Dual VET
Vocational Education and Training in Germany
A close cooperation with the business sector brings sustainable jobs for the market and contributes to breakthroughs in TVET. In recent years, this cooperation has resulted in initial achievements, yet there are still many obstacles that exist. In order to share the practical experience of Germany in bridging the gap between TVET schools and the industry, the Directorate for Vocational Education and Training (DVET) in cooperation with the Vietnamese-German programme “Reform of TVET in Viet Nam”, Deutsche Gesellschaft für Internationale Zusammenarbeit Cooperation (GIZ) translated this “Dual TVET” brochure, which was published by the German Federal Institute for Vocational Education and Training (BIBB) into Vietnamese. Hopefully, this brochure will provide TVET institutes, enterprises, chambers and professional associations with an overview about the German TVET system, and recommend useful lessons learnt for the Vietnamese-German cooperation in TVET field.
Introduction

The contents of this brochure are based on a presentation that can be downloaded for free from the GOVET website at www.govet.international/presentation. The presentation is principally intended for target groups outside of Germany who wish to get an overview of Germany’s dual vocational education and training (VET) system. The system in particular emphasises the perspectives of apprentices, employers, the government and the relevant ministries. By intention, the presentation offers a simplified view of the system. The presentation is given in the following languages:

- German
- English
- French
- Italian
- Portuguese
- Spanish
- Chinese
- Russian

GOVET stands for German Office for International Cooperation in Vocational Education and Training and is the German Federal Government’s most important agency for this issue.

As part of the German Federal Government's one-stop shop strategy for VET cooperation, GOVET was formed in September 2013 within the German Federal Institute for Vocational Education and Training, under the general management of the German Federal Ministry of Education and Research (BMBF) and with support from the German Foreign Office (AA) and the German Federal Ministry for Economic Cooperation and Development (BMZ).

GOVET serves as the key partner for all VET cooperation stakeholders, both in Germany and abroad. This means offering information, consultancy services and networking opportunities. GOVET is also the secretariat of the Round Table for International Cooperation in VET, the most important and most regularly held forum for VET cooperation and the site at which German stakeholders coordinate their work in partner countries. Another task of GOVET is to offer technical support to the German Federal Ministry of Education and Research's bilateral VET cooperation efforts.

Further information: www.govet.international
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The Transition from School to Work

In Germany, around half of school leavers from general education decide to make their way into the world of work via vocational education and training (VET). One particularly common form of VET is the dual vocational education system (Dual VET).

VET enjoys a good reputation in Germany and, in general, leads much more quickly to an occupational income than a university education does. Later academic study or a combination of VET and university education are also possible, but in order to keep this summary simple, this is not described here.
I. Overview – Dual VET: a common path to employment
I. Overview – Dual VET facts and figures

**Trainees**

- On average 52.4% of the population enters Dual VET, 41.9% graduate from Dual VET
- 1.3m trainees in 326 recognised training occupations
- 5.1% of all employees are trainees
- High employment security (95% of Dual VET graduates employed; only 80% employed among people who are untrained)
- Receive average training allowance of about €854 per month

**Employers**

- 428,000 out of a total 2.1m 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 (62% 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: € 4.75bn
  - €2.9bn for 1,550 public vocational schools providing part-time VET
  - €1.85bn for steering, monitoring and further supporting measures
- Employers contribute €7.7bn (= overall net cost of Dual VET; gross cost = € 25.6bn)

Contributes to National Economy / Society

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

Sources: BIBB Data Report (2017), Federal Statistical Office
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

"I want to earn money."

"I want further qualification."

"I want to work in a skilled occupation."

"I want to learn something practical."

"I want to attend upper secondary education."

"I want to become a …" (e.g. Mechatronics Fitter)

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 have a social responsibility to offer training."
- "I want to save job familiarisation and retraining costs."

Seek and find a trainee

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

"I want to provide training."
1. Motivation for Dual VET engagement

Government

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

"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."

"Government budgets for VET provision are limited."

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)
Zwischen der/dem Ausbildenden (Ausbildungsbetrieb)
Der Ausbildungsbetrieb gehört zum öffentlichen Dienst

Antrag auf Eintragung
in das Verzeichnis der Berufsausbildungsverhältnisse zum nachfolgenden
Berufsausbildungsvertrag

und der/dem Auszubildenden weiblich männlich

Bitte die gelben Felder am PC ausfüllen und dann das Formular ausdrucken

PLZ Ort

Straße, Haus-Nr.

Name Vorname

Firmenident-Nr. T el.-Nr.

Straße, Haus-Nr.

Name und Anschrift des Ausbildenden (Ausbildungsbetrieb)

PLZ Ort

Geburtsdatum siehe Rückseite Punkt 9b

Staatsangehörigkeit

Namen, Vornamen der gesetzlichen Vertreter

Straße, Hausnummer

PLZ Ort

Verantwortliche/r Ausbilder/in:
Herr/Frau geb. am

wird nachstehender Vertrag
zur Ausbildung im Ausbildungsberuf
mit der Fachrichtung/dem Schwerpunkt/ dem Wahlbaustein/Einsatzgebiet etc.

nach Maßgabe der Ausbildungsordnung 2) geschlossen.

