work process
 and independent examination



Stakeholders support and assure quality
 of *Dual VET* based on consensus



Dual VET standards are national,
 up-to-date and demand-driven

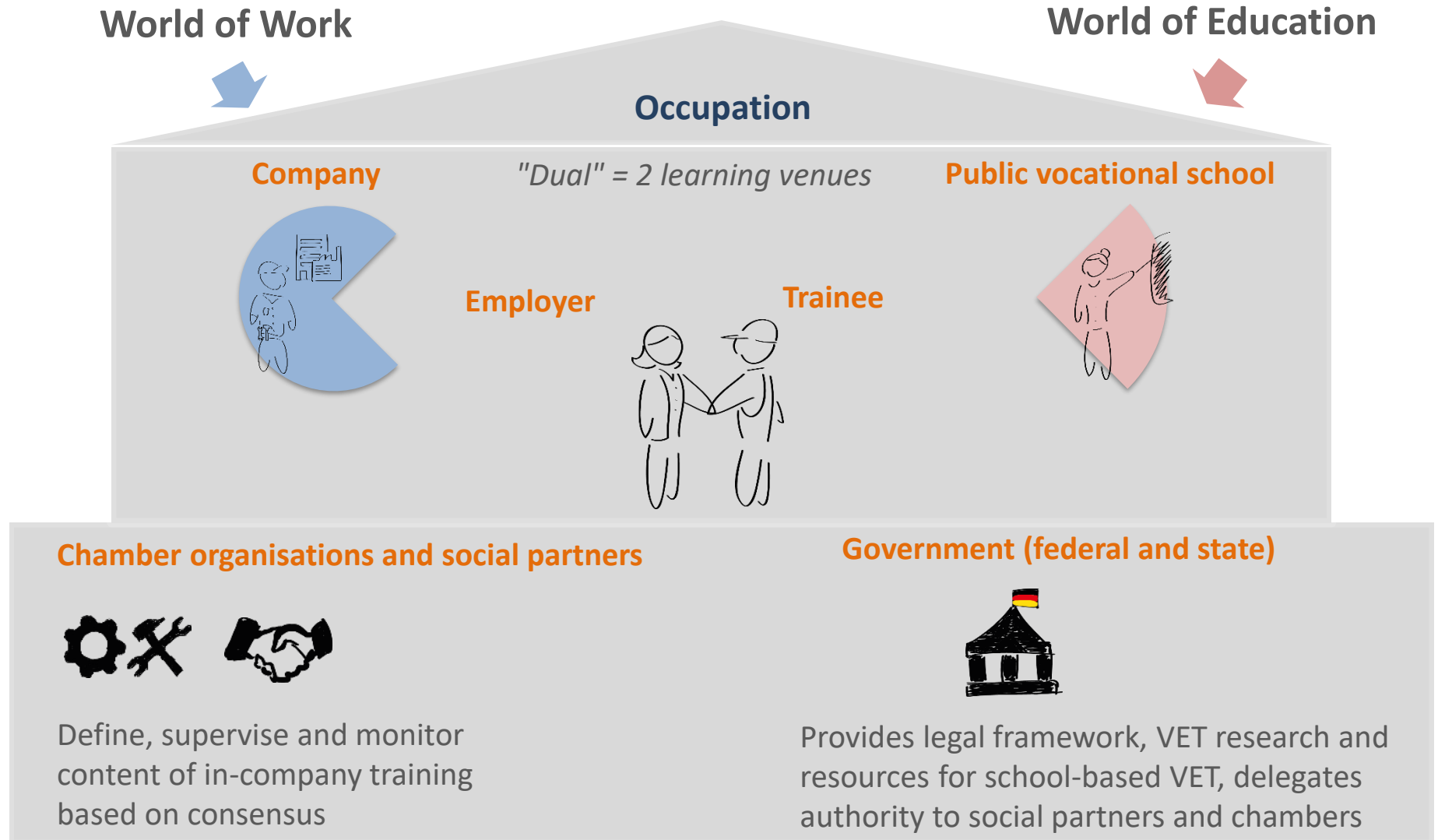


Dual VET is embedded in a legal framework

Vocational Training Act



Summary – *Dual VET*: two worlds under one roof



III. Benefits of *Dual VET*

Trainees



- Gain **occupational proficiency** necessary for employment opportunities and gainful income
- Earn **training allowance** during training
- Learn in **real and state-of-the-art work environment** (machinery, work processes)
- Learn how to **identify** with company and occupation
- Become capable and certified to **access different occupational and educational opportunities**

