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## **BIBB's International Advisory Work**

### **Content**

1. Objectives and underlying conditions .....	2
2. Guidelines and range of advisory services .....	4
3. Partner countries and examples of good practice .....	7
4. Prospects for BIBB's international advisory work .....	14

### **Abstract:**

*German vocational training has an excellent reputation abroad – and not without reason. The quality of the skilled labour performed in Germany provides the basis for the high level of competitiveness seen in goods and services from Germany. The Federal Institute for*

*Vocational Education and Training offers a wide range of information and advisory services on how vocational training is carried out in Germany. This report offers an overview.*

## **1. Objectives and underlying conditions**

The 'brand' German vocational education and training (VET) has an excellent reputation in many countries. It is considered to be tried and tested and is in demand. Its unique selling points are based on 'dual' vocational training (training that combines part-time vocational schooling with practical work experience) which also lays the foundation for the comparative advantages offered by Germany's VET cooperation: close collaboration between government and industry, learning within the framework of the work process, the participation of the social partners which results in broad societal acceptance of standards, the qualification of vocational training personnel, and institutionalised vocational training research and advisory services. The German vocational training system therefore offers persuasive points of departure for modernising VET systems in partner countries. Given that a country's education structures cannot be 'imported' or 'exported' readily or as a whole, solutions must be developed that have been adapted to the needs and conditions in the respective partner country, implemented together with national stakeholders and established firmly and on a lasting basis.

Germany's initial and continuing vocational training system provides training with the aim of ensuring the competitiveness of both the German economy and the local economy and with the aim of fostering the socio-economic integration of young adults and adults who are less likely to access education. Thus economic concerns are taken into account in VET collaboration as are social considerations; the aims of vocational education and training revolve not only around economic development but also around participation in education and employment.

In the past, many countries focused their education policies primarily on developing general and academic programmes and on the regimentation of vocational education and training. The vocational training system in many countries is underdeveloped, does not have a good reputation, is considered to be of secondary importance within the education system and is therefore seen to be the second or third choice as an education path. In many countries, trade and industry are not sufficiently involved in planning and organising vocational training. However, the German export sector and local enterprises in the respective partner countries need skilled workers. The available quality and quantity of skilled labour are not however sufficient to meet this demand. These countries are consequently faced with the challenge of reforming their education systems in such a way that they meet trade and industry's need for trained skilled workers and the population's demand for training that improves the individual's chances of finding employment. At the same time, those forms of VET that are

task-oriented, company-related and work-based are becoming increasingly important around the world.

In many countries around the world, the VET system is subject to considerable pressure to reform and modernise. It will be increasingly important to have a clear understanding of the challenges posed by globalisation in its various dimensions and not rely solely on one's own experience and ways of thinking when dealing with these challenges. In every country there are conflicting demands arising from the desire to preserve existing traditions and the search for new paths that will enable it to hold its own in the global arena. For precisely this reason, knowledge of how other partner countries modernise their systems and cope with problems is essential to developing optimal solutions for one's own path.

What is especially needed are solutions which have already proven their effectiveness in practice. Here the German vocational training system with its broad range of experience and standards-based structures can provide professional advisory services and contribute institutional expertise. This is however a reciprocal process. Dealing with open and less formalised structures in other countries can open one's eyes for possible approaches to innovations in the German system. Adapted, flexible solutions which are found in the course of international VET cooperation can provide impulses for improvements in the German (vocational) education system. With this mind-set, it is possible to seek a dialogue between equals which could serve as a mutually beneficial platform where both sides can learn and develop. Thus, the continual exchange that takes place in connection with international cooperation can provide early and important impetus for the German VET system's capacity for innovation.

German VET cooperation operates within the spectrum of interests pursued by economic, education, foreign and development policy. As a result, it involves a large number of actors not only on the operational level but also on the control and supervision level. Over the years, all actors have become aware that coordination and cooperation are needed in order to present German VET cooperation more consistently and thus also more competitively abroad.

