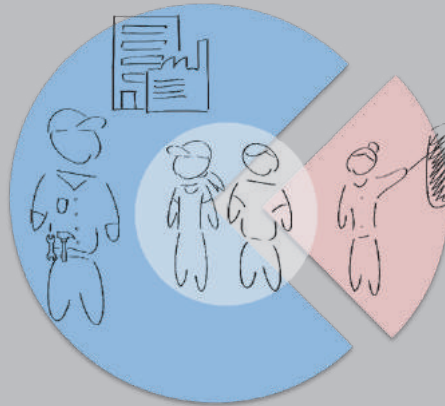


Dual VET

Vocational Education and Training in Germany



[gəʊ][vi:] [i:] [ti:]

Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

Federal Institute for Vocational
Education and Training

BiBB ►

- Researching
- Advising
- Shaping the future

Dual Technical and Vocational Education and Training (TVET) system

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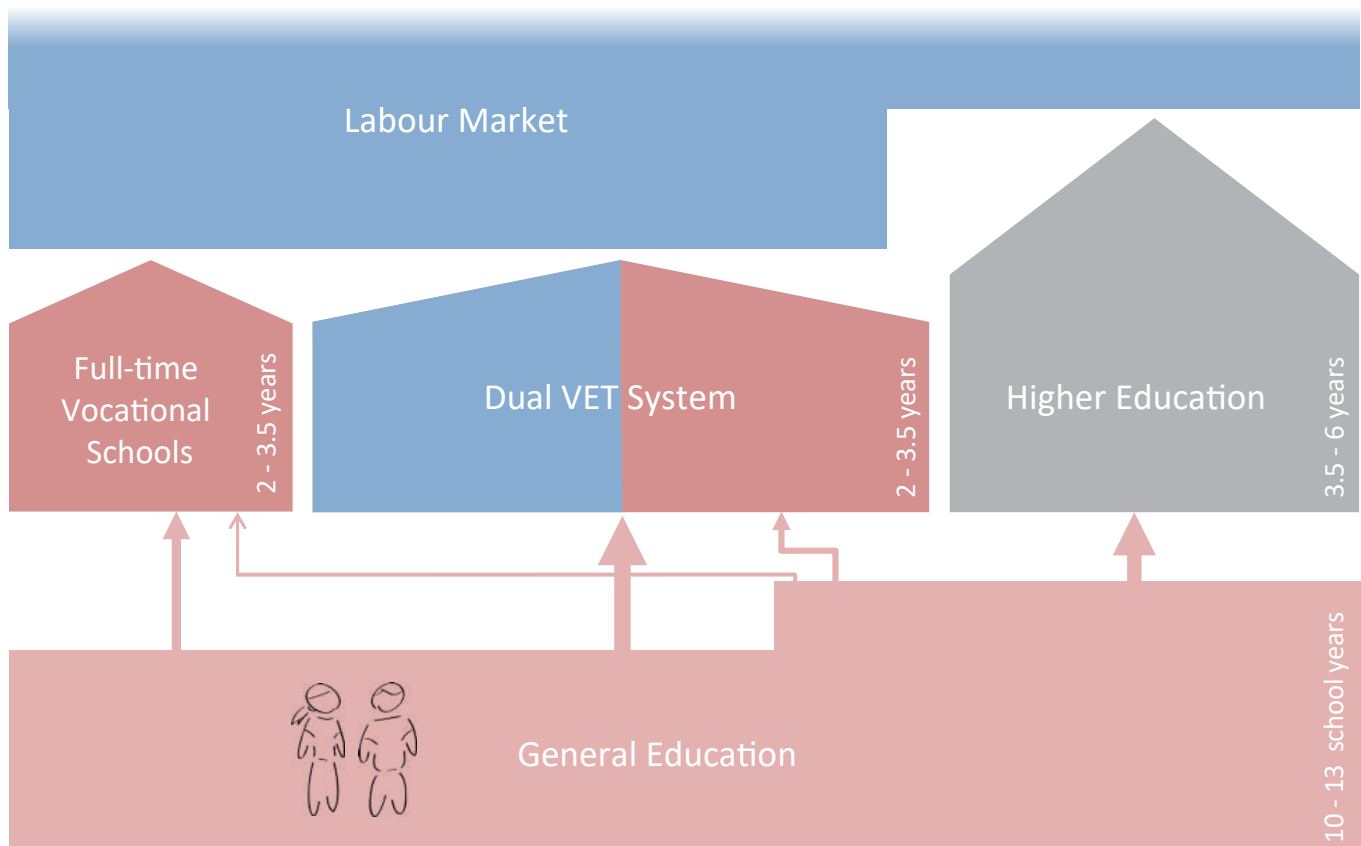
- I. Overview
- II. How Dual VET works
- III. Benefits and current challenges
- IV. Conditions: why Dual VET works in Germany
- V. The bottom line: 5 Quality Features of VET
- VI. Further information
- VII. Key

