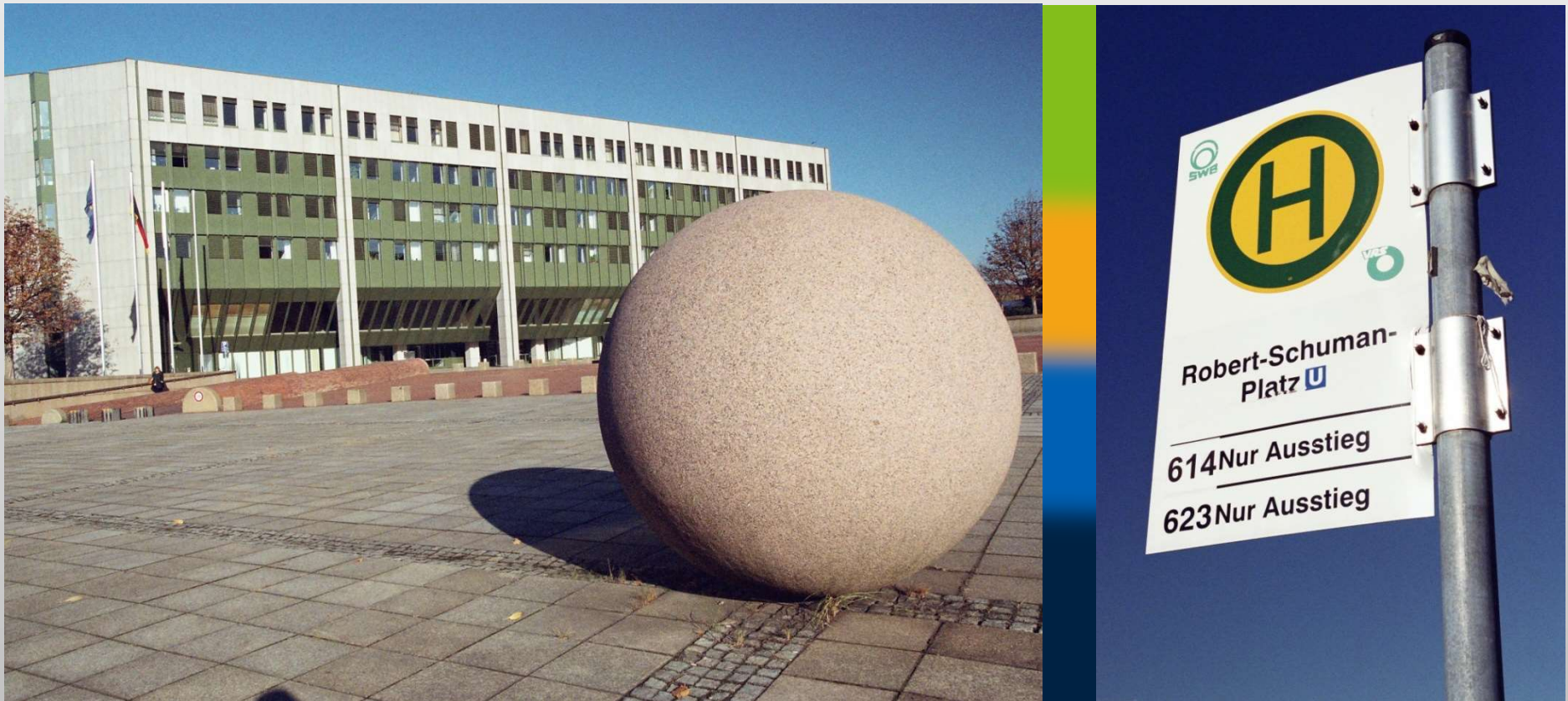


## Shaping the System of Vocational Education and Training in Germany



# The German dual system of IVET

## Two venues for learning

In the company



Foto: BIBB/ES

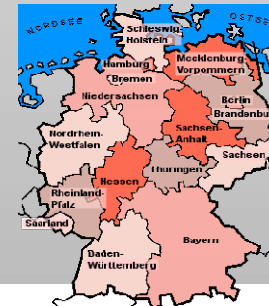


Responsibility  
of the Federal Government

At part-time  
vocational  
school



Foto: SIEMENS Professional Education



Responsibility  
of the Länder



# 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



## Demand-driven Approach in Standard-Setting

**Modularised training curricula** are available in selected occupations:



Merchant



Motor vehicle  
mechatronics



Electrician for  
industrial engineering



Industrial mechanic



## Challenges



Economic and social changes are giving rise to a **need for new education and training policy strategies.**

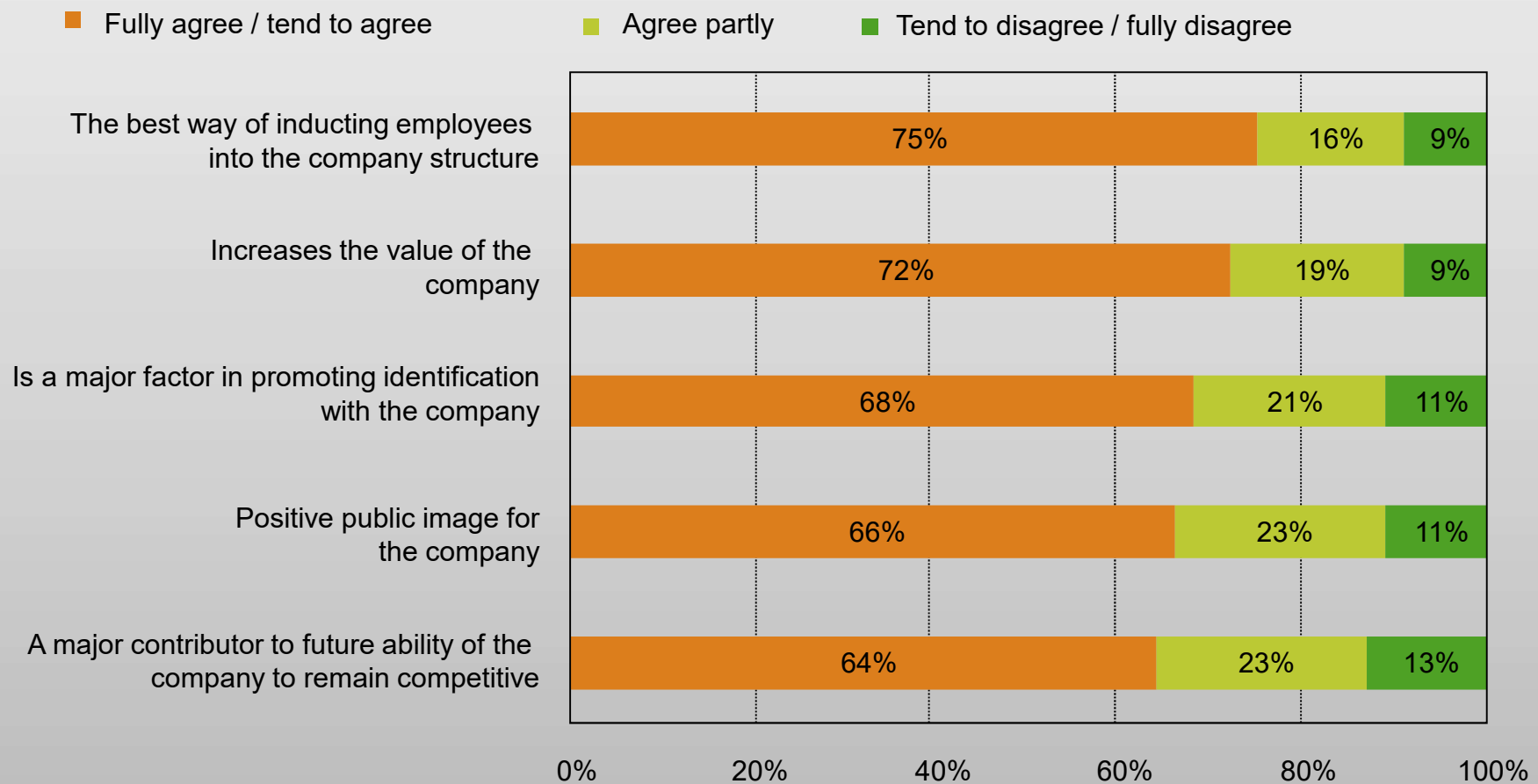
Reforms in the education system however, often **neglect the strengthening of VET.**