Pursuant to the Vocational Training Act (Section 90 (3), No 1), the Federal Institute for Vocational Education and Training (BIBB) has the task of taking part in international cooperation in the field of vocational education and training in connection with the German government's education policies. This task is spelled out in BIBB's mission statement and has been incorporated into the Institute's strategic objectives. It is being carried out in a variety of ways and at different levels such as through the provision of expert advisory

services for policy makers, cooperation agreements with partner institutes<sup>1</sup>, involvement in European and international networks, researcher exchanges, specialist lectures at international conferences, and the hosting of foreign delegations. Being a vocational training institute whose 'unique selling point' comes from its combination of research, development, regulatory and advisory activities, BIBB not only contributes to ensuring that German vocational education and training is compatible with the education systems of other countries, it also conducts dialogues and exchanges with other VET institutes around the world. In recent years demand has particularly grown for BIBB's offer to use its technical expertise and process know-how for its advisory services in certain countries.

The following statements revolve around this advisory work.<sup>2</sup>

## **2. Guidelines and range of advisory services**

### ***Guidelines***

Tackling the system level and doing effective work there require a long-term commitment on the part of BIBB and its partner and the implementation of a joint project. Reform processes should build on existing structures. Experience shows that these processes are not linear; they require time in order for all actors involved to complete the learning loop. Agreement should be reached on the following points right at the outset to ensure a successful start to the advisory process:

- Definition of the targeted objective / change;
- Establishment of a time frame;
- Allocation of a budget;
- Cooperation with an effective partner which will monitor and manage the process in the partner country.

In its advisory services, BIBB builds on a systematic and integrated understanding of vocational education and training. These services draw on existing structures in the partner country and offer them impetus for change and development throughout the entire system or in individual subsystems.

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<sup>1</sup> BIBB has built up a worldwide cooperation network with approximately 30 VET institutes and institutes which conduct vocational training research.

<sup>2</sup> International tasks conducted in connection with European VET policies and in the area of international monitoring and benchmarking are not covered by this report.

BIBB provides its advisory services on the basis of a broad understanding of vocational education and training: Vocational training not only prepares the individual for working life, it also contributes to the individual's personality development. Initial and continuing vocational training foster employability as well as the willingness and ability to take an active part in social processes.

The acquisition of occupational skills and vocational competence are the aim of initial and continuing vocational training. Vocational training that is geared to helping the individual find employment follows the 'entire task' principle (i.e. the trainee is to learn all steps that are part of a defined task, from gathering information and planning the task to conducting it and checking whether it has been performed properly to subsequently assessing the work) and in the process fosters the ability to work autonomously and on one's own responsibility.

Vocational education and training encompasses initial and continuing vocational training and is thus a part of lifelong learning. One important aspect of VET is the development of learning skills – in other words, 'learning how to learn'. Vocational qualifications are of use on the job market; at the same time they entitle the holder to enrol in advanced education. Permeability between general secondary, vocational and academic education is particularly important for the attractiveness and sustainability of vocational training.

The recognition of informal learning opens up enormous reserves of qualified workers. It improves individuals' chances on the job market and enables access to formal education programmes.

The principles underlying successful advisory services are:

*Strive to involve all relevant actors in the processes; foster collaboration between government, trade / industry and non-governmental organisations (Participation).*

*Gear advisory services to the partners' needs; foster the development of vocational training systems and the gearing of initial and continuing vocational training to the needs of the labour market (Demand-orientedness).*

*Take into account the three dimensions – ecological, economic and social – of sustainability.*

*Incorporate the gender aspect into the entire advisory process and foster gender equality.*