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
- ▶ 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%)

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



1. Motivation for Dual VET engagement

Employer



1. Motivation for Dual VET engagement

Government



2. Training contract

Starting point for Dual VET



1. Blatt – Ausfertigung für die IHK, Seite 1 von 4
Bitte Antrag auf Eintragung und einen Berufsausbildungsvertrag einreichen

W. Berufswahl-Weg Weisung, Tel.: 02 21 911 01-17 Fax: -19, E-Mail: service@iwk.de
Beruf Nr. 50 12 3902, Berufsausbildungsvertrag

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

IHK Industrie- und Handelskammer
Bonn/Rhein-Sieg

Antrag auf Eintragung
in das Verzeichnis der Berufsausbildungsverhältnisse zum nachfolgenden
Berufsausbildungsvertrag

Zwischen der/dem Auszubildenden (Ausbildungsbetrieb) und der/dem Auszubildenden weiblich ☐ männlich ☐

Der Ausbildungsbetrieb gehört zum öffentlichen Dienst ☐

Unternehmens-/Ausbildungsbetrieb:
Firmenident.Nr.: _____ Tel. Nr.: _____
Name und Anschrift des Ausbildungsbetriebs: _____
Straße, Haus-Nr.: _____
PLZ: _____ Ort: _____
E-Mail-Adresse des Ausbildungsbetriebs: _____
Verantwortliche/r Ausbilder/in: _____ geb. am: _____
Herr/Frau: _____

Auszubildende(r):
Name: _____ Vorname: _____
Straße, Haus-Nr.: _____
PLZ: _____ Ort: _____
Geburtsdatum: _____ siehe Rückseite Punkt 9b
Staatsangehörigkeit: _____ Geschl.: _____ Eltern: _____ Vater: _____ Mutter: _____ Vormund: _____
Namen, Vornamen der gesetzlichen Vertreter: _____
Straße, Hausnummer: _____
PLZ: _____ Ort: _____

wird nachstehender Vertrag zur Ausbildung im Ausbildungsberuf mit der Fachrichtung/dem Schwerpunkt/ dem Wahlbaustein/Einsatzgebiet etc. nach Maßgabe der Ausbildungsordnung ¹⁾ geschlossen.

Von der/dem Auszubildenden zuletzt besuchte Schule ²⁾ _____ Name der Schule: _____
Abgangsklasse: _____ abgeschlossen mit: _____ davor: _____

Zuständige Berufsschule: _____ Duales Studium: ☐ ja ☐ nein

Vorausgegangene Berufsausbildung/Vorbildung/Grundbildung: von _____ bis _____ (Monate) – weitere Hinweise siehe Rückseite ³⁾

Erfolgreich abgeschlossen: ja/nein

1. _____ 2. _____ 3. _____

A Die Ausbildungszeit beträgt nach der Ausbildungsordnung _____ Monate.
Es wird eine Anrechnung/Verkürzung von _____ Monaten beantragt.
Das Berufsausbildungsverhältnis beginnt am _____ endet am _____

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

C Die Ausbildung findet vorbehaltlich der Regelungen nach D (§ 3 Nr. 12) in _____ und den mit dem Betriebsitz für die Ausbildung üblicherweise zusammenhängenden Bau-, Montage- und sonstigen Arbeitsstellen statt.