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





# 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

---

- Lisbon Process (2000): strengthen employment, economic reform and social cohesion as part of a knowledge-based economy.
- 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



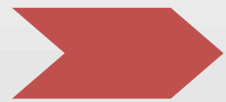
# Sustainability

Developing forward-looking scenarios for vocational training and further training.





## Global Competition – Sustainable TVET



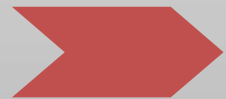
Quality

Product, Performance, Service –  
High Quality of Training

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



Complexity

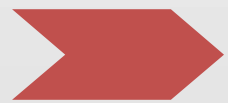


Speed

Innovation and Product Life Cycle  
Methods and Concepts for  
Contemporary Training with fast  
reactions



## What's the Issue?



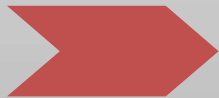
### Demographic Development

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



## „21st Century Literacy Skills

---

„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.“

Source:

<http://europa.eu.int/comm/education/Programmes/elearning/doc/workshops/digital> I...

(Source: Kompetenzen in einer digital  
geprägten Kultur, BMBF, 2010)



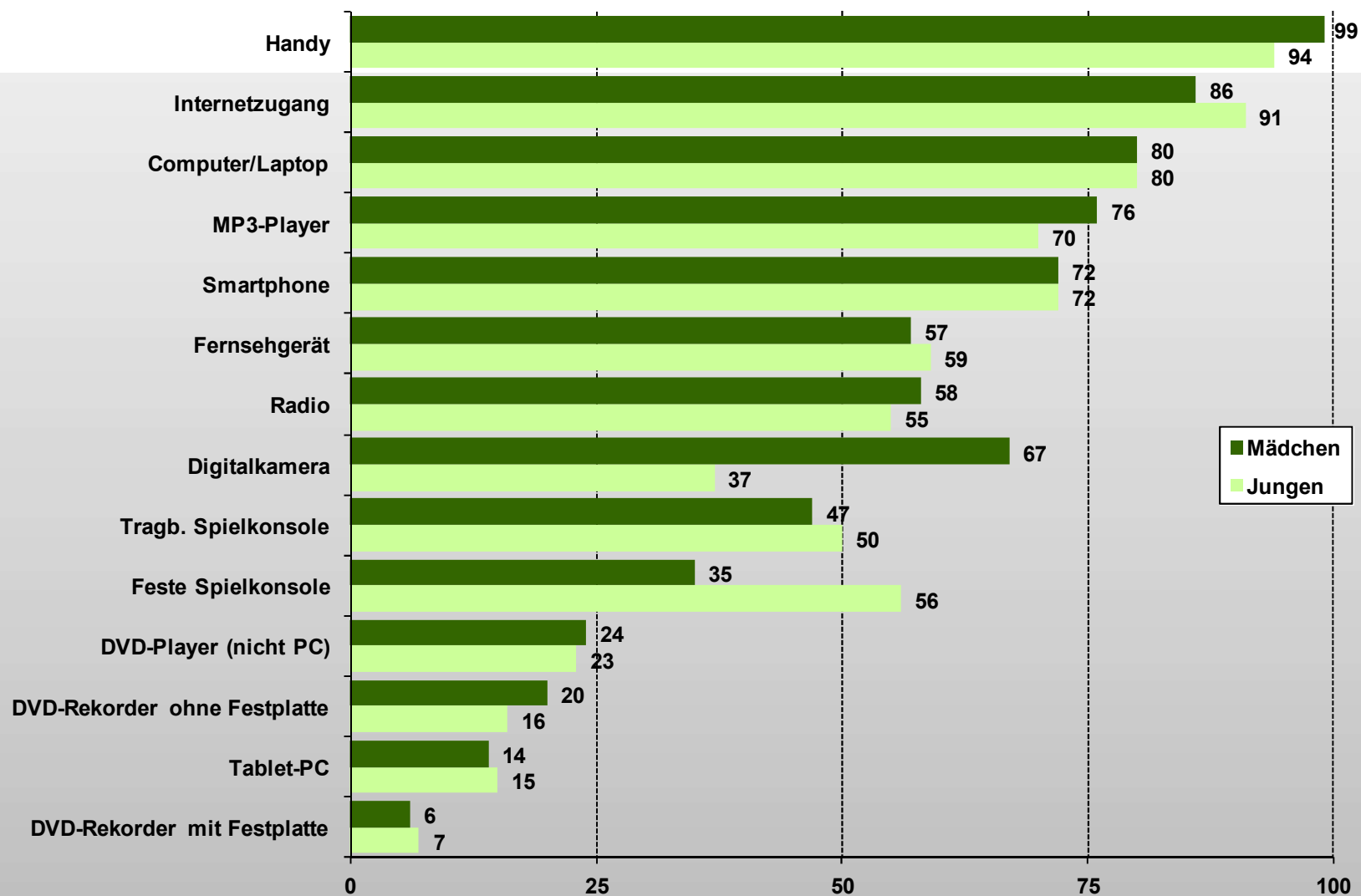
## „21st Century Literacy Skills II“

---

- **Information and Knowledge** – How to Deal with and How to Use it Target-Oriented
- **Communication und Cooperation** – Net Based Exchange of Information and Experiences
- **Looking for Identity and und Orientation** – Accompany of Learning processes, Shaping of Learning Processes, Participating in the Society („Digital“ Inclusion)
- **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)

