

Experiences and Recommended Practices (Germany)



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Experiences and Recommended Practices (Germany)

- The German Educational System

- The German VET System

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- The Strengths of German VET System in Reduction of Youth Unemployment

- The Challenges of German VET System



Basics

Germany is a federal country comprised of states known as *Länder*.

Education tasks are split between

- ☐ the central government
- ☐ the states.

The central government

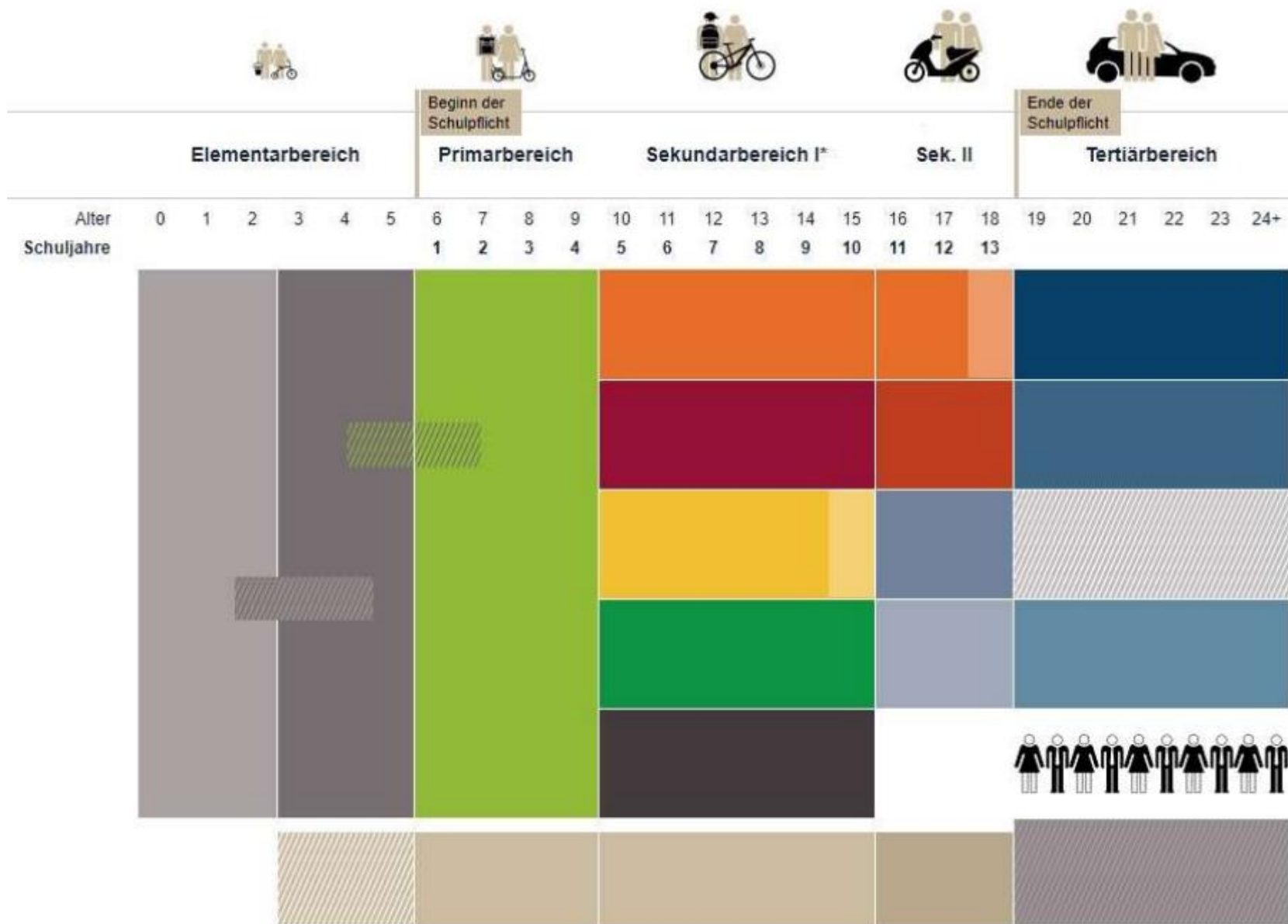
- ☐ provides resources for education

The states

- ☐ determine the purpose of education, organizing, and managing it, and training teachers.