D Ausbildungsmaßnahmen außerhalb der Ausbildungsstätte (§ 3 Nr. 12) (mit Zeitrangangabe) _____

E Der Auszubildende zahlt der/dem Auszubildenden eine angemessene Vergütung (§ 5); diese beträgt zurzeit monatlich brutto:

EUR	im ersten	zweiten	dritten	vierten

Ausbildungsjahr.

F Öffentliche Förderung der Ausbildung (monatlich, regelmäßig, mehr als 50 % der Kosten): ☐ ja ☐ nein
Wenn ja: ☐ Sonderprogramm des Bundes/Landes ☐ außerbetriebliche Berufsausbildung nach § 75 Abs. 1 SGB III ☐ außerbetriebliche Berufsausbildung BeMa nach § 115 Nr. 2 SGB III

G Die regelmäßige tägliche Ausbildungszeit beträgt _____ Stunden. ⁵⁾
Die regelmäßige wöchentliche Ausbildungszeit beträgt _____ Stunden. ⁶⁾
Teilzeitausbildung wird beantragt: ☐ ja ☐ nein (siehe Rückseite Punkt 9c)

H Der Auszubildende gewährt der/dem Auszubildenden Urlaub nach den geltenden Bestimmungen. Es besteht ein Urlaubsanspruch

im Jahr	Werkstage	Arbeitstage

Hinweise auf anzuwendende Tarifverträge und Betriebsvereinbarungen; sonstige Vereinbarungen

¹⁾ Vertretungsberechtigt sind beide Eltern gemeinsam, soweit nicht die Vertretungsberechtigung nur einem Elternteil zusteht. Ist ein Vormund bestellt, so bedarf dieser zum Abschluss des Ausbildungsvertrages der Genehmigung des Vormundschaftsgerichtes.
²⁾ Solange die Ausbildungsordnung nicht entgegensteht, sind gemäß § 104 Abs. 1 BBiG die bisherige Ordnungsmittel anzuwenden.
³⁾ Die Probezeit muss mindestens einen Monat und darf höchstens vier Monate betragen.
⁴⁾ Das Jugendberufshilfengesetz sowie für das Ausstellungsverhältnis geltende tarifvertragliche Regelungen und Betriebsvereinbarungen sind zu beachten.
⁵⁾ Beispiel für zuletzt besuchte Schule: Hauptschule, Realschule, Gymnasium, Berufsvorbereitungsjahr, Berufsschule, Sonst. berufl. Volksschulen, Hochschule/ Fachhochschule
Beispiel für abgeschlossen mit: Hauptschulabschluss, Mittlerer Bildungsabschluss, Fachhochschulreife, Hochschulreife (Abitur), Hochschulabschluss, Ohne Abschluss
⁶⁾ siehe Rückseite

