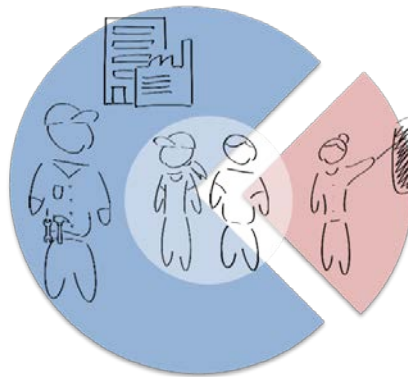


# Dual VET



## Vocational Education and Training in Germany

Gefördert durch:

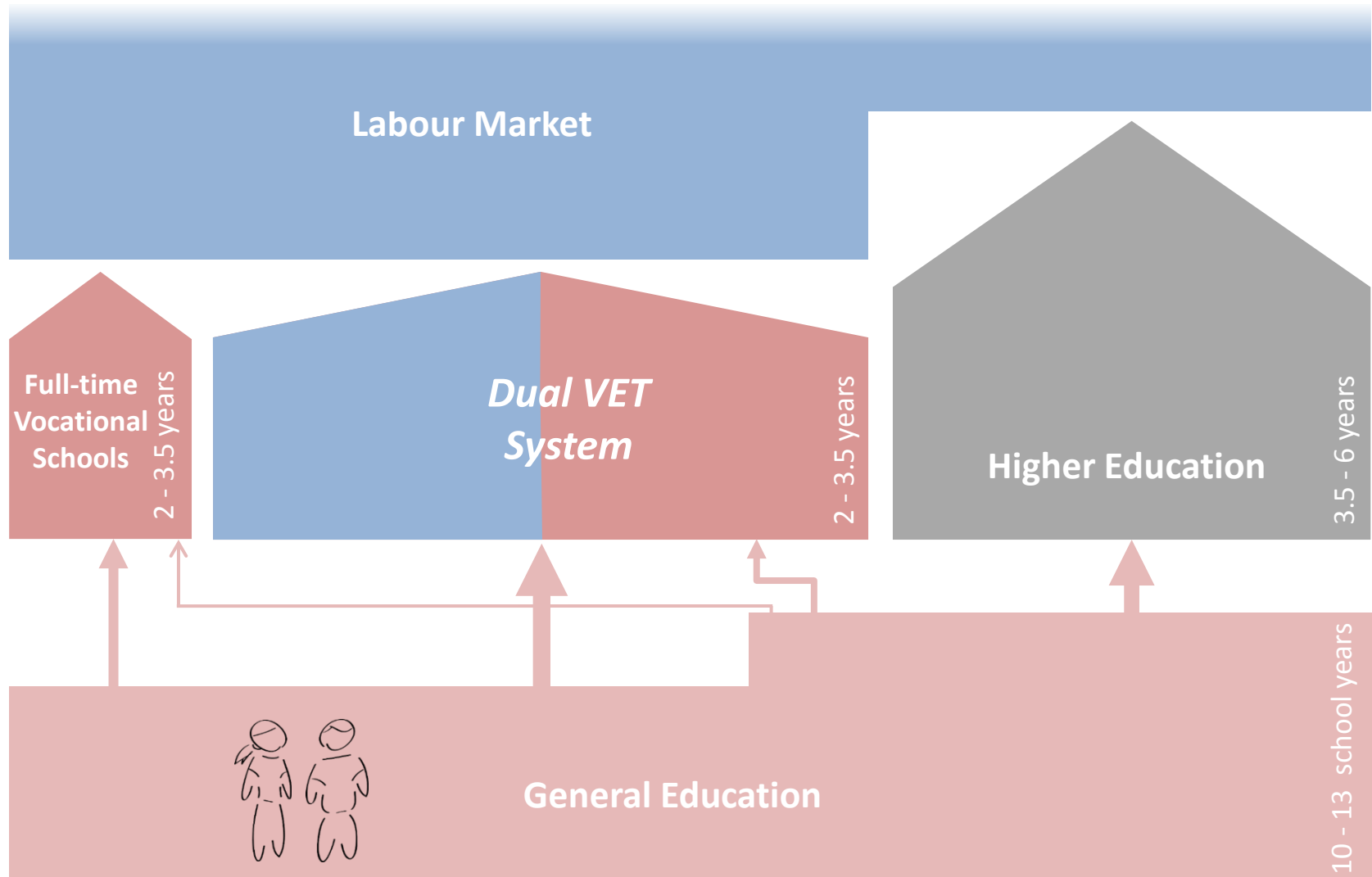


aufgrund eines Beschlusses  
des Deutschen Bundestages

# Content

- 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 VET Quality Features*
- VI. Further information
- VII. Key

## I. Overview – *Dual VET*: for young people a common path to work



## I. Overview – *Dual VET* performance

### Trainees



- On average **55.7 %** of the population enter Dual VET, **44.2 %** graduate from Dual VET
- **1.4 m trainees** in **327** recognised training occupations
- **5.4 %** of all employees are trainees
- **High employment security** (95 % *Dual VET* graduates employed, only 80 % employed among untrained)
- **43.8 %** of *Dual VET* graduates continue working in same occupational field
- Receive **average training allowance** of about 795 € per month as trainee

### Employers



- **438,000** of **2.1 m** companies train (**20.7 %**), most of which are medium-size and large companies
- Train more than **500,000** new trainees every year
- Hire **66 %** of *Dual VET* trainees as employees after training
- Employers invest on average **18,000 € per apprentice per year** (62 % of which is training allowance)
- **76 % of investment is refinanced** by productive contributions of trainees during training period

### Government



- Shares expenses for **VET system with employers**
- **Public expenditure for *Dual VET*: 5.4 bn €**
- 2.9 bn € for 1,600 public vocational schools providing part-time VET