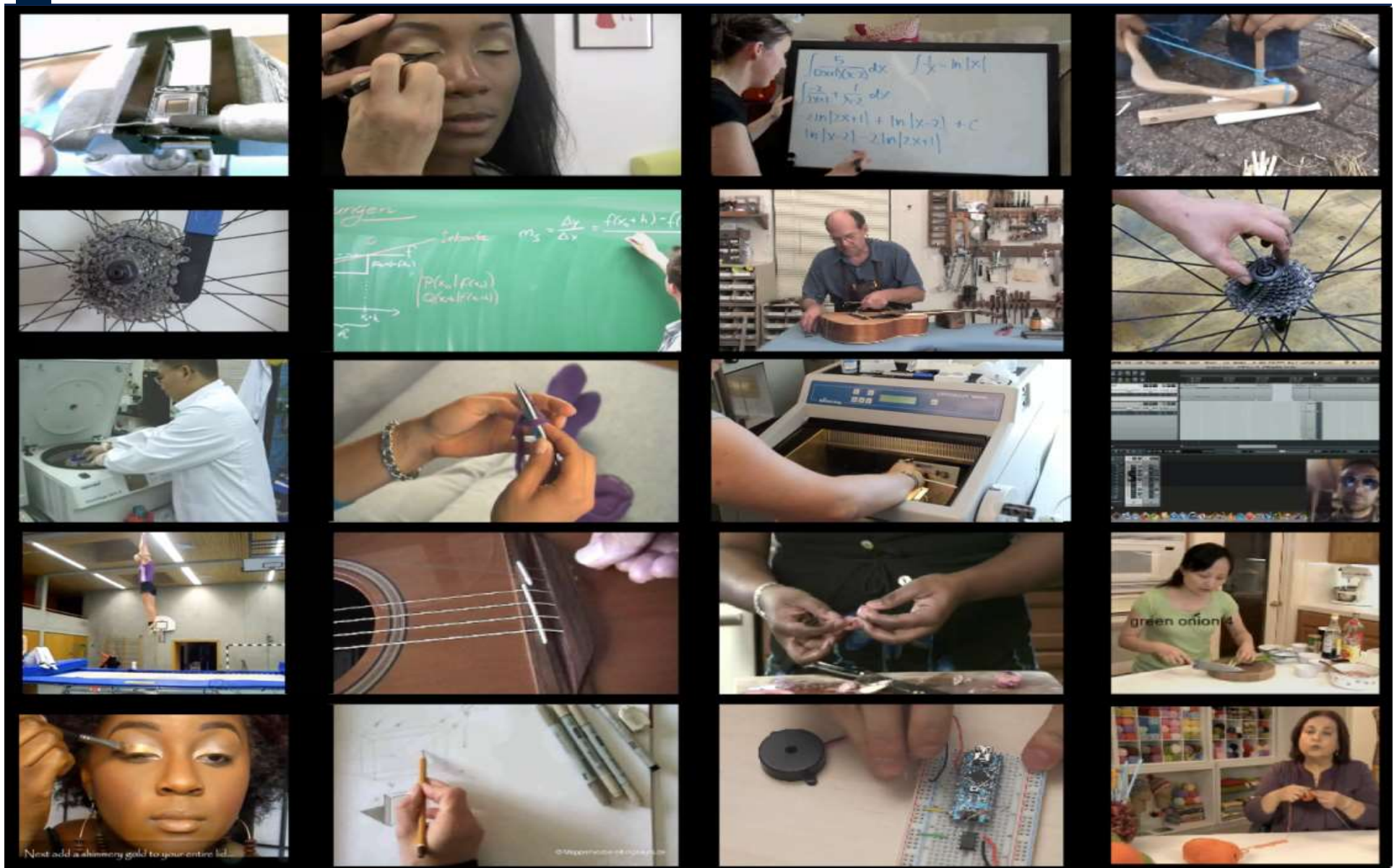
## Rapid spread of smartphone amongst youngsters