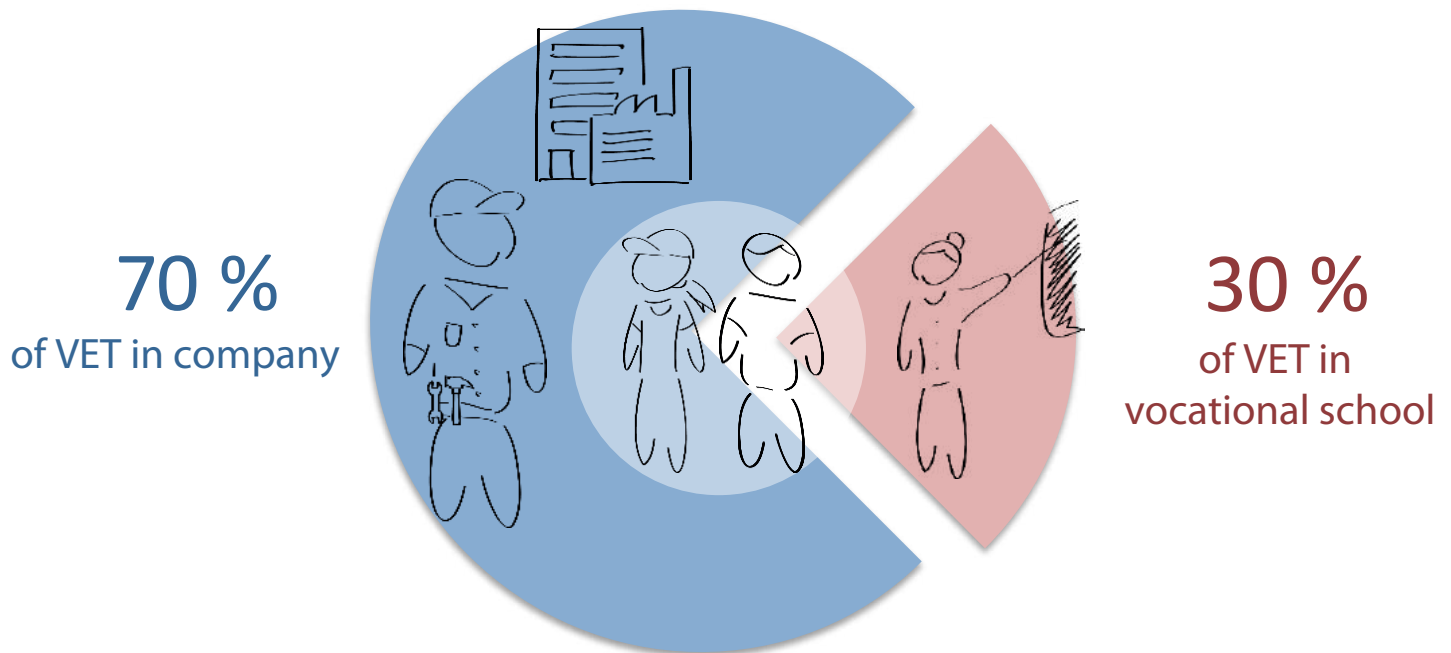
Unterschrift auf der Rückseite nicht vergessen!

- ▶ 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



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)

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.

January Company 	February Company 	March VET School 	April VET School 
May Company 	June Company 	July Company 	August Company 
September Company 	October VET School 	November VET School 	December Company 