- 2.5 bn € for steering, monitoring and further supporting measures
- **EUR 7.7 bn € contribution by employers** (overall net cost of *Dual VET*; gross cost = 25.6 bn €)

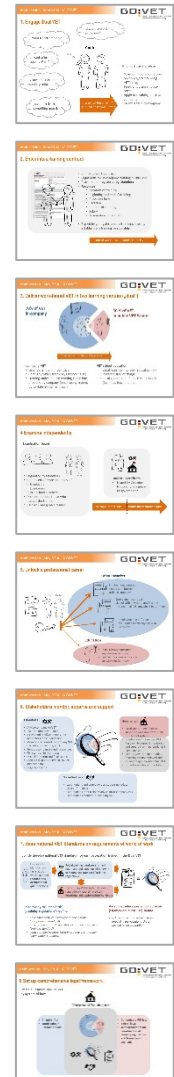
### Contributes to

### National Economy / Society

- Strong **SME competitiveness** on international markets
- Relatively **low youth unemployment** in Germany (7.1 %)

## II. How *Dual VET* works

1. Engage in *Dual VET*
2. Enter into a training contract
3. Deliver work-based VET
4. Examine independently
5. Unlock a professional career
6. Stakeholders monitor, supervise and support
7. Base *Dual VET* standards on requirements of world of work
8. Set up comprehensive legal framework



## 1. Engagement in *Dual VET*

Young people



## 1. Engagement in *Dual VET*

### Employer

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

"I want workers to be loyal to my company"

"I want to save induction and retraining costs"

"I want the productive and innovative contribution of trainees"

"I have the social responsibility to train"



"I want to train"

### Seek and find a trainee

- **Be certified** to train
- **Offer** training place
- **Vet** applications of trainees
- **Select** young person for VET

## 1. Engagement in *Dual VET*

### Government

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

"Government budgets for VET provision are limited"

"All youngsters should receive secondary education to become citizens"

"Youngsters should be ready for the labour market of today and tomorrow so that they can find employment"