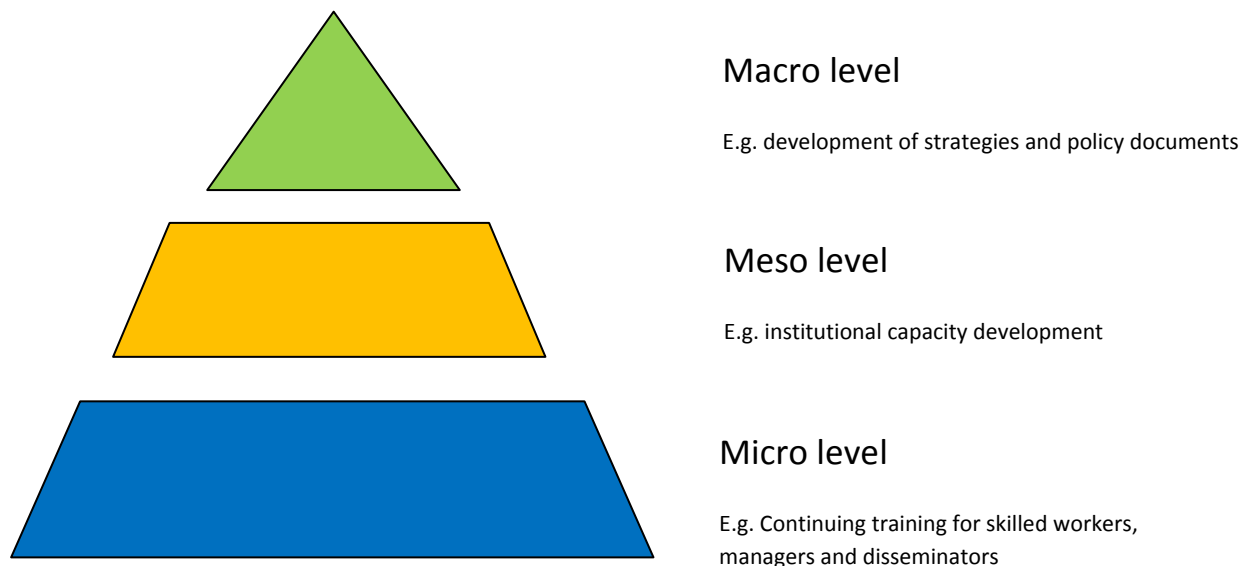
### ***Range of services***

When providing international advisory services, BIBB can draw upon its national 'unique selling point' its linking of research with on-the-ground practice in initial and continuing vocational training. Being a national centre of excellence for vocational education and training, BIBB develops the latest knowledge regarding trends and developments in the VET field. This knowledge is incorporated into BIBB's international vocational training advisory services and collaboration.

In connection with work to revamp vocational training systems, BIBB advises partner countries in the following areas:

- The development and modernisation of occupational standards and VET standards and associated examination standards and methods;
- Designing and structuring different forms of initial and continuing vocational training; 'learning venue cooperation' between schools, enterprises and other training venues; supporting centres of excellence that specialise in demand-based training of skilled workers;
- Development of concepts for training VET personnel (who are involved in day-to-day VET training practice);
- (Progressive) Development of national qualifications frameworks;
- Development and expansion of vocational training research; for example: development and expansion of instruments for identifying training trends at an early point in time;
- Organisational development for institutions in the vocational training field, including government VET institutions;
- Setting up and modernising
  - information and knowledge management systems and
  - communications platformsthat are of relevance to vocational education and training;
- Development of instruction and learning materials plus (digital) media;
- Designing financing models;
- Modernising the legal framework;
- Linking vocational education and training with the principles of sustainable development.

BIBB provides its advisory services on all three levels of the VET system, depending on the needs of the partner country.



### 3. Partner countries and examples of good practice

#### ***Partner countries***

BIBB's participation in international cooperation in the vocational training field in compliance with the instructions of the competent federal ministry was first laid down in law in the Vocational Training Promotion Act which was enacted on 12 January 1994. This task was renewed in 2005 in connection with the revision of the Vocational Training Act (see below).