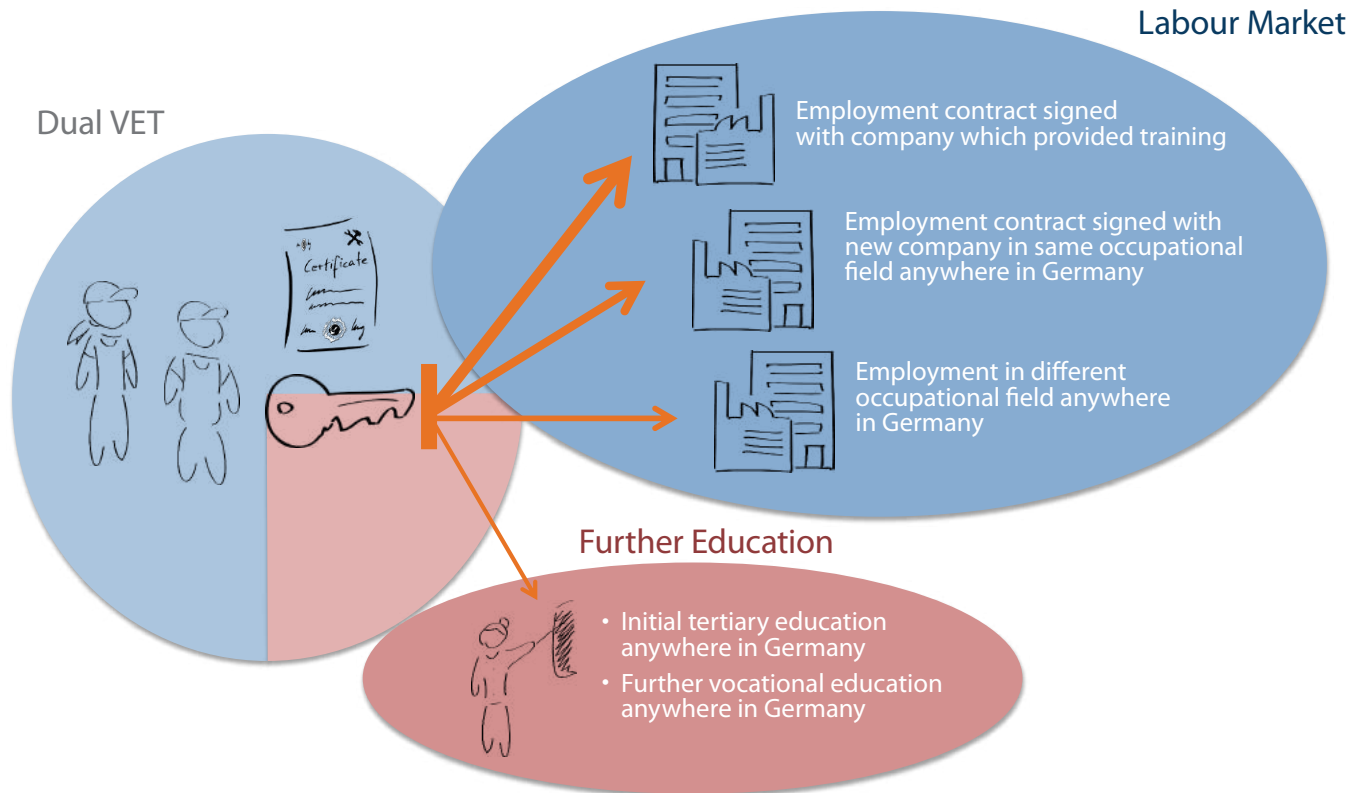
4. Independent Examination

Multi-stakeholder examination board



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

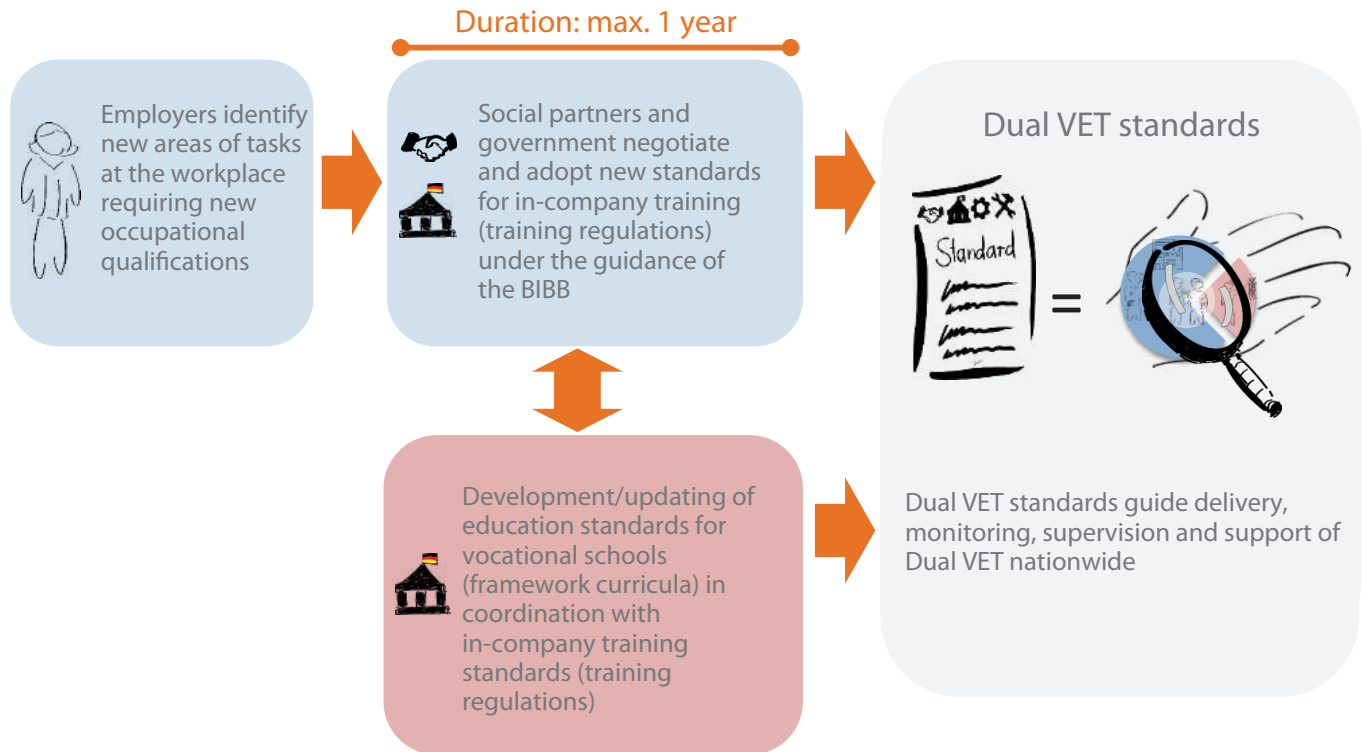
- Finances, supervises and monitors public vocational school system