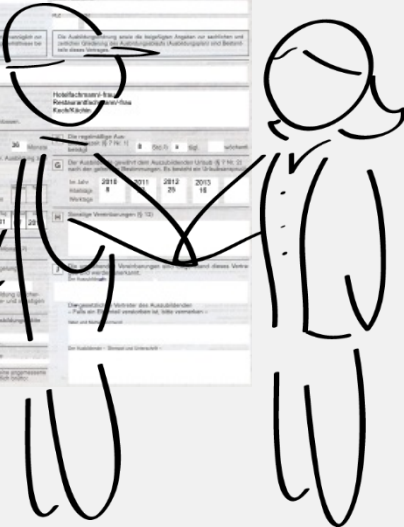
**"We need to strengthen and regulate *Dual VET*"**

### Supporting measures

- **Set up** legal framework to regulate *Dual VET*
- **Delegate** authority to stakeholders (chambers, 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. Enter into a training contract

Starting point for *Dual VET*



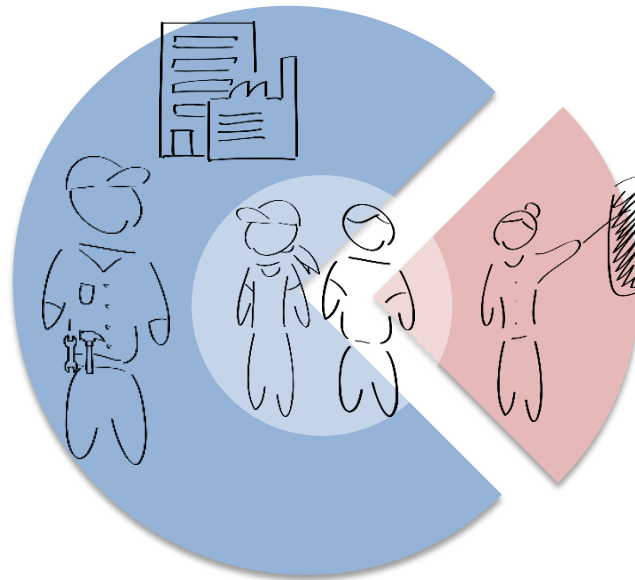
- Similar to **work contract**
- **Legal basis** for in-company training in *Dual VET*
- Provided and **registered by chambers**
- **Regulates**
  - Duration of training
  - Beginning and end of training
  - Probation time
  - Vacation
  - Content of training
  - Training allowance
  - Termination of contract
- Signed by youngster and by training company establishing a **training relationship**

Start of work-based learning in *Dual VET*

### 3. Deliver work-based VET

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

**70 % of VET  
in company**



#### **In-company training**

- Legal basis: training contract
- Company which trains, 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 professional (2/3) and general education (1/3) subjects free of charge

**Approx. duration of Dual VET: 2 – 3.5 years**

### 3. Deliver work-based VET

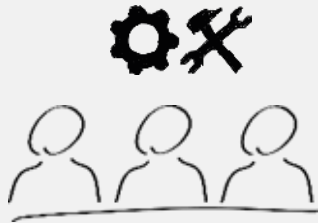
*Dual VET training plan for a given occupation (example)*