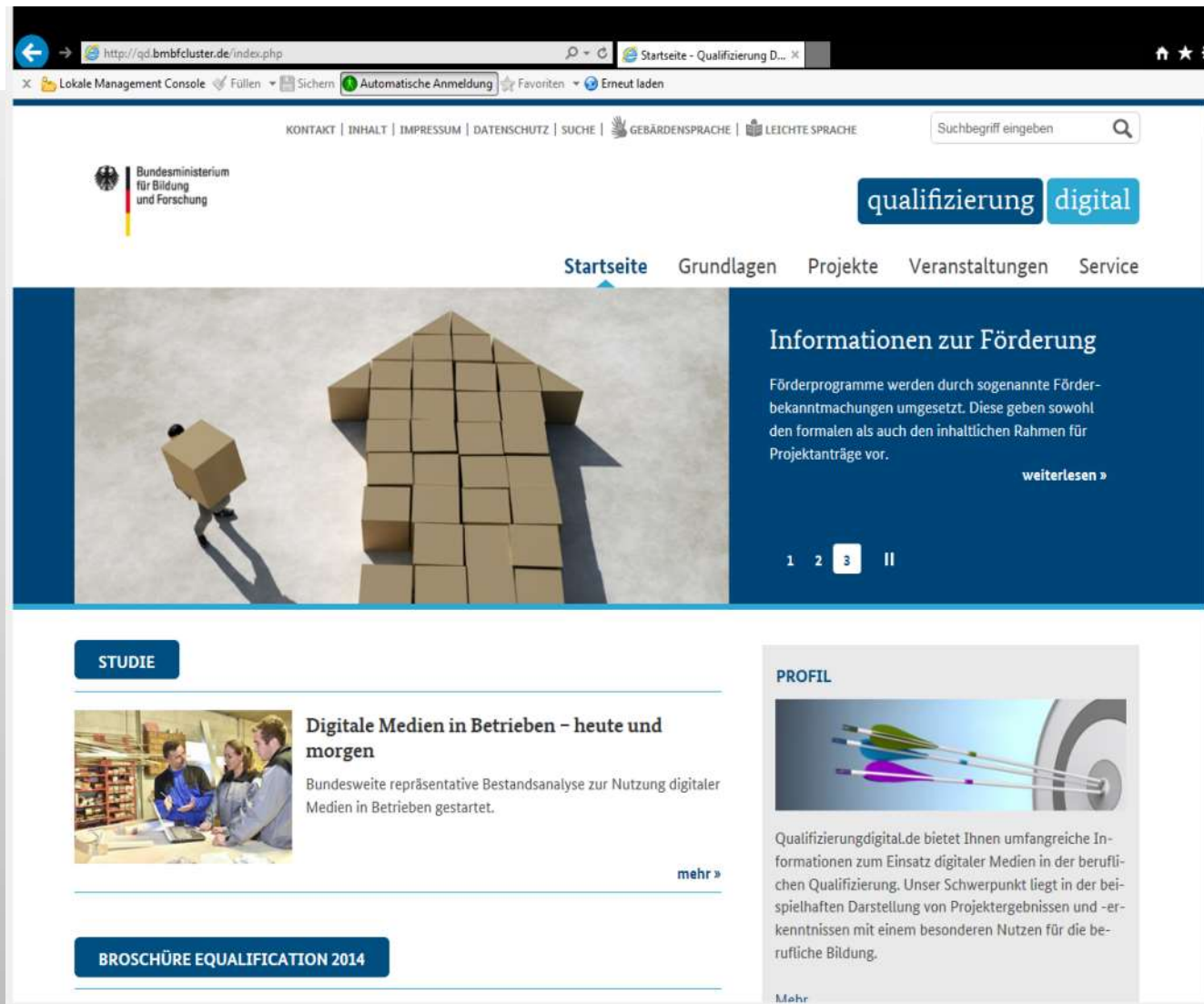
Quelle: JIM 2013, Angaben in Prozent

Basis: alle Befragten, n=1.200

# Online Tutorials – a „new“ educational area



# Hightech Strategy – for example: [www.qualifizierungdigital.de](http://www.qualifizierungdigital.de)





# Image problem?

„Academization Mania“

*Nida-Rümelin 2014*

„Stop Academization –  
Strengthen VET“

*Hochrhein-Zeitung (Schweiz), 27.06.2015*

„Educated Middle  
Class: Do all have to  
enter higher  
education?“

*Die Zeit, 08.11.2014*

„Are there too many  
students in higher  
education?“

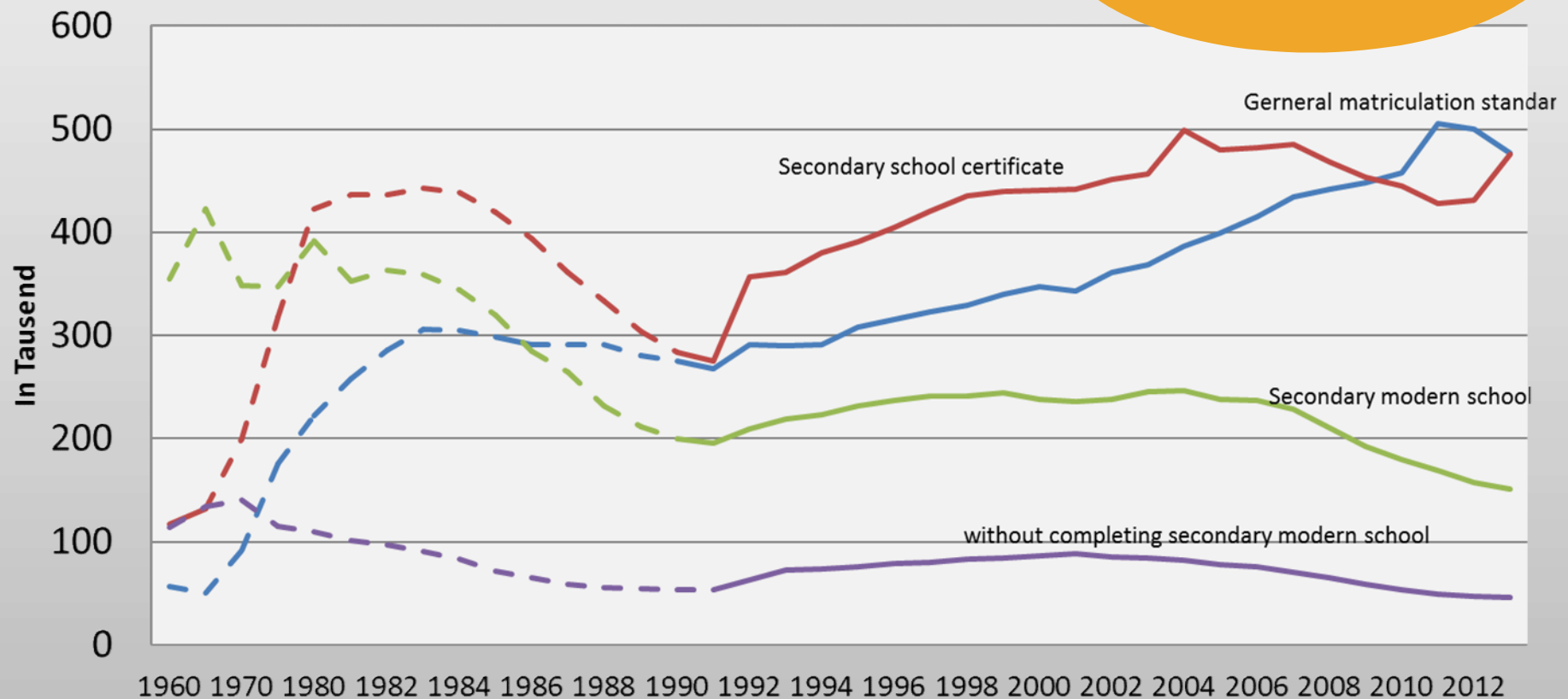
*Taz.de, 24.04.2015*



## What's the best way?

### School leavers from general schooling depending on the type of degree

Trend towards  
higher graduation

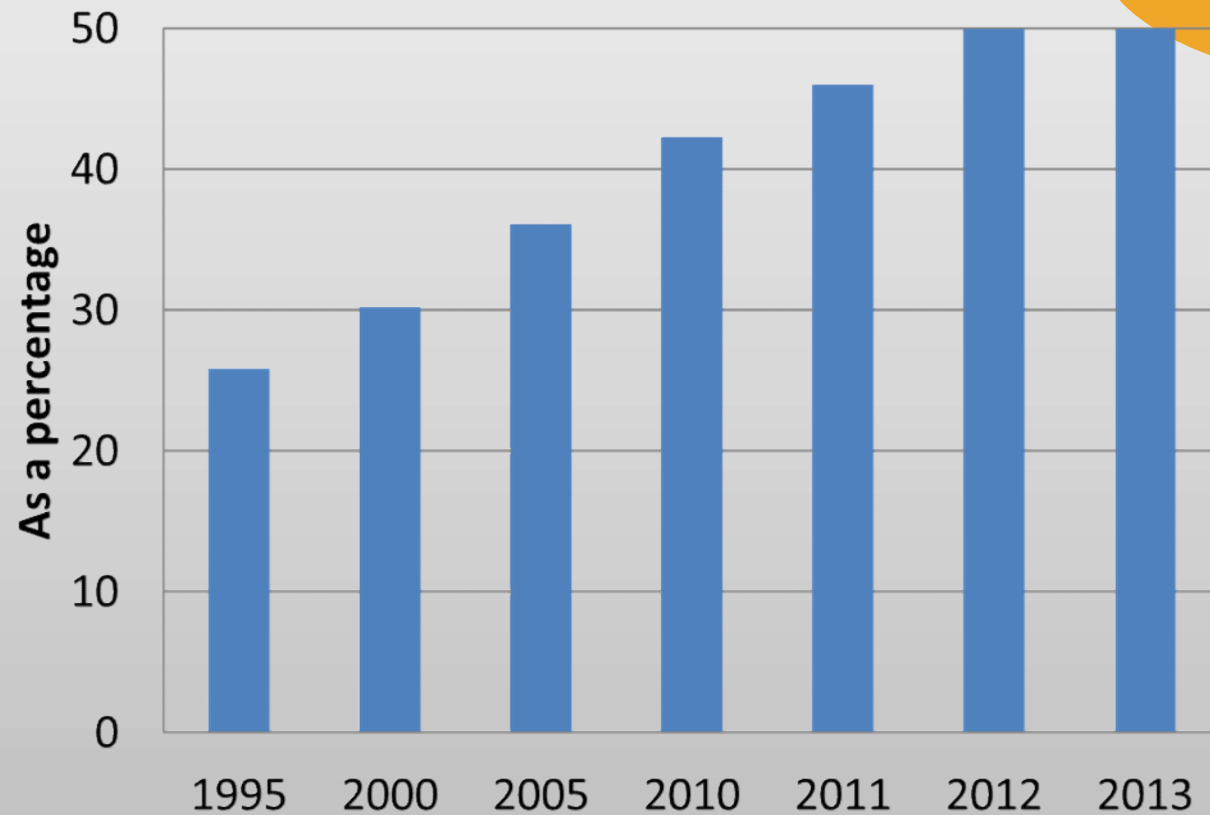


Quelle: Statistisches Bundesamt. Auswertung aus der ICE-Datenbank des BMBF.