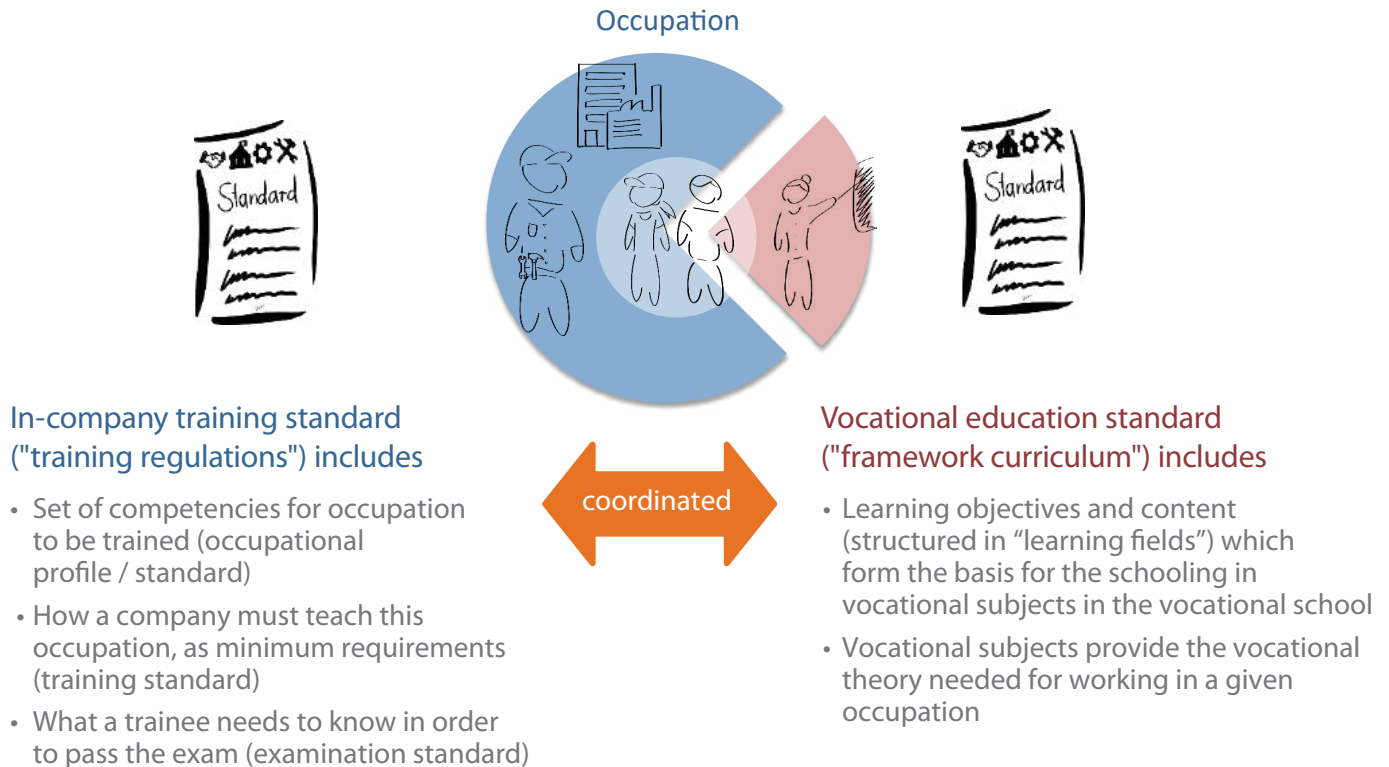
- Federal government conducts institutionalised VET research (BIBB)
- Organises the (continuous) development of Dual VET standards
- Provides support to the unemployed and disadvantaged to enter Dual VET
- Provides support for disabled people to enter Dual VET
- Provides vocational orientation
- Raises 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