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

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

## 4. Examine independently

### Multi-stakeholder examination board



#### Examination board

- Organised by chambers
- 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

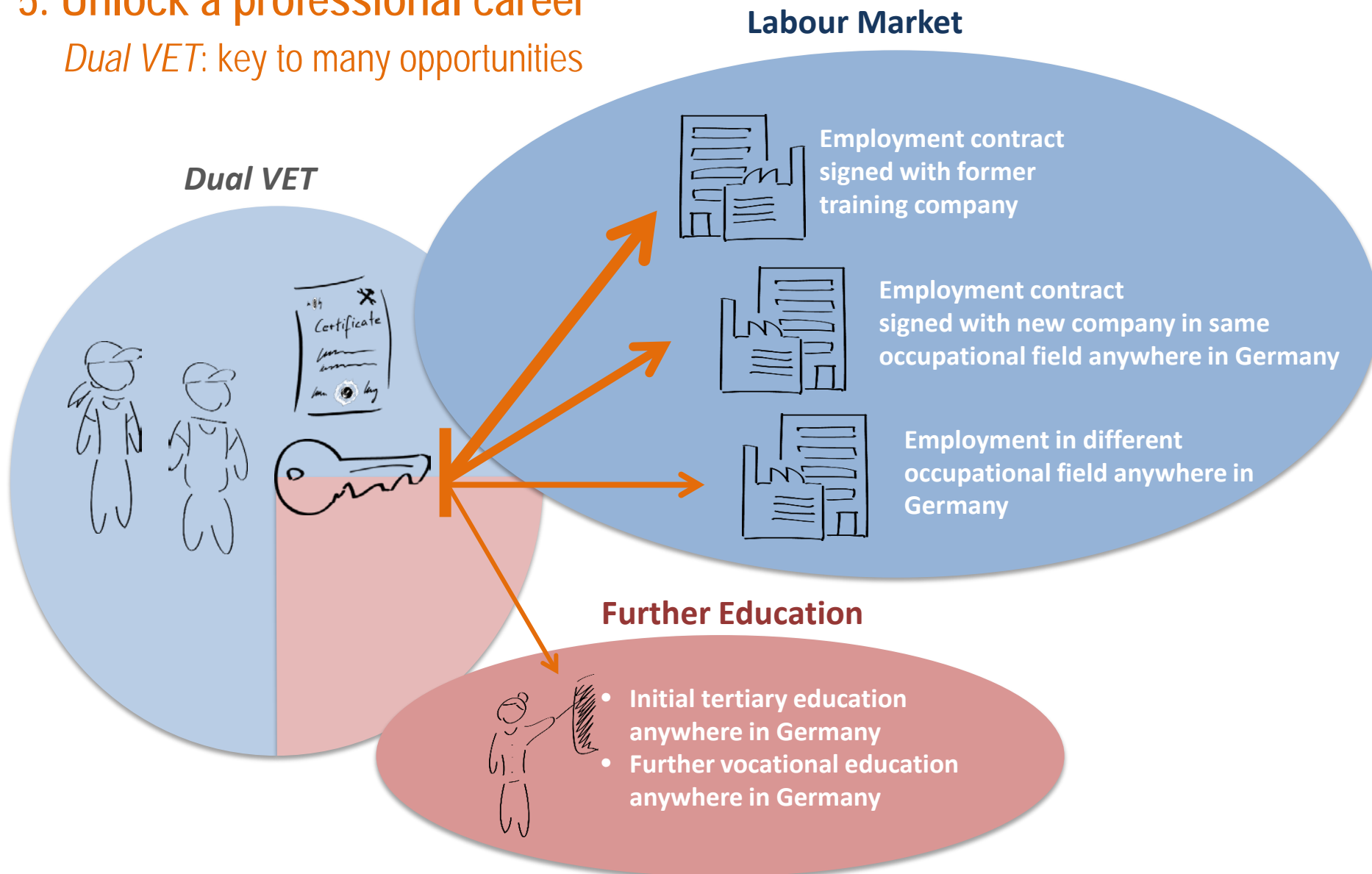
- Issued by chamber
- Nationally recognised by government

Training contract ends

Professional career begins

## 5. Unlock a professional career

*Dual VET: key to many opportunities*



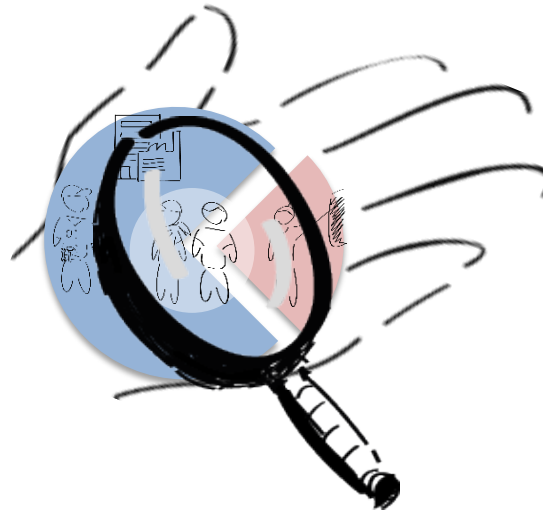
## 6. Stakeholders monitor, supervise and support

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

### Chambers



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



### Social Partners



- Labour unions and employer associations negotiate training allowance to be paid to trainees
- Works Councils monitor in-company training
- Are involved in the development of in-company training standards
- Are part of the examination board

