

Helmut Pütz

Vocational Education and Training – An Overview

Federal Institute for Vocational Training · Bonn

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Preface

The publication of “Vocational Education and Training – An Overview” was preceded by a lengthy period of development which began at the Federal Institute for Vocational Training with Hermann Schmidt’s “Qualifying the Workforce – Education and Training for an Age of Uncertainty” in 1994. For many years there has been a high demand for publications in English about the German system of vocational and further training, and particularly for a short, schematic representation which can serve as a template, which in turn can be used in English language presentations. Now the members of the board of the Federal Institute for Vocational Training have also requested an outline of this type, not least in order to be able to manage their frequent presentations in English for foreign listeners better.

This publication is therefore aimed at anyone involved in vocational and further training who needs to present and explain the German system of vocational training at home and abroad. Often, however, the requisite up-to-date English language skills are unfortunately lacking. The following representation, which can easily be converted into slides, is intended to serve as a thematic, linguistic and descriptive framework in such cases.

This outline may be of use to any type of vocational training specialist, politicians and researchers involved in the vocational training field, teachers in tertiary education, instructors and teachers at vocational training colleges, representatives of chambers of trade, trade unions and trade associations and anyone else involved in the field who is regularly or occasionally required to explain the specifics of our vocational training system either to foreign visitors to Germany or on trips abroad.

The following publication is to a certain extent work in progress and is not a finished, printable product. It is a living, developing compendium of professional vocational and further training in Germany. It will need to be updated regularly, and the English used and subject matter presented in it will need to be developed further and improved. On-the-ground experience at home and abroad will give rise to suggestions and improvements, particularly in terms of the English (and American) language used, and we would like to receive such feedback. Please send your suggestions for modifications and enhancements to the following address: strohmaier@bibb.de. The latest templates for copying can be downloaded at: <http://www.bibb.de/de/4798.htm>

This material evolved from my teaching activities and work with students, from previous publications and from range of materials from the Federal Institute for Vocational Training, the Federal Ministry of Education and Research, the Carl-Duisberg Gesellschaft (CDG), the Gesellschaft für technische Zusammenarbeit (GTZ) and others, to whom I owe a great debt of thanks. It was standing on their shoulders that I was able to develop this outline.

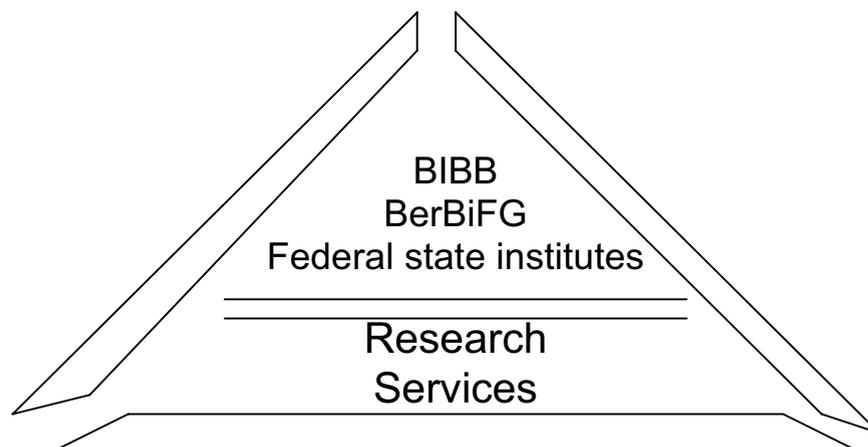
My wish is for this work to be carried on and improved further – for other authors to stand on my shoulders in future, as it were.

Bonn, September 2002



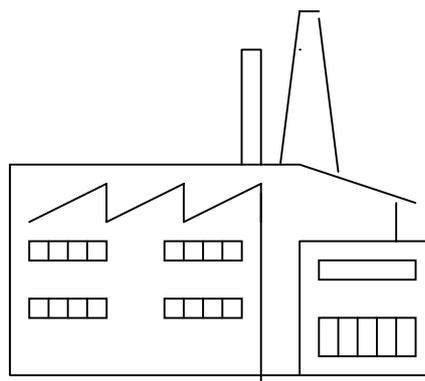
(Prof. Dr. Helmut Pütz)
Federal Institute for Vocational Training, Bonn

education/vocational training	↔	learning at work
training training places	↔	continuing training ("upper classes of the DS")
young people/adults	↔	problem groups disadvantaged/gifted
tradition "occupational concept"	↔	innovation modules
company training regulations	↔	school, vocational school, specialized vocational school (skeleton curriculum)
trainer		teacher
big companies (industry)	↔	small companies/ local training initiatives (craft, partly commerce)
commercial	↔	technical, social
employers	↔	trade unions
Government "consensus"	↔	trade and industry "differentiation"
federal government	↔	16 federal state governments regional aspects
national BBiG	↔	international EU, globalisation



Makrosystems of vocational education

Company model

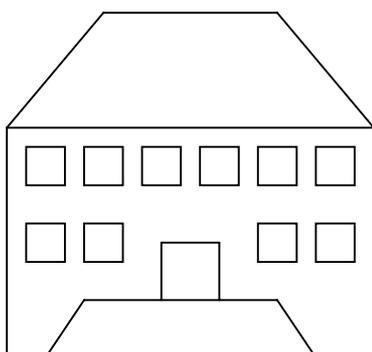


Cooperative model I

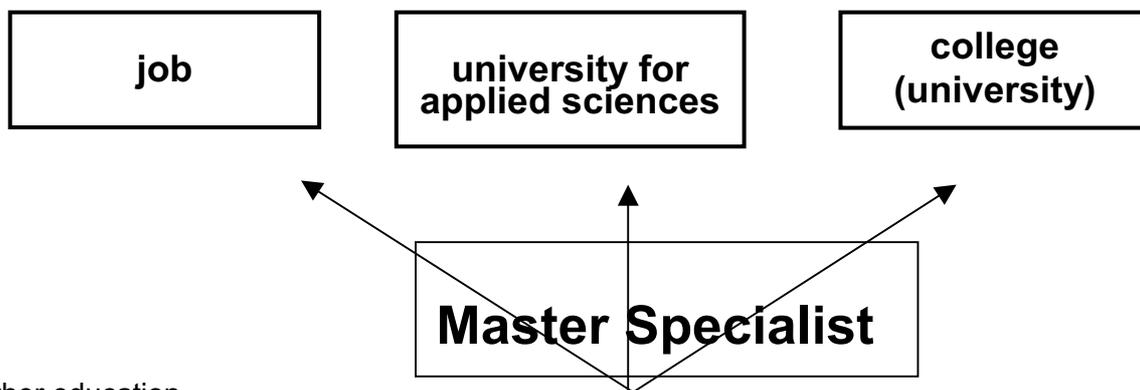
training company and
vocational school

Cooperative model II