In the years since 1994, BIBB specialists have been deployed numerous times on a short-term basis to assist mainly labour and education ministries, government institutions in the VET field and projects conducted by the GIZ (formerly GTZ, InWEnt, and DED), SEQUA, dvv international and other institutions in the area of vocational education and training around the world.<sup>3</sup>

During this time, BIBB's advisory services focused on the development of standards (training standards, examination standards), the training of instruction personnel and the provision of basic advisory services in connection with setting up a demand-driven and employment-oriented vocational training system which closely involves trade and industry. BIBB contributed sector-specific expertise particularly in the areas: commercial occupations and

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<sup>3</sup> This includes assignments in Brazil, China, Cuba, Ethiopia, Georgia, Ghana, India, Iraq, Iran, Kazakhstan, Latvia, Mexico, Malaysia, Russia, Serbia, Singapore, South Africa and Uzbekistan.

occupations in the automotive industry, the metal-working sector and the electrical and electronics field.

As a rule, partner countries request BIBB's advisory services through Germany's Federal Ministry of Education and Research or they contact BIBB directly. BIBB additionally has cooperation agreements with institutions in a number of countries. These institutions are responsible for vocational training development and research. The collaborative activities laid down in these agreements are financed proportionally by the partners and funded by BIBB through its regular budget. The respective contracting body assumes the financing for advisory services that are not based on a cooperation agreement (e.g. Egypt, Palestine, Turkey).

BIBB is currently active in the following partner countries where it advises bodies in the initial and continuing vocational training field:

### ***Egypt***

In the years since 2007, BIBB has advised the Industrial Training Council (ITC), a body for continuing vocational training in Egypt which operates under the authority of the Ministry for Trade and Industry (MTI). The aim of these advisory activities is to professionalise the ITC's work as a centre of excellence for vocational education and training.

As a first step, a fact-finding mission was conducted to determine the ITC's exact needs. The ITC was the subject of a large-scale organisational analysis in 2008. Four work packages for the first field of cooperation were negotiated with the ITC in 2009 on the basis of the findings and recommendations outlined in the advisory opinion.

- Development of an ITC vision and mission;
- Development of a performance management system (PMS);
- Identification of core work processes and corresponding standardised work flows;
- Development of quality assurance mechanisms for training providers.

The first three work packages were carried out in the course of four assignments in 2010. The organisational elements were developed in joint workshops with members of the ITC management. It is planned to resume this work and implement the fourth work package following a change at the top of the ITC.

### ***Mexico***

BIBB and Mexico's national VET provider CONALEP (Colegio Nacional de Educación Profesional Técnica / National College of Technical Professional Education) have been

collaborating since 2009 on the basis of a cooperation agreement which also covers BIBB's advisory services.

Under this cooperation agreement, BIBB and CONALEP are currently evaluating the model project "MechMexDual to Foster Dual Elements in Mechatronics Training in Mexico". The aim of the MechMexDual project is to add dual forms of vocational training in the mechatronics occupational field to CONALEP's current offering of vocational training programmes (in the states Mexico, Baja California, Nuevo León, Chiapas and Tlaxcala). As a result, in future vocational training is to contain more practical elements and be geared more strongly to trade and industry's requirements and demand. A baseline study is to be conducted in 2011 during the planning phase of the project. The results of this study will provide the foundation for conducting the project. The main focal areas for the work during this project will be the training of trainers and involving Mexico's private sector in vocational training.

### ***India***

India is faced with the challenge of correcting by the year 2022 the severe imbalance between the country's large numbers of inadequately qualified workers and Indian trade and industry's growing need for qualified skilled workers. This will require the rapid development of an effective vocational training infrastructure (such as training facilities and training centres, qualified training personnel, modern equipment, standards, modern teaching methods, trade and industry's involvement in vocational training, and vocational training research). The vocational training collaboration being pursued through the German-Indian Working Group dates back to a request made by India's President Manmohan Singh in the year 2007. The German-Indian Working Group was set up to provide the Indian government technical support with the implementation of its National Skill Development Initiative. BIBB has assumed a coordinating function in connection with the working group. It also makes substantive contributions to the three lines of action adopted by the working group.