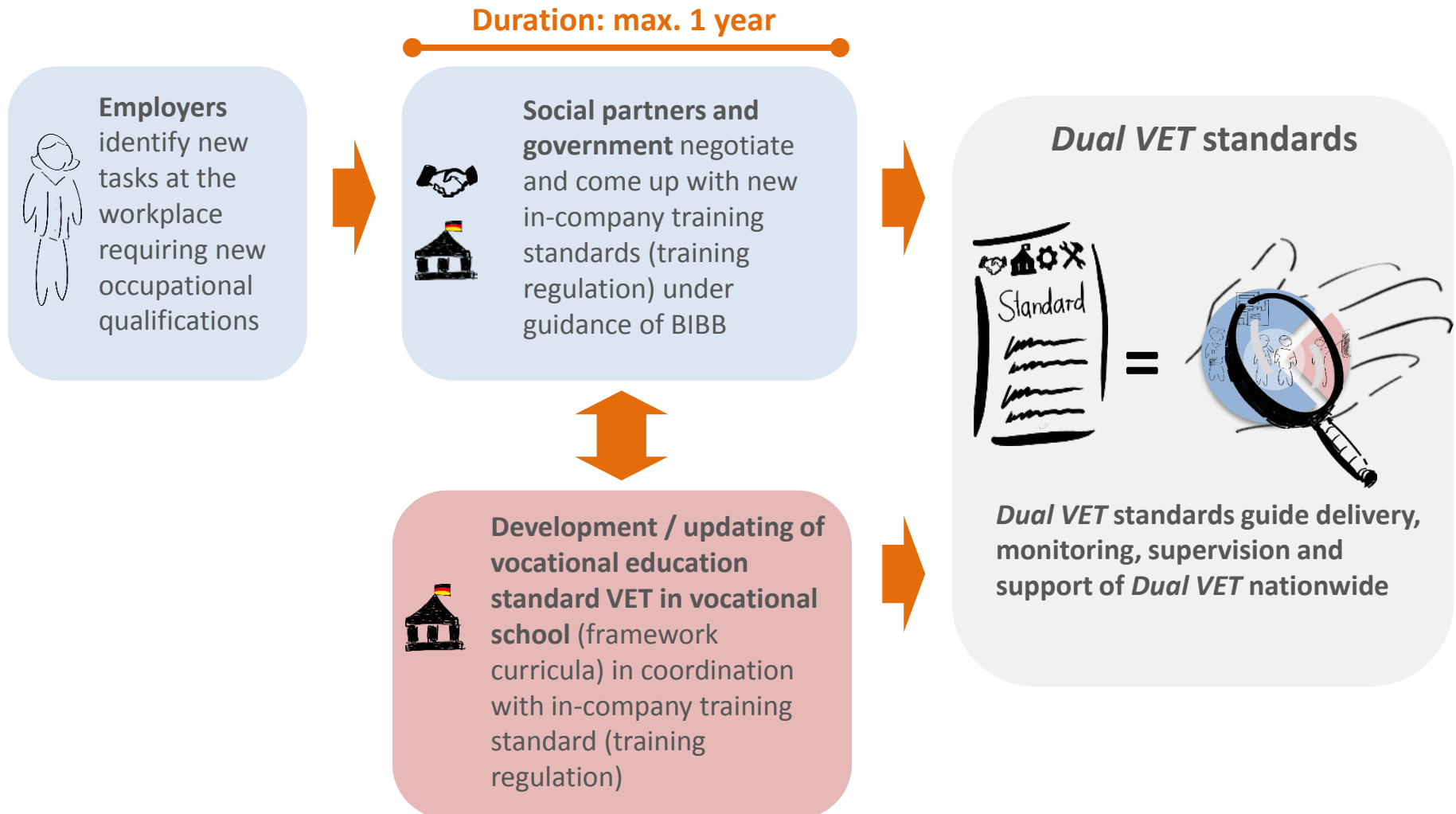
### Government



- Finances, supervises and monitors public vocational school system providing part-time VET
- Federal government conducts institutionalised VET research (BIBB)
- BIBB organises *Dual VET* standard development
- Provides support to unemployed and disadvantaged to enter *Dual VET*
- Provides support for disabled people to enter *Dual VET*
- Provides vocational orientation and raises the awareness for *Dual VET*