## New perspectives (for all)?

Entrance rate of higher education  
In Germany



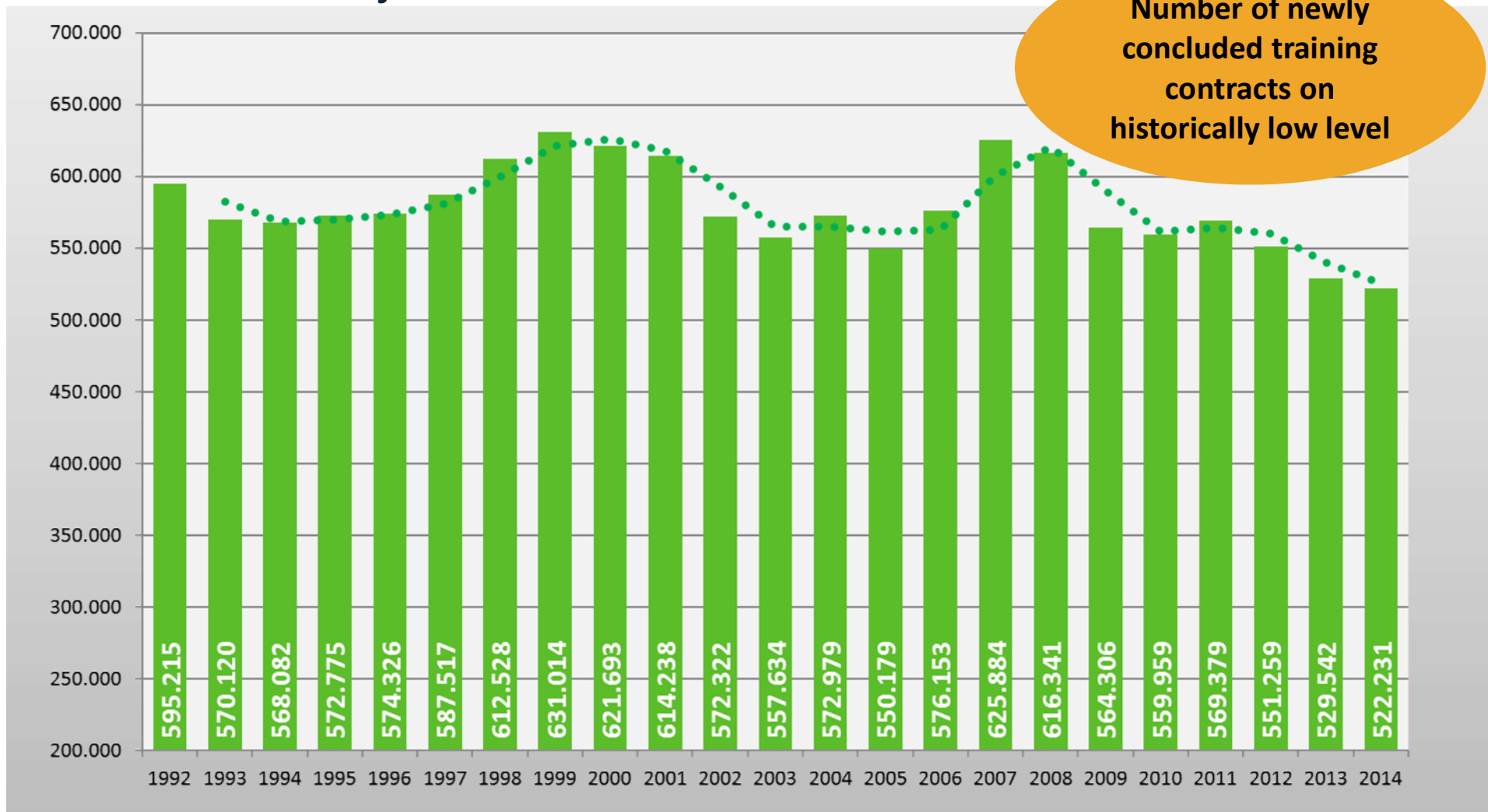
Increased attitude  
towards higher  
education

Quelle: Statistisches Bundesamt



## Current situation in VET

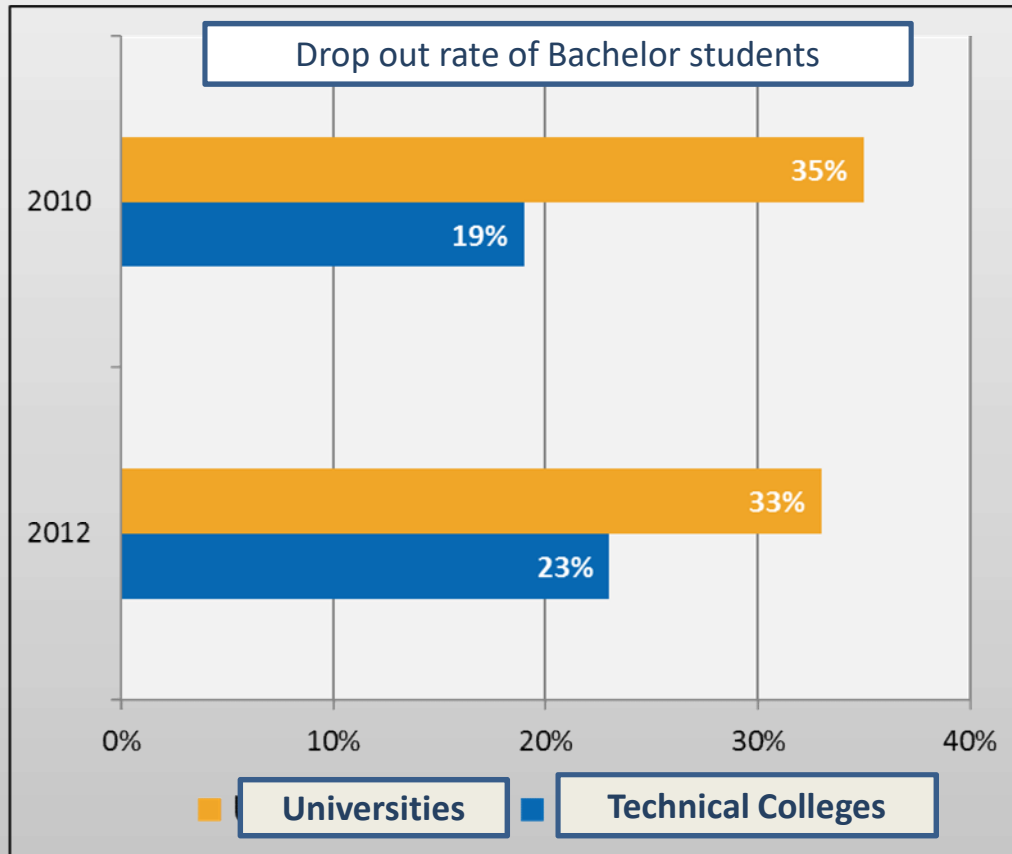
### Development of newly concluded training contracts 1992 to 2014 Germany



Quelle: BIBB-Erhebung über neu abgeschlossene Ausbildungsverträge zum 30.09., Datenstand: 1