Employers



- Gain highly competent employees **meeting the needs** of the company (versus hiring externally)
- Improve **productivity** as well as **quality** of services and products
- Save recruitment and retraining costs
- Realise **high return on investment** in the long run
- Participate in **defining company-based training content** and development of standards
- Supports **corporate social responsibility (CSR)**

Government



- Reaps **political rewards** of positive economic and social impact of **Dual VET**
- **Meets national labour market demand for qualified labour** with contribution of employers (training)
- Has VET system **highly capable of modernizing itself** (in line with technological change)
- Able to **efficiently steer VET system and assure its quality**
- **Strengthens formalisation of economy** by regulating in-company training
- Gains **early indications of labour market demand/supply**

Contributes to

National Economy / Society

- **Economic performance and competitiveness**
- **Labour-market matching** (employers / employees)
- **Social and economic integration of young people** (inclusiveness)

III. Current challenges for *Dual VET*

Trainees



- **Finding a *Dual VET* training place:** number of unplaced applicants for *Dual VET* (2017: 80,200); number of companies (esp. SME) providing *Dual VET* decreasing from 24 % (2009) to 19.8 % (2016)
- **Increasing demands at the workplace / learning venue** (foreign languages, etc.)
- **Improving life-long learning opportunities** in *Dual VET* (especially for older applicants)
- Gaining access to *Dual VET* and work through **informally acquired competencies**

Employers



- **Finding young people for *Dual VET*:** number of vacant training places rising from 2010: 19,800 to 2017: 49,000
- **Finding competent trainees** for *Dual VET* who have the skills, knowledge and attitudes necessary for entering *Dual VET* ("trainability")
- **Including disabled people**
- **Including large number of migrants since 2015**

Government



- **Dealing with expected shortage of skilled workers**
- **Dealing with** the decrease in the supply of young people for the labour market caused by demographic change
- **Countering the trend of more and more young people choosing university over *Dual VET***
- **Dealing with strong regional disparity** with regard to *Dual VET* training place demand and supply
- **Including disabled people**
- **Including large number of migrants**

Contributes to

National Economy / Society

- Many people have **difficulty entering *Dual VET*** and hence the labour market and gainful employment
- Difficulty **meeting demand of employers** for skilled workers

IV. Conditions: Why Dual VET works in Germany

- **Long-standing history** of *Dual VET*
- Highly developed **economic structure** translates into high demand for skilled employees on labour market
- Strong **small and medium-sized enterprises (SME)**
- **Interest, commitment and capability** of companies to train
- Strong and **competent representation** of employer and employee interests (chamber organisations/labour unions)
- Broad-based acceptance of VET standards through strong involvement of social partners in VET and **culture of cooperative engagement**
- Strong **regulatory capacity** of government
- Competent **VET teachers and trainers**
- General education system makes **young people ready for VET**

V. The bottom line: 5 Quality Features of VET

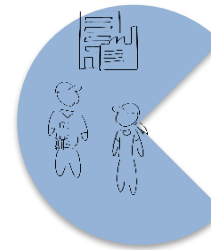
1. **Cooperation of government, business community and social partners**

E.g. examination board, VET standards



2. **Learning within the work process**

E.g. in-company training = 70 %



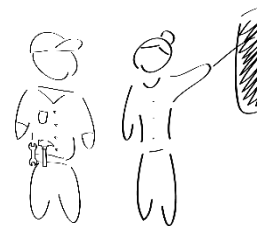
3. **Acceptance of national standards**

E.g. Dual VET standards, chamber certificate



4. **Qualified VET staff**

E.g. competent trainers and VET teachers



5. **Institutionalised research and advice**

E.g. BIBB National TVET Report, VET standards



VI. Further Sources

Facts and figures

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

- govet@govet.international

VII. Key

Blue

World of Work



Chamber organisations

Red

World of Education



Social Partners (labour unions and employer associations)



Youth / Trainee



Government (federal and state)



Employer



Stakeholder support



In-company trainer



Stakeholder monitoring



VET school teacher



VET research



Dual VET examination board



Dual VET standards



Dual VET certificate



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