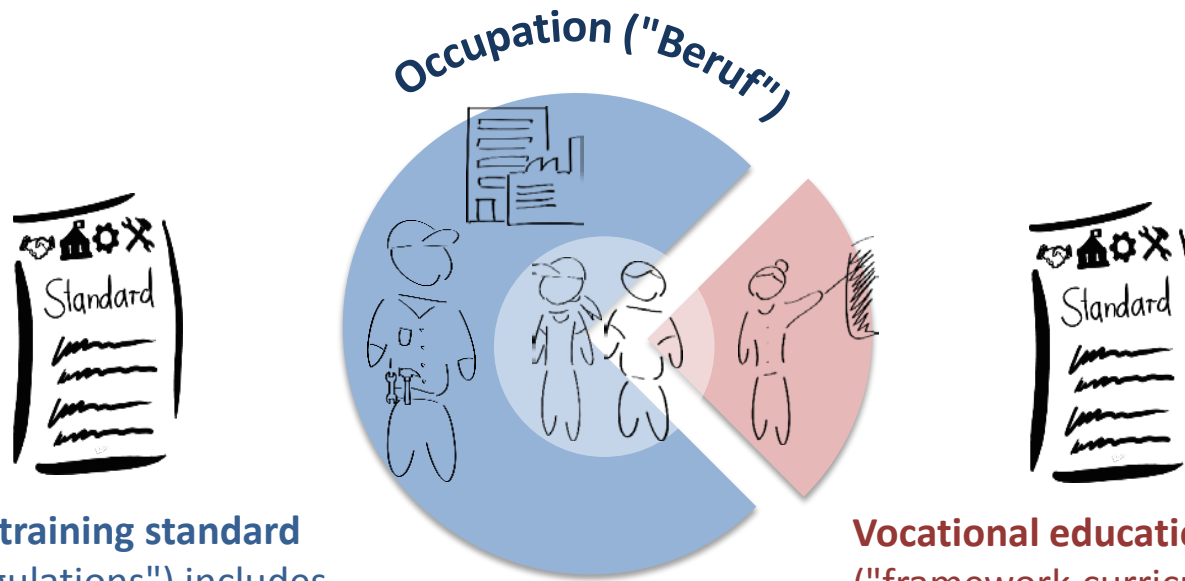
## 7. Dual VET standards based on requirements of world of work

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 of 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

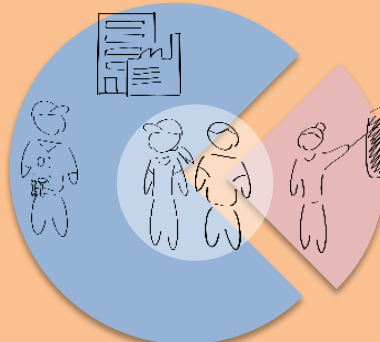
- Learning objectives and content (structured in "learning fields") which form the basis for the schooling in vocational subjects in the vocational school
- Vocational subjects provide the vocational theory needed for working in a given occupation

## 8. Set up comprehensive legal framework

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

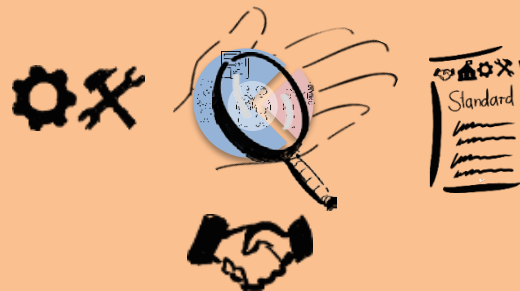


### Vocational Training Act



- Youth Employment Protection Act
- Trade and Crafts Code
- Collective Bargaining Act
- Law for the preliminary regulation of rights of Chambers of Industry and Trade
- Chambers Act
- Works Constitution Act