- A stocktaking study to examine Germany enterprises' involvement in vocational training in India and to develop proposals for increasing the amount of vocational training they provide.
- The provision of advisory services for the Central Staff Training and Research Institute (CSTARI) in Calcutta, which is responsible to the Directorate General of Employment & Training (DGET). The topics covered by these advisory services are the standardisation of occupations, research into the development of qualifications, the training of instruction personnel, and the planning of a working visit to BIBB for up to four researchers from CSTARI.

- Collaboration with the semi-private National Skill Development Corporation (NSDC) in connection with the development of occupational, training and examination standards.

### ***Palestinian territories***

Working on behalf of the GIZ and Germany's Federal Ministry for Economic Cooperation and Development, BIBB has assisted the Palestinian government with the development of its vocational training system since 2011. Its specific advisory activities are geared to the Palestinian territories' national vocational training strategy and target the development of a national qualifications framework (NQF), the development of a Palestinian occupational classification system along the lines of the Arab Occupational Classification (AOC), and the creation of a financing model for vocational education and training. BIBB views its role in this connection to be that of a process consultant and assistant to the national working groups. The aim of BIBB's advisory work is to convey specialised/technical information to relevant personnel, identify options, and organise the implementation process on a joint basis. The Palestinian side will be in charge of the actual implementation so that results are achieved that are in line with the political context and the partner's needs.

Three workshops with representatives of the Ministry of Labour and the Ministry of Education have already been conducted in connection with the first work package. Work to implement the second and third work packages will begin in the autumn of 2011.

### ***Thailand***

BIBB has had a cooperation agreement with Thailand since 2005. Under this agreement it advises the Office of Vocational Education Commission (OVEC) at Thailand's Ministry of Education. OVEC is responsible for the development and organisation of vocational education and training in Thailand's more than 400 vocational colleges. The aim of BIBB's advisory services is to support the expansion of 'dual' structures in initial and continuing vocational training ('dual' refers to the combination of part-time vocational schooling and practical work experience) and, in the process, work toward increased cooperation between the colleges and enterprises in the area of vocational training. OVEC introduced the dual vocational training (DVT) system at several pilot colleges some years ago. Since then, it has endeavoured to spread these structures successively throughout the country. Here too, BIBB advises its partner in matters regarding how Thailand's trade and industry can be incorporated to a greater degree into the planning, implementation and evaluation of initial and continuing vocational training. In this connection, OVEC and BIBB have conducted joint workshops, meetings of experts, and seminars on subjects such as the inclusion of trade and

industry in organising and designing vocational training; financing vocational training / the costs and benefits of vocational training; the development of standards; and transitions between vocational training and academic education.

### ***Luxembourg***

In 2006, Luxembourg's Chamber of Deputies introduced a draft law on the reform of the Luxembourg vocational training system. This bill targeted a reorganisation of the country's vocational training system. Far-reaching changes are planned for the area of initial vocational training in particular. These changes are to be implemented in steps by the year 2013. A total of 126 vocational training programmes on three different levels will be involved. In the course of this project, the regulatory basis for these training programmes (in other words: training profiles, framework curricula, instruction plans and evaluation criteria) will be overhauled or developed for the first time.

In the spring of 2008, Luxembourg's Ministry of Education asked BIBB for advisory services and assistance with its reform of the vocational training system and particularly with the development of skill-based regulatory instruments and with the training of instruction personnel.

### ***Good practice example: Turkey***

BIBB's international advisory work began with a World Bank project that was conducted in Turkey from late 1994 through the year 2002. This project targeted the development and implementation of national occupational standards and examination and certification procedures. Some 250 occupational standards with up to three requirement levels each were developed with an eye to labour market demand. Corresponding procedures and structures were additionally drawn up for conducting practical and theoretical examinations and for certifying workers on the basis of these standards.

The immediate aim of BIBB's very first advisory services project was to increase transparency in the qualifications being offered and demanded by introducing a system of vocational standards that would attract a consensus within Turkish society and by establishing corresponding examination and certification procedures. In addition to updated occupational designations, the occupational standards that were developed in close cooperation with representatives from trade and industry as part of this project contain a detailed description of the fields of activity that are part of the respective occupation plus associated functions (tasks). In addition, the individual occupations were categorised on the

basis of the ILO's International Standard Classification and the occupational profiles which CEDEFOP developed for the European Union.