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

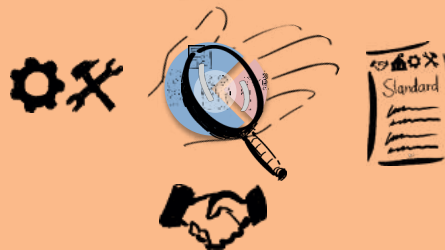
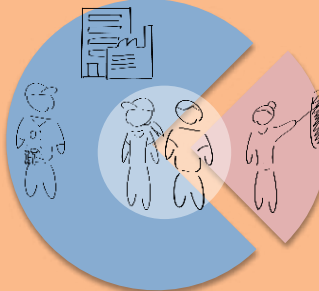


8. Comprehensive legal framework

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

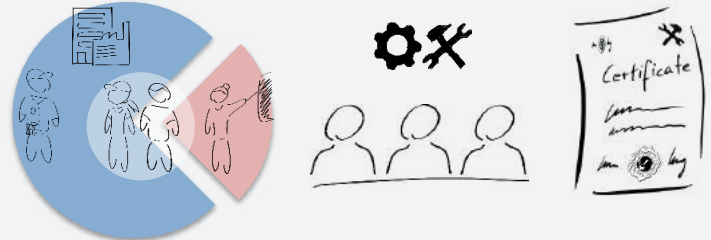
- Basic Law for the Federal Republic of Germany - Article 12 [Freedom of occupational choice]

Summary – How Dual VET works

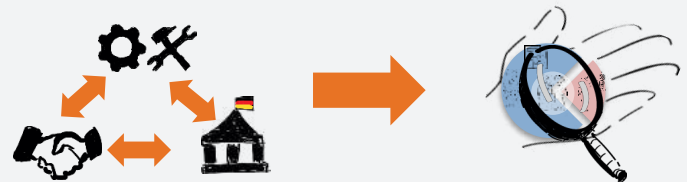
A training contract is signed



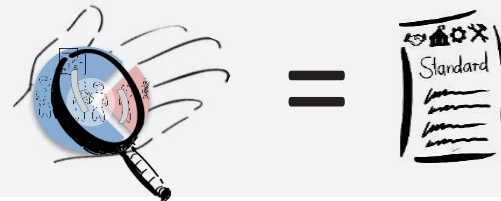
Learning within the work process
and independent examination