## What's the issue?

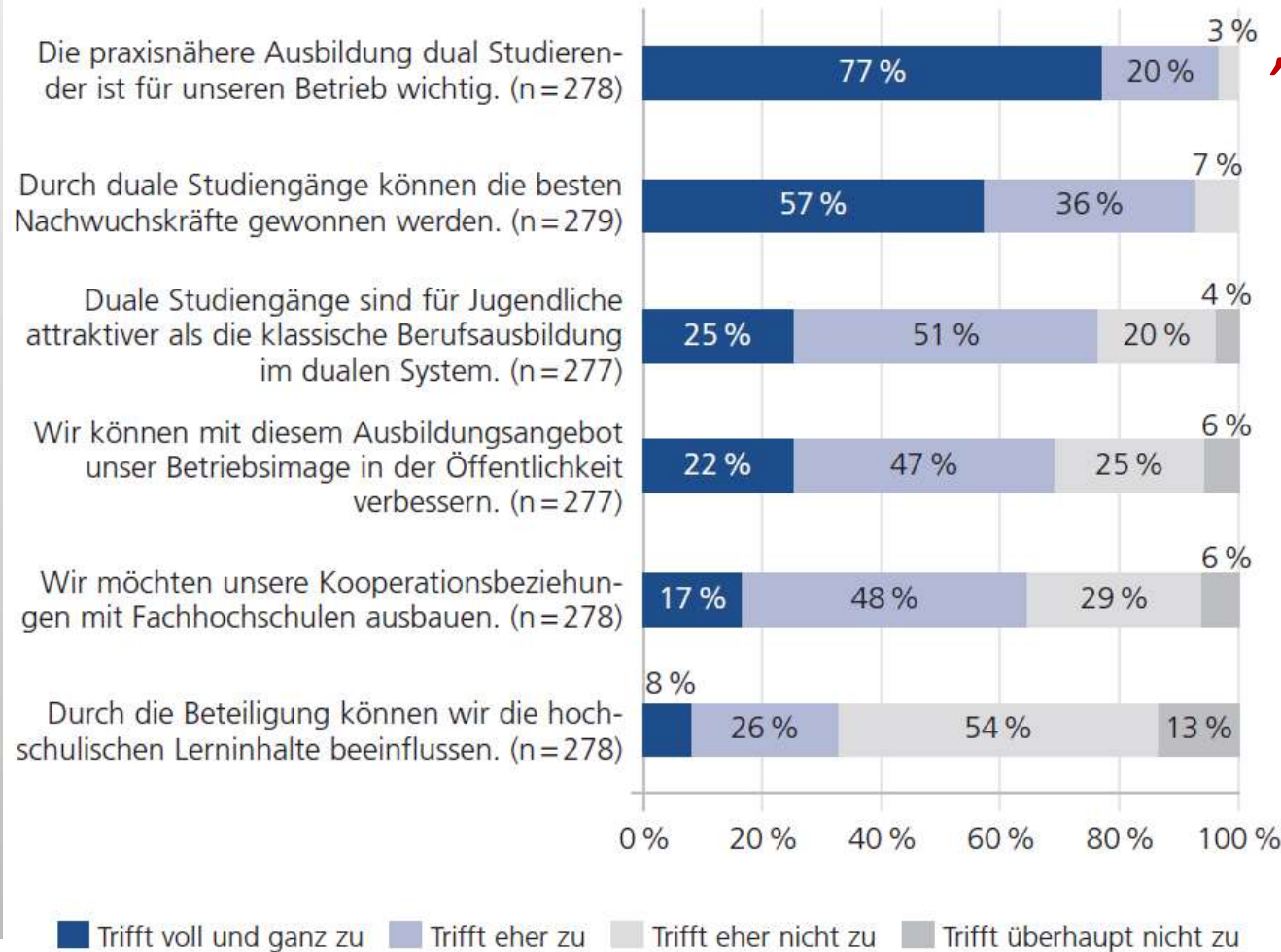


More than one out of every four (28 %) Bachelor students give up their studies

Quelle: Autorengruppe Bildungsberichterstattung: Bildung in Deutschland 2014

## Success factors of „dual studies“

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



*„better understanding of the world of work“*

*„identifying the best students“*

*„co-operation with Universities/ Technical Colleges“*

Quelle: Franziska

Kupfer, Duale  
Studiengänge

Bundesinstitut  
für Berufsbildung

BIBB

Forschen  
Beraten  
Zukunft gestalten

## 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

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

<http://www.flickr.com/photos/menlophoto/3257818499>

Quelle: Martin Ebner, TU Graz

## 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  
DEMENTZ

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

## 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?

---

In-company and inter-company training staff

- Master craftsman
- Trainers/ journeymen

School education staff

- Vocational school teacher
- Teachers for practical skills

Extra-company training staff

- Graduate Youth/ community workers
- Specially trained teacher

Other staff

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



## 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

Figures

Responsibility

Legal basis

Type of contract

Qualification

### 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

\* In 2007; source: KMK 2009

\*\* in 2006; source: Datenreport 2009



## The Reform and Reinstatement of the AEVO

### *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  
**1<sup>st</sup> August 2009**





## Adapting Instructors' Competence to 'Modern Challenges'

### Instructor's role as learning-process facilitator

„... instructors are capable of

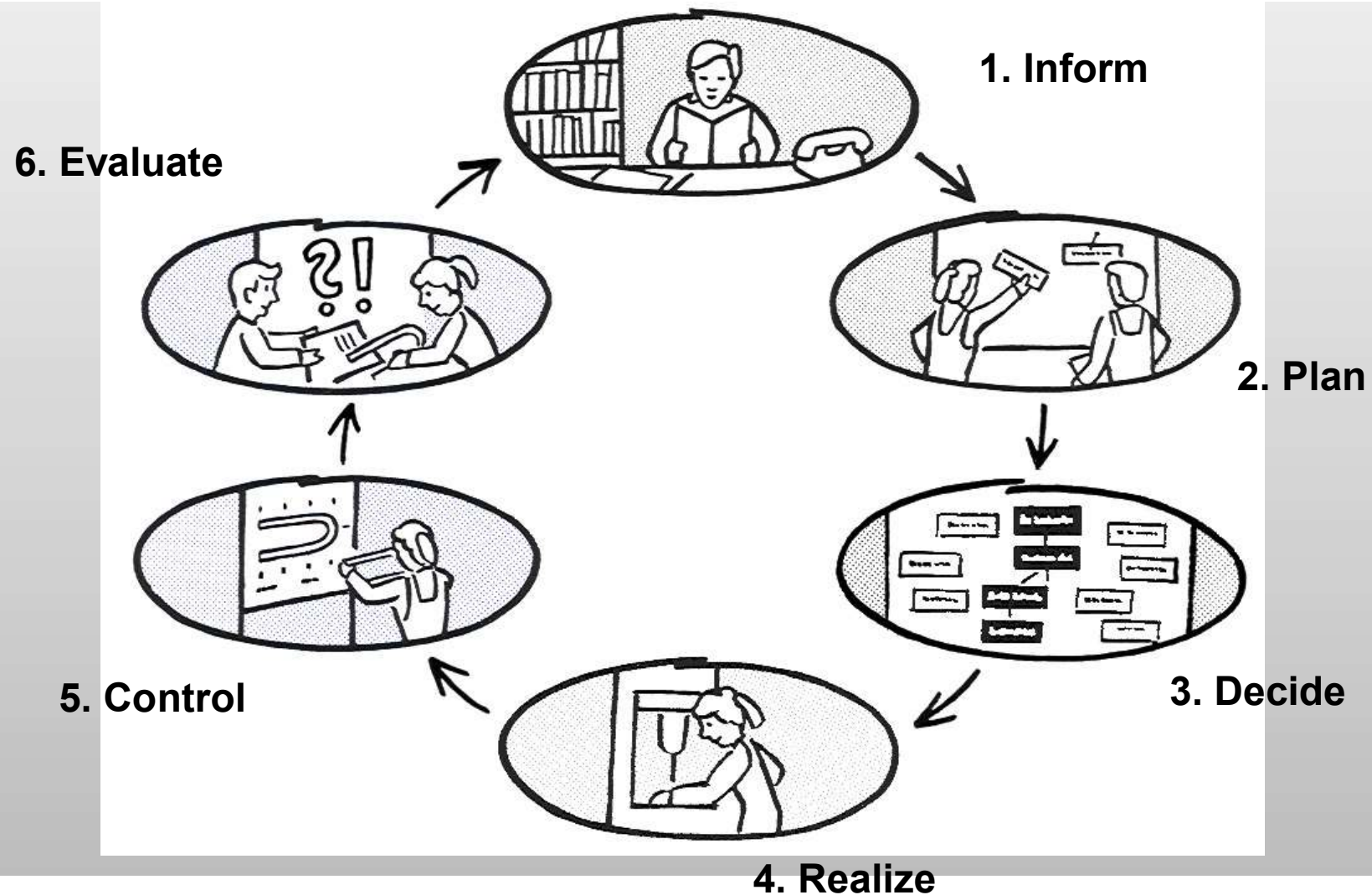
1. creating conditions conducive to learning and motivating culture of learning, giving and receiving feedback,
2. organising, structuring and evaluating the trial period,
3. working on the basis of the company's initial vocational training plan and the work and business processes typically encountered 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. ...