In the course of conducting the project, BIBB not only served an advisory function vis-à-vis representatives of the Turkish government, trade, industry and labour, it also assumed full material and personnel responsibility for the project. To implement the project BIBB employed 13 local experts at a BIBB liaison office in Ankara and approximately 30 moderators to conduct throughout the country some 750 workshops on the development of standards and examination units.

The activities undertaken for the above-outlined World Bank project were a major deciding factor for BIBB's collaboration with the Turkish Textile Employers' Association. This collaboration was laid down in concrete terms in 2003 in a written agreement.<sup>4</sup>

Consequently, the aim of this collaboration was, first of all, to take the existing curricula for Turkish occupations in the textile trade which were being taught at full-time vocational schools and modernise them with an eye to the Turkish occupational standards developed during the World Bank project and along the lines of German training regulations. This was followed by the provision of advisory support in connection with the establishment of three inter-company vocational training centres. Accordingly, BIBB worked in conjunction with the inter-company vocational training centre in Bad Säckingen, Germany, and the Münchberg University of Applied Sciences in an advisory capacity for several years on the development of standards (occupational, training and examination standards), curricula, examination methods and questions, instruction and learning materials and media and in connection with the training of teachers and instructors in the textile industry. As a result of these efforts, the first inter-company vocational training centre for occupations in the textile trade was opened near Istanbul in 2007 and a second in Adana in 2008. A third centre began operations in Kayseri in 2010. The textile association is now planning to open three more inter-company vocational training centres. BIBB is to continue providing flanking advisory services for the textile association's work.

With regard to lasting results from BIBB's advisory work, this example shows how the World Bank project in Turkey spawned an institution which is carrying on the work on national

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<sup>4</sup> The Turkish textile industry was generating sales of approximately €12 billion a year and faced with a major reorganisation at the start of the new millennium. Since Turkey's textile industry could not compete with the low production costs of several Asian countries in the low-price segment, it shifted its focus to the production of higher-quality clothing. In order to effect the shift from mass production to designer clothing, the industry association increased its focus on formal vocational training for skilled workers.

occupational, training and examination standards and the establishment of a country-wide trade-testing system. BIBB's continued provision of advisory services to the Turkish Textile Employers' Association in connection with the establishment of inter-company vocational training centres is also the product of the groundwork laid during the World Bank project.

### **Good practice example: Vietnam**

The Directorate of Vocational Training at the Ministry of Labour Invalids and Social Affairs (MOLISA) asked Germany's Federal Ministry of Education and Research in the year 2000 for assistance with its efforts to plan a strategy for the development of vocational education and training in Vietnam for the years 2001 through 2010. The Ministry of Education and Research subsequently tasked BIBB with assisting Vietnamese colleagues with the drafting of a corresponding strategy paper. In the course of a month-long expert mission, the two sides developed scenarios in late 2000 for improving the information base in the vocational education and training field, boosting the quality of vocational education and training, and developing the VET system and the associated institutional framework.

The Vocational Science Research Center (VSRC) was established in December 2000 as a consequence of the scenarios for improvements in the area of the institutional framework. The VSRC belongs to the Directorate of Vocational Training in the Ministry of Labour Invalids and Social Affairs (MOLISA). It began work in early 2002.

The main tasks of the VSRC are:

- Monitoring and documenting the labour market;
- Developing qualification standards for curricula in the initial vocational training and continuing vocational training fields (learning goals and learning content);
- Developing a system of examinations and certificates;
- Media, instruction material and learning material research;
- Training of instruction and teaching personnel;
- Monitoring international developments and serving as a point of contact for foreign researchers.