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



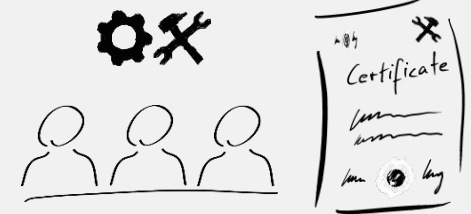
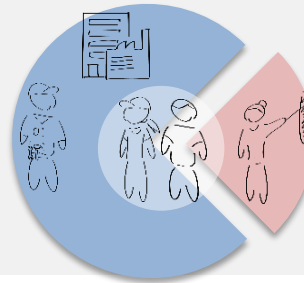
- Basic Law for the Federal Republic of Germany - Article 12 [Freedom of occupational choice]

## Summary – How *Dual VET* works

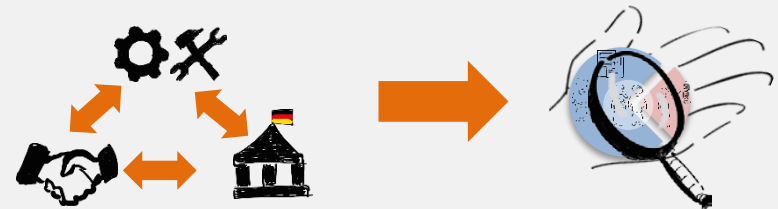
Enter into a training contract



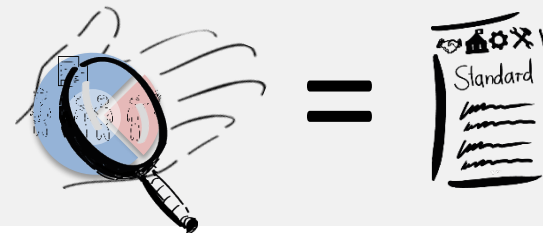
Deliver work-based *Dual VET* and  
 examine independently