Overall, the German school system administration can be described as a “**multi-central**”.





The German VET System

The three objectives of German vocational education

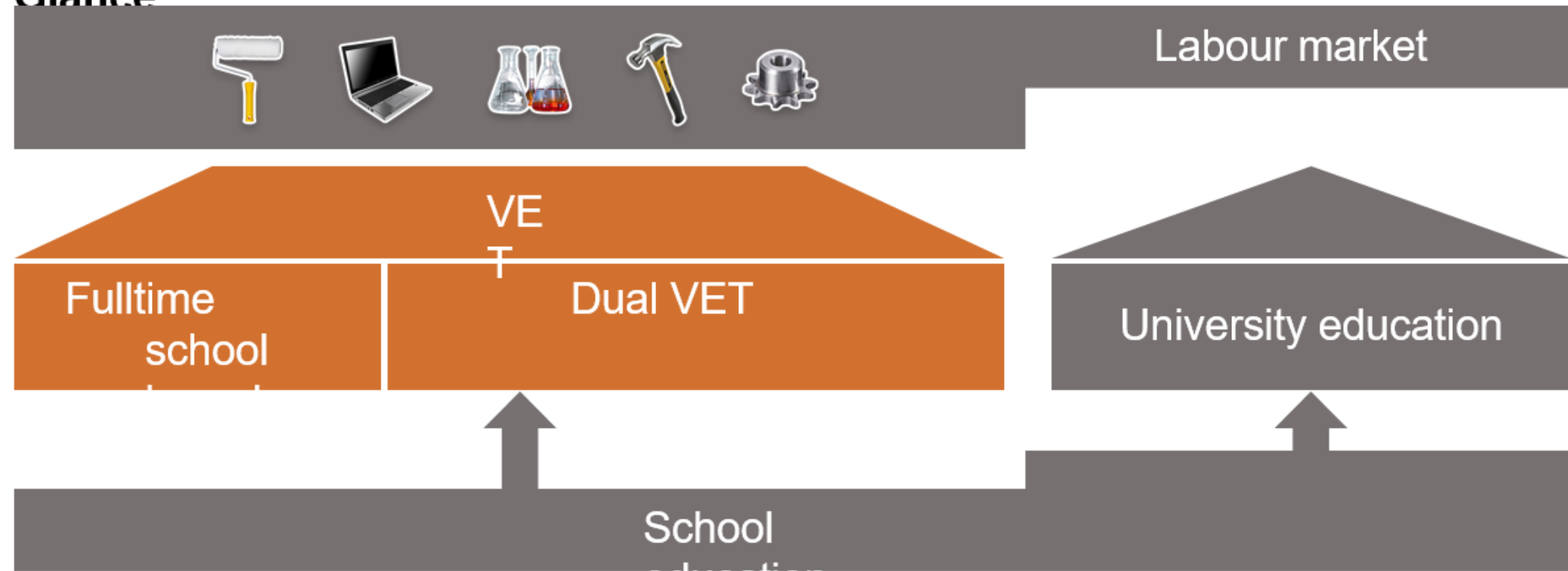
- society
- businesses
- individuals

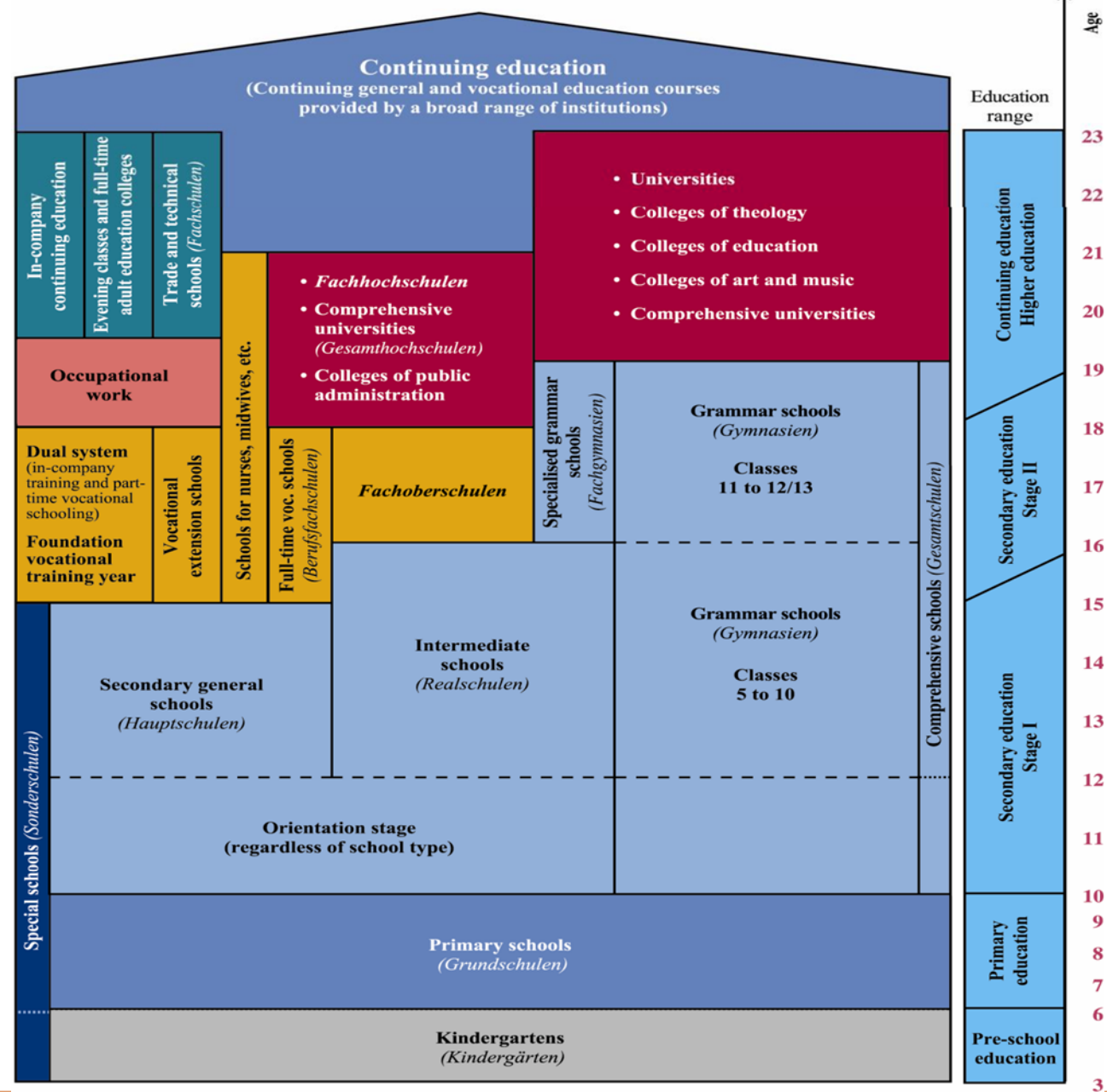
Vocational education schools are designed to

- provide training for specific professions, including practical training in real-world work environments
- operate within a dual system



Dual VET in the German Education System at a Glance





Dual Vet

Dual vocational education and training (*Duale Berufsausbildung*) (VET) in Germany

- ☐ combines practical on-the-job training with theoretical education.
- ☐ designed to provide students with hands-on experience and skills in their chosen field
- ☐ giving them a solid foundation in the theoretical knowledge needed to succeed in their career

In the dual system

- ☐ students spend three to four days per week in a company or organization
- ☐ receive practical training and work experience under the guidance of a skilled worker or trainer

The remaining one to two days per week is spent in a vocational school

- ☐ they learn the theoretical aspects of their chosen profession



The dual vocational training system exemplifies

- ☐ close collaboration between the government and the business sector
- ☐ The regulatory and supportive duties undertaken by the federal and state governments

The dual vocational training system exemplifies

- ☐ significant responsibilities are delegated to companies or collaborative entities, such as responsible agencies.



Parties involved: Trainees

- 1.32 Mio. trainees p. a.
- in 325 recognised professions

That implies:

- 5 % of all employees are trainees

Around 93 % pass their training successfully.