This work produced a partner institute for BIBB with which it has collaborated since the year 2004 within the framework of a project that is funded by Germany's Federal Ministry of Education and Research. A special feature of this collaboration is that it is integrated into the existing structures of GIZ's cooperation with MOLISA and accordingly is a prime example of the 'coordinated vocational training cooperation' which the German government has called for in the international context.

The (demand-oriented) modernisation of 'training occupations' (recognised occupations that require the completion of formal training), particularly in the area of information and communications technology, is one focus of BIBB's advisory services in Vietnam. As part of this work, approaches are developed for involving trade and industry in the development of occupational, training and examination standards. Corresponding instruments for determining training needs have already been implemented in joint pilot projects.

Several researchers from the VSRC visited BIBB in 2006 and 2010 to discuss issues revolving around the modernisation of vocational education and training with experts from BIBB and other bodies, representatives of the social partners, trade and industry and to identify transfer potential for the reform of the vocational training system in Vietnam.

BIBB experts have been working together with the GIZ and the VSRC since 2010 on the development of a Vietnamese vocational training report. The BIBB experts are assisting the VSRC in connection with the conception and drafting of a national Vietnamese vocational training report modelled on the German Report on Vocational Education and Training and the associated Data Report to the Report on Vocational Education and Training.

#### **4. Prospects for BIBB's international advisory work**

As the above examples show, BIBB is recognised as a competent partner and is in demand for assistance with the establishment or reform of vocational training systems in newly industrialised countries, developing countries and countries in economic transition. At the same time, vocational training is also becoming increasingly important in international cooperation. For example, the Federal Ministry of Education and Research is currently expanding its internationalisation strategy to include international cooperation in the education field, in addition to the areas Science and Research. Parallel to this, the Federal Ministry for Economic Cooperation and Development is developing an education strategy for Germany's development cooperation. A further example is provided by UNESCO which currently gives strategic priority to vocational training.<sup>5</sup> BIBB is involved in these contexts and provides support in the form of specialised reports and commentaries.

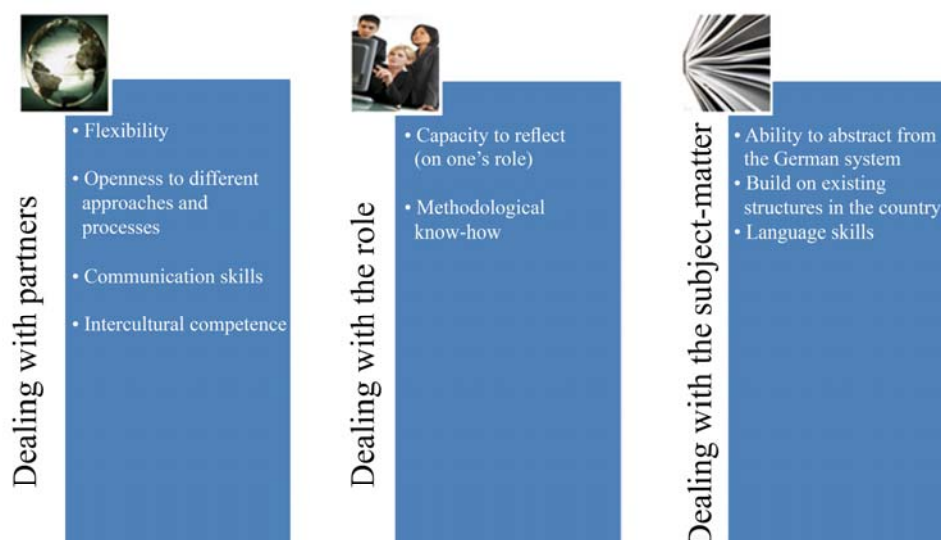
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<sup>5</sup> For example: The Education for All Global Monitoring Report which UNESCO publishes every year. Next year's (2012) report will be devoted to Skills Development.