Stakeholders support and assure quality
of Dual VET based on consensus



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

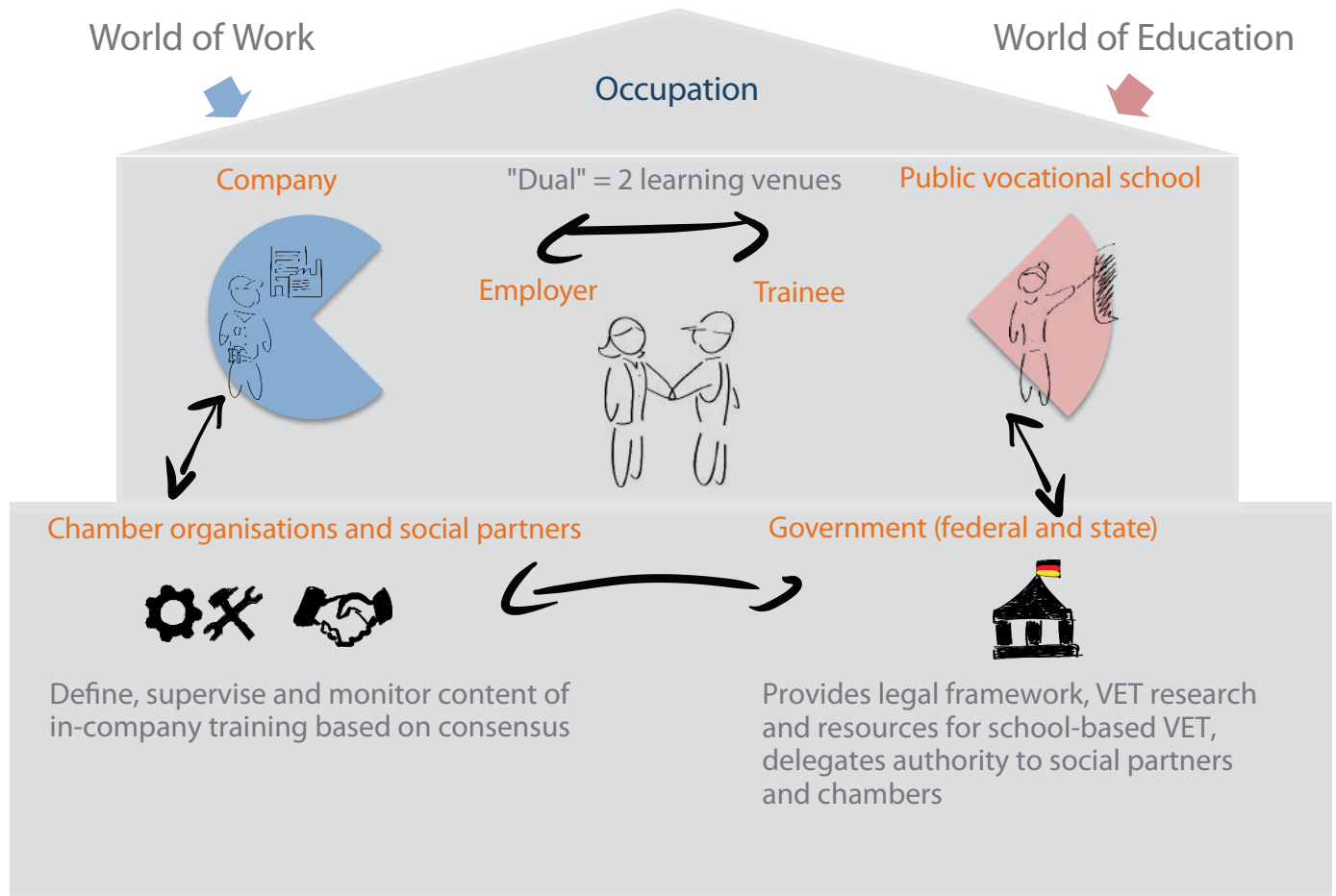


Dual VET is embedded in a legal
framework

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 (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



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

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>
- ▶ <http://www.bibb.de/en/64979.htm>
- ▶ <http://www.bibb.de/en/index.htm>

Contact for further questions

- ▶ govet@govet.international

VII. Key

Blue

World of Work

Red

World of Education



Youth / Trainee



Employer



In-company trainer



VET school teacher



Dual VET examination board



Dual VET certificate



Chamber organisations



Social Partners (labour unions and employer associations)



Government
(federal and state)



Stakeholder support



Stakeholder monitoring



VET research



Dual VET standards

Note

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Imprint

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[gəʊ][vi:] [i:] [ti:]

GO:VET

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