Parties involved: Employers

- Every year, around 20% of all companies employing staff subject to social insurance contribute to training (ca. 430,000 of 2.2 Mio.)
- Around 500,000 new trainees p. a.
- 74 % of them will be directly taken over after the training



Businesses, Social partners and the Government ensure the Framework Conditions of Dual VET

- Chambers
- Social partners (Unions and Employers' associations)
- Government

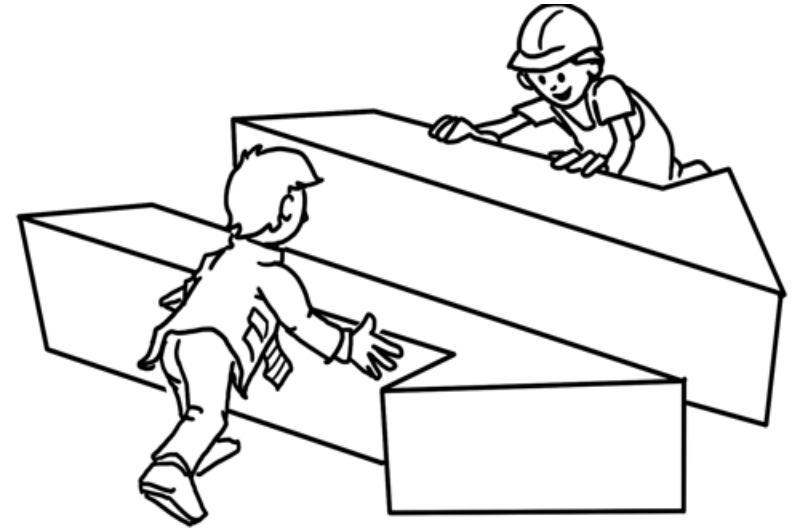
Chambers and Social Partners: Define and check training contents in the companies

Government: Shapes the legal framework and provides the resources for school-based training



Stakeholders: Chambers - the Competent Bodies

- Check and register training companies
- Monitor and check in-company training
- Train in-company training personnel
- Organise examinations
- Organise events and engage in consultancy



The Framework: Standards – Development

- **1. Employers** identify new tasks and qualifications in the companies
- **2. Social partners and the Government** negotiate and pass new training standards, moderated by the BIBB
- **3. The Government** adjusts framework curricula to the newly-defined training standards

The adopted standards are fixed in training regulations (in-company training) and framework curricula (school-based training).



The Framework: Standards – Framework Curriculum

Training in the vocational school provides the necessary professional theoretical expertise and expands general knowledge.

These standards are defined in the framework curriculum:

- ☐ Learning objective
- ☐ Contents
- ☐ Learning field



Dual Learning at two venues

70 % Training in the company

- ❑ Structured training under real work conditions
- ❑ Trainees participate in actual business activities
- ❑ Trainees receive a remuneration



30 % Lessons in vocational school

- ❑ Lessons in class
- ❑ Occupation related (2/3) and
- ❑ General (1/3) subjects



Dual VET lasts from two to three and a half years.



Examination

The Final Exam

- Organised by the chamber
- Theoretical and practical part
- Examination board with
 - Employers' representatives
 - Employees' representatives (Trade Unions)
 - Vocational school teachers (representing the Government)

The Final Exam

Vocational Certificate

- Issued by the chamber
- Officially recognised

The successful examination ends the training. The professional career begins.



Summary

Framework

- The Government provides the legal framework
- The Government organises the school-based part of training
- Chambers and social partners define contents and range of training
- Chambers as competent bodies monitor company-based training



Why is Dual VET in Germany Successful?

Success factors

- Historically grown system
- High acceptance in society
- Win-win-situation for trainees and companies
- Training according to the demand for skilled labour
- Strong institutions (chambers, social partners, SME)
- Active contributions by all stakeholders
- High flexibility and adaptability of the system



Challenges from Trainees' Point of View

- Discrepancy between demanded and supplied training positions (lack of openings)
- Access to Dual VET
- Increasing occupational demands
- Lifelong learning

Challenges from Businesses' Point of View

- Discrepancy between demanded and supplied training positions (lack of applicants)
- Unprepared trainees
- Inclusion of people with special needs
- Inclusion of migrants



Challenges from the Point of View of the Government and Society

- Demografic change
- Foreseeable lack of skilled labour
- Trend of academisation
- Regional discrepancies
- Inclusion



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](#))

www.govet.international