## Provision of international advisory services: A task that involves personnel development and cuts across a variety of policy fields

BIBB is addressing the growing challenges facing its international work by incorporating key competences from throughout the entire institute into its international advisory assignments and, in doing so, establishing and expanding necessary international (advisory) skills at BIBB on an anticipatory basis. International cooperation and advisory services are an important task that cuts across a variety of policy fields at BIBB and their implementation draws upon the Institute's broad range of expertise. As part of its responsibilities, the Advisory Services and International Cooperation Section (Section 1.4) at BIBB coordinates the incorporation of the expert knowledge to be found at BIBB into customised advisory assignments. Experts from different specialist departments support the conception and successful implementation of projects by undertaking short-term assignments in partner countries, working as internal advisors or serving as sought-after discussion partners for high-ranking foreign delegations.

The provision of successful advisory services requires in-depth competence in conducting a dialogue with partners and reflecting upon one's own role. Regardless of how convinced one is of the effectiveness of the German vocational training system, successful advisory services must design and organise an open, solutions-oriented process that allows innovation. For this reason, BIBB makes particular use of its skills to shape those work and learning processes which are to be useful for both sides. These skills especially include intercultural and social competences as well as hard skills and methodological competence which all contribute to comprehensive advisory competence.



## **Focus of BIBB's advisory work**

Faced with growing demand and limited resources, BIBB will focus its international VET cooperation in future on countries which already have the fundamental institutional prerequisites for establishing or modernising a national vocational training system. These prerequisites include the willingness of trade and industry in Germany and in the partner country to contribute to improving the quality of the vocational training system and the interest of key stakeholders in a corresponding dialogue and exchange of expert information and know-how. As a rule, the G20 nations<sup>6</sup> and important newly-industrialising nations and developing countries with innovation potential (such as Vietnam) which are important for the German government fulfil these criteria. In the case of important newly-industrialising nations and developing countries with innovation potential, cooperation with actors in the German development cooperation field makes sense because BIBB's specialised expertise can be incorporated into the existing advisory infrastructure to the benefit of the partner country. In this connection, the needs of the informal sector (which is typically very important in these countries) must particularly be taken into account and served.

## **Networking and cooperation**

With its unique national-level selling point, BIBB is an attractive cooperation partner. Networking and setting up networks is an important instrument for using synergies and for positioning oneself consistently in the international arena as a representative of the dual vocational training system. For this reason, BIBB already has tried and tested collaborative relations with key actors in the international cooperation field such as the German UNESCO Commission and the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ). These strategic partnerships must be developed and expanded. These partnerships also include the German chambers of commerce abroad which are important partners in collaborative activities on location and which conduct, among other things, projects on behalf of the German government as part of German efforts to promote foreign trade and investment.

Using the above-outlined instruments and measures, BIBB works to ensure the quality of its advisory services and systematically expand them and, as a result, adequately meet the growing challenges facing international VET cooperation in all its complexity

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<sup>6</sup> Argentina, Australia, Brazil, Canada, China, France, Germany, Great Britain, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, USA and the European Union.



## **Points of contact regarding International System Advisory Services (Section 1.4)**

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### **Downloads**

**Brochure: "Modernisierung beruflicher Bildung – internationale Systemberatung des BIBB"** [http://www.bibb.de/dokumente/pdf/Modernisierung-berufliche-Bildung\\_2010\\_de.pdf](http://www.bibb.de/dokumente/pdf/Modernisierung-berufliche-Bildung_2010_de.pdf)

**Flyer: "Berufliche Bildung für die Zukunft – Internationale Systemberatung des BIBB"** [http://www.bibb.de/dokumente/pdf/berufliche\\_bildung\\_zukunft\\_flyer\\_de.pdf](http://www.bibb.de/dokumente/pdf/berufliche_bildung_zukunft_flyer_de.pdf)

These publications are available in English and other languages at <http://www.bibb.de/en/26172.htm>

**Film: Vocational Education and Training in Germany - Assuring the Future** (15 min.)

This film presents the basic elements of the German vocational training system and is available in German, English, French, Korean, Spanish, Russian, Turkish, Portuguese, Chinese and Arabic at <http://www.bibb.de/en/wlk32526.htm>.