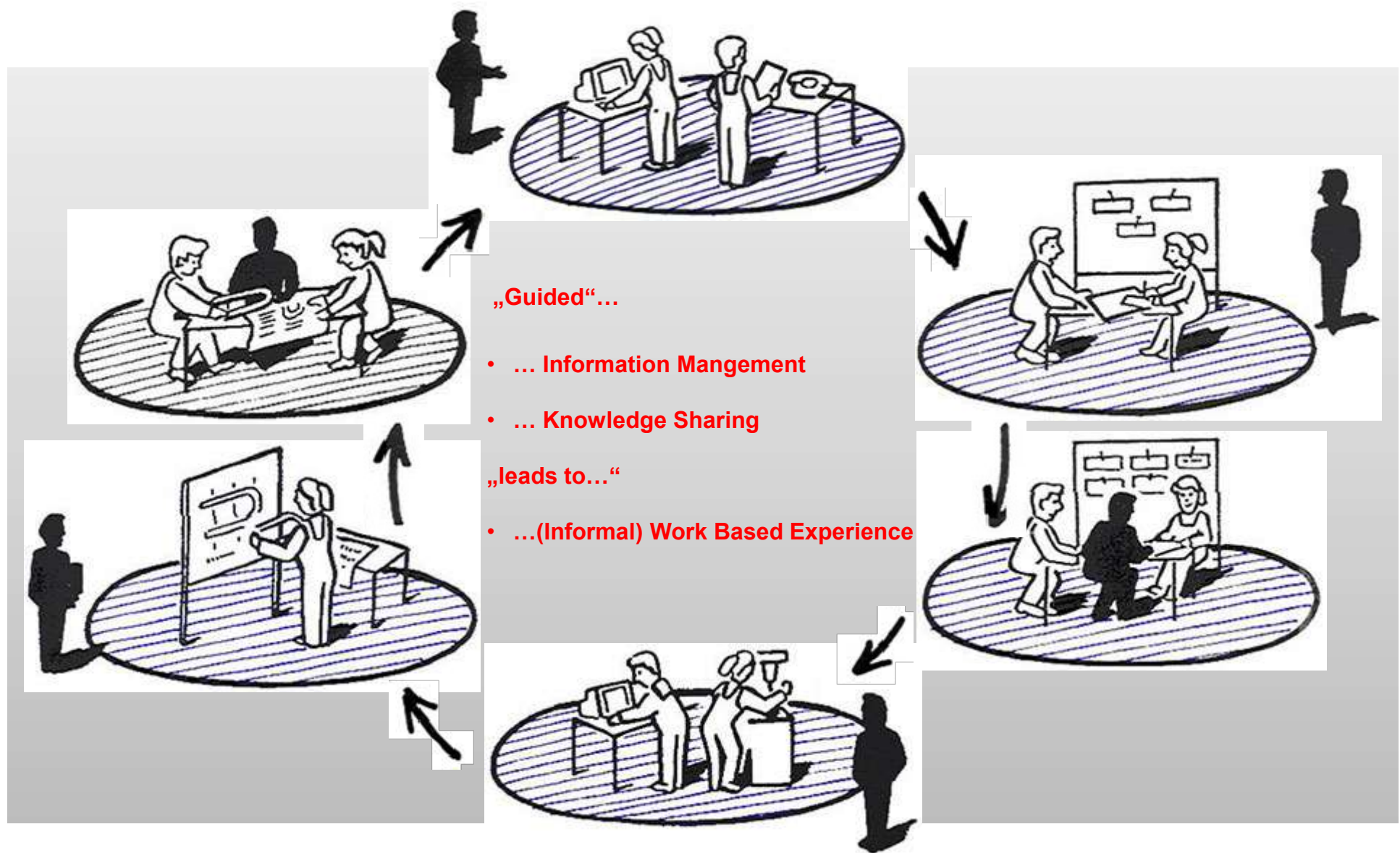
## Model of Complete Vocational Action

- Exploring and Solving work based tasks -





## Adviser – Moderator - Coach... New Roles and Responsibilities for VET-Trainers





# Coaching and Shaping

## 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.





Nachrichten



Forum



Themen



Lernzentrum

**foraus.de**  
Forum für AusbilderInnen



## Ausbilder erfahren digitale Kompetenzen

Workshops helfen 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



## Topics like...



**foraus.de**  
Forum für AusbilderInnen

Startseite > Lernzentrum > Lernbausteine >

- Startseite >
- News >
- Lernzentrum >
  - Lernbausteine
  - Modulsystem
  - Ausbildereignung
- Infothek >
- Community >

- 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 Lernmaterialautoren](#)  
[Lernbegleitung als neue Aufgabe des Bildungspersonals](#)  
[Motivation in der Ausbildung durch neue Lernkonzepte](#)  
[!!! NEU !!! Potenziale nutzen - Interkulturelle Kompetenzen junger Fachkräfte mit Migrationshintergrund !!! NEU !!!](#)

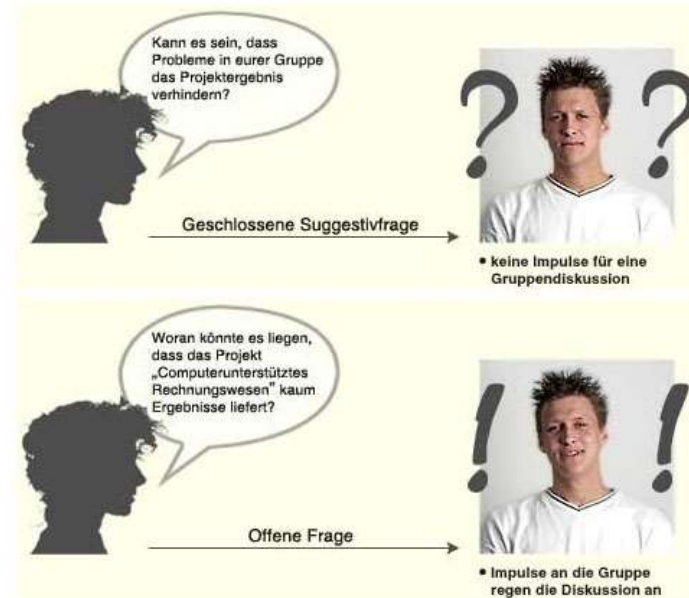
### Fragetechnik

Wie gestalte ich aber nun selbst den Moderationsprozess ohne

- eine eigene Meinung in die Gruppe zu tragen?
- Ergebnisse vorwegzunehmen?