Von der/dem Auszubildenden
zuletzt besuchte Schule 5)

Name der Schule

Abgangsklasse

Zuständige Berufsschule

E-Mail-Adresse des Ausbildenden

Vorausgegangene Berufsausbildung/Vorbildung/Grundbildung:

Voranschluss Nr.

Voranschluss Nr.

Voranschluss Nr.

Erfolgreich abgeschlossen: ja/nein

1.

2.

3.

Die Ausbildungszeit beträgt nach der Ausbildungsordnung
Monate. 3)

Es wird eine Anrechnung/Verkürzung von

beansprucht.

Der Ausbildungsvertrag beginnt
am

und endet
am

Die Probezeit (§ 1 Nr. 2) beträgt 1 2 3 4 Monate. 3)

Die regelmäßige tägliche Ausbildungszeit beträgt

Stunden. 4)

Die regelmäßige wöchentl. Ausbildungszeit beträgt

Stunden. 4)

Teilzeitvertrag wird beantragt: ja/nein

Der Ausbildende gewährt der/dem Auszubildenden Urlaub nach den

gehenden Bestimmungen. Es besteht ein Urlaubsausschuß

im Jahr

Werktage

Mitarbeiter

Hinweise auf anzuwendende Tarifverträge und Betriebsvereinbarungen; sonstige Vereinbarungen

1) Verhaltensrecht ist die Eigenverantwortung der Auszubildenden.
2) Verbot der Arbeiten nach § 114 Abs. 1 SGB III für den Ausbildenden.
3) Sondertarifvertrag kann vorliegen, sofern keine Regelung in der Lehrzeitpflichten-Conformität.
5) Abzug von Urlauben ist je nach Berufsausbildung individuell.
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

30% of VET in vocational school
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.)

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
3. Two coordinated learning venues

Dual VET training plan for a given occupation (example)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>In-company training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Based on in-company training standards (minimum standards) defined in &quot;training regulations&quot;</td>
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<tr>
<td>• Step by step, trainees take over duties and tasks in the workplace, and in the process contribute to production</td>
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<td><strong>Vocational school education</strong></td>
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<td></td>
<td></td>
<td></td>
<td>• Based on vocational education standards defined in the framework curriculum for vocational subjects (2/3)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Based on framework curriculum for general school subjects (1/3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Classroom-based learning</td>
<td></td>
</tr>
</tbody>
</table>

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
- 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

- Employment contract signed with company which provided training
- Employment contract signed with new company in same occupational field anywhere in Germany
- Employment in different occupational field anywhere in Germany

Further Education:
- Initial tertiary education anywhere in Germany
- Further vocational education anywhere in Germany

Labour Market
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

- Employers identify new areas of tasks at the workplace requiring new occupational qualifications
- Social partners and government negotiate and adopt new standards for in-company training (training regulations) under the guidance of the BIBB
- Development/updating of education standards for vocational schools (framework curricula) in coordination with in-company training standards (training regulations)
- Dual VET standards guide delivery, monitoring, supervision and support of Dual VET nationwide

Duration: max. 1 year
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

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

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

World of Work

Company

"Dual" = 2 learning venues

Public vocational school

World of Education

Occupation

Employer

Trainee

Chamber organisations and social partners

Government (federal and state)

Define, supervise and monitor content of in-company training based on consensus

Provides legal framework, VET research and resources for school-based VET, delegates authority to social partners and chambers
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

**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 (2012: 15,600, 2016: 20,600); number of companies (esp. SME) providing Dual VET decreasing from 24 % (2009) to 20.0 % (2015)
- 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 2009: 17,300 to 2014: 37,100, and to 2016: 43,500
- 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

**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

*Sources: BIBB Data Report (2017), Federal Statistical Office*
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 2014
- Federal Statistical Office
- BMBF Data Portal

Dual VET standards
- BIBB Brochure: Vocational Training Regulations and the Process Behind Them
- Example: training regulation and framework curriculum for Mechatronics Fitter (BIBB)

Legal documents
- Vocational Training Act
- Works Constitution Act

Web resources
- http://www.govet.international/en

Contact for further questions
- govet@govet.international
VII. Key

**Blue**
- World of Work
- Youth / Trainee
- In-company trainer
- VET school teacher
- Dual VET examination board

**Red**
- World of Education
- Employer

**Chamber organisations**
- Social Partners (labour unions and employer associations)
- Government (federal and state)
- Stakeholder support
- Stakeholder monitoring
- VET research
- Dual VET standards
Imprint

The Directorate of Vocational Education and Training (DVET)
Add: 37 Nguyen Binh Khiem Street, Hai Ba Trung District, Hanoi
Tel: +84 24 3974 5207
Website: http://gdnn.gov.vn

Supported by:
Programme “Reform of TVET in Viet Nam”. The programme is financed by the German Federal Ministry for Economic Cooperation and Development (BMZ), implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in cooperation with the Vietnamese Ministry of Labour, Invalids and Social Affairs (MoLISA).

Year and location of publication: Hanoi, 2018

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