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



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

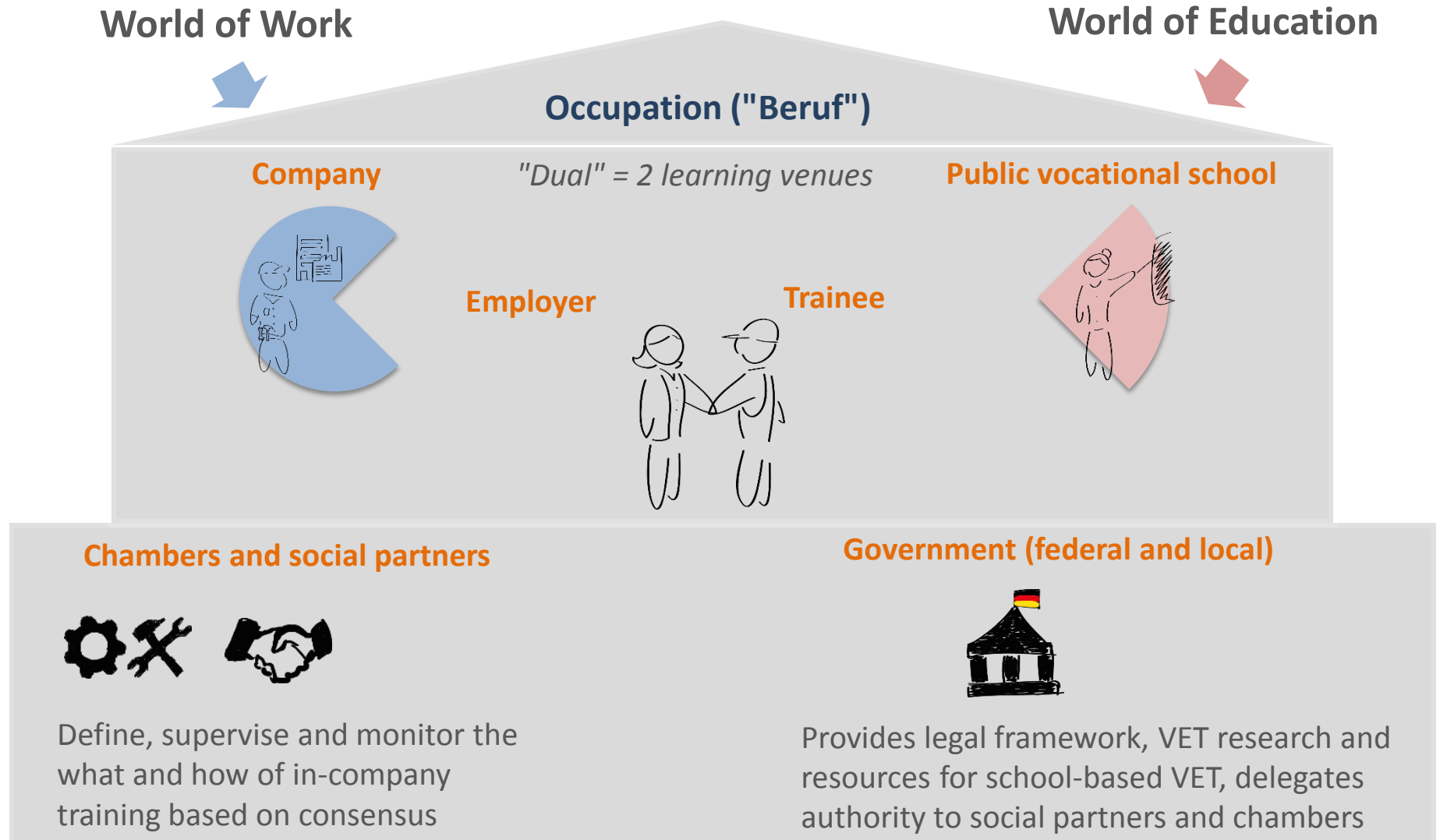


*Dual VET* is framed by systems of law

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 of investment** in the long run
- Are participating 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** (technological change)
- Able to **efficiently steer VET system and assure its quality**
- **Strengthens formalisation of economy** by regulating in-company training
- Gains **early evidence for 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 *Dual VET* training place:** number of unplaced applicants for *Dual VET* (2012: 15,600, 2014: 20,900); number of companies (esp. SME) providing *Dual VET* decreasing from 24 % (2009) to 20.7 % (2013)
- **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;
- **Finding competent trainees** for *Dual VET* who have the skills, knowledge and attitudes necessary for entering *Dual VET* ("trainability")
- **Including disabled people**

#### Government



- **Dealing with future nationwide lack of skilled workers** projected
- **Dealing with demographic change** leading to decrease in number of young people for labour market
- **Countering 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**

#### Contributes to

#### National Economy / Society

- 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 does it work in Germany

- **Long-standing history** of *Dual VET*
- Highly developed **economic structure** translates into respective 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 (chambers/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 **TVET teachers and trainers**
- General education system makes **young people ready for VET**

## V. The bottom line: 5 VET Quality Features

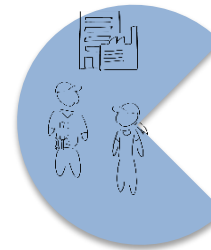
### 1. **Cooperation of government, business community and social partners**

*E.g. examination board, VET standards*



### 2. **Learning within the work process**

*E.g. in-company training = 70 %*



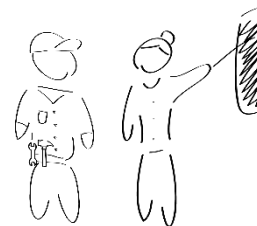
### 3. **Acceptance of national standards**

*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 ([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 for Mechatronics Fitter (BIBB) ([link](#))

### Legal documents

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

### Web resources

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

### Contact for further questions

- [govet@govet.international](mailto:govet@govet.international)

## VII. Key

Blue

**World of Work**



**Chambers**

Red

**World of Education**



**Social Partners** (labor unions and employer associations)



**Youth / Trainee**



**Government** (federal and local)



**Employer**



**Stakeholder support**



**In-company trainer**



**Stakeholder monitoring**



**VET school teacher**



**VET research**



**Dual VET examination board**



**Dual VET standards**



**Dual VET graduate certificate**



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