Das wichtigste Instrument der Moderationsmethode neben dem Raum und den Materialien zur Unterstützung der Visualisierung ist die Fragetechnik des/der Moderators/In. Bleiben wir beim Beispiel: "Das Gruppenprojekt klappt nicht!"

Der Formulierung der Frage ist entscheidend für das Feedback aus der Gruppe. Hier sind 2 Beispiele:



**Geschlossene Suggestivfrage**

Kann es sein, dass Probleme in eurer Gruppe das Projektergebnis verhindern?

? ?

• keine Impulse für eine Gruppendiskussion

**Offene Frage**

Woran könnte es liegen, dass das Projekt „Computerunterstütztes Rechnungswesen“ kaum Ergebnisse liefert?

! !

• Impulse an die Gruppe regen die Diskussion an

### Moderationstechniken

Bleiben wir bei unserem Beispiel der mangelhaften Projektarbeit. Die erste Fragestellung in der Orientierungsphase könnte lauten: "Was erwarten wir von diesem Seminar?"

Um diese Frage mit der Gruppe zu erarbeiten, stehen Ihnen verschiedene **Moderationstechniken** zur Verfügung! Hier drei der wichtigsten Techniken:

1. Zielfrage



## Information Services

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.

**foraus.de**  
Forum für AusbilderInnen

Bundesinstitut für Berufsbildung **BiBB** Forschen Beraten Zukunft gestalten

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[Lernzentrum](#)

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**Service**

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**Kraftfahrzeuge**

Hier finden Sie Internetportale, die Angebote für Ausbilder in dem Bereich Kraftfahrzeuge bereitstellen.

  
**AutoBerufe**  
Aktuelle Informationen zu den AutoBerufen "Nachwuchsförderung im Deutschen Kraftfahrzeuggewerbe" Die Gemeinschaftsinitiative der Mitgliedsfirmen von VDA (Verband der Automobilindustrie e.V.), des VDIK (Verband der internationalen Kraftfahrzeughersteller e.V.) sowie des ZDK (Deutsches Kraftfahrzeuggewerbe - Zentralverband) hat zum Ziel, qualifizierte Berufsbewerber für die Berufe rund ums Auto zu interessieren und diese optimal auszubilden und zu betreuen sowie Karrieremöglichkeiten aufzuzeigen.

  
**Deutsches Kraftfahrzeuggewerbe - Zentralverband - Berufsbildung**  
Besucher finden hier Informationen zu Ausbildungsberufen, Gesellen- und Meister-Prüfungen, Weiterbildungsangebote, Veranstaltungen und Informationen zu Förderprogrammen.

**Nachricht an die Redaktion**  
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✦ [Landwirtschaft und Gartenbau](#)  
✦ [Lehrer](#)  
✦ [Metall/Elektro](#)





## Questions & Answers

Looking for tips to shape the first day of training in the company....

Themen-Optionen ▼ Thema durchsuchen ▼ Bewertung

12.04.2007, 11:39



**patrizia.izzo**  
Benutzer

😊 **Erster Tag im Betrieb...**

Hallo,

ich hab mal ein kleines Anliegen :-( es geht darum, dass ich mir immer wieder Gedanken mache, wie der Einstiegstag für Azubis interessant gestaltet werden kann. Ich hab schon sehr viel über Veranstaltungen etc. mitbekommen, aber das trifft eher auf die größeren Firmen zu. Wir sind aber "nur" eine Niederlassung mit knapp 20 Mitarbeitern. Mehr als "Essen gehen", Bürorundgang (so dass eben jeder Mitarbeiter vorgestellt wird, 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?

Freue mich sehr auf Ihre Ideen :-). Danke + liebe Grüße,  
Patrizia

12.04.2007, 22:33 #1   



**thomas.thönni**  
Benutzer

Registriert seit: 11.09.2006  
Beiträge: 6

Hallo Frau Izzo,

ich nutze des öfteren die Gelegenheit des ersten Tages um ein noch unverfälschtes Bild der Vorstellungen von der Ausbildung und dem Unternehmen zu erhalten. Neben dem Kennenlernen untereinander bietet sich die Möglichkeit Ängste abzubauen, Wünsche in die spätere Zusammenarbeit zu integrieren, und das Unternehmen bekommt ein Feedback zum Auftritt in der Öffentlichkeit. Die Größe Ihres Unternehmens ist perfekt für einen schönen Empfang ohne übertriebene Selbstdarstellung.

mit Gruß

Thomas Thönni

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

# 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>

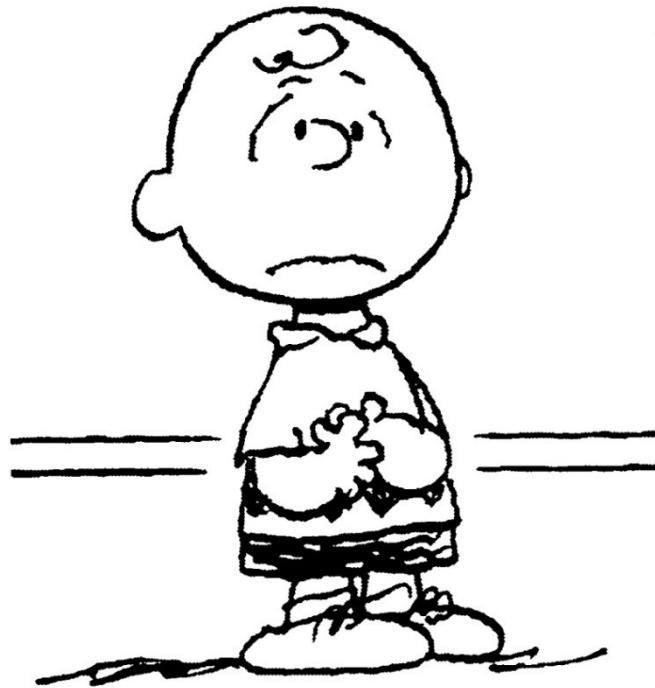
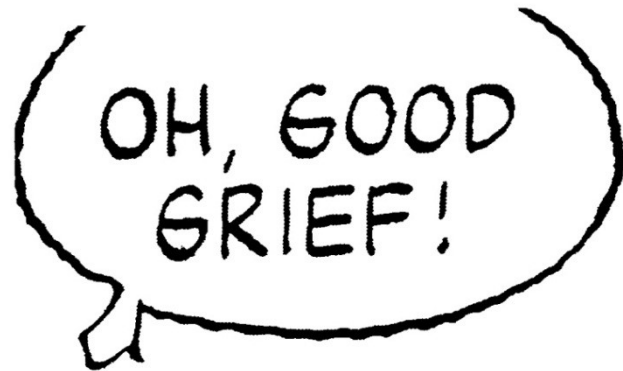
Bundesministerium für Bildung und Forschung (Hrsg.):  
National Report on VET 2015

<http://www.bmbf.de/de/berufsbildungsbericht.php>



# Finally

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## Bored?

## Confused?

## Resistant?

Contact:

Michael Härtel

E-Mail:

[haertel@bibb.de](mailto:haertel@bibb.de)

Tel.:

0049(0)228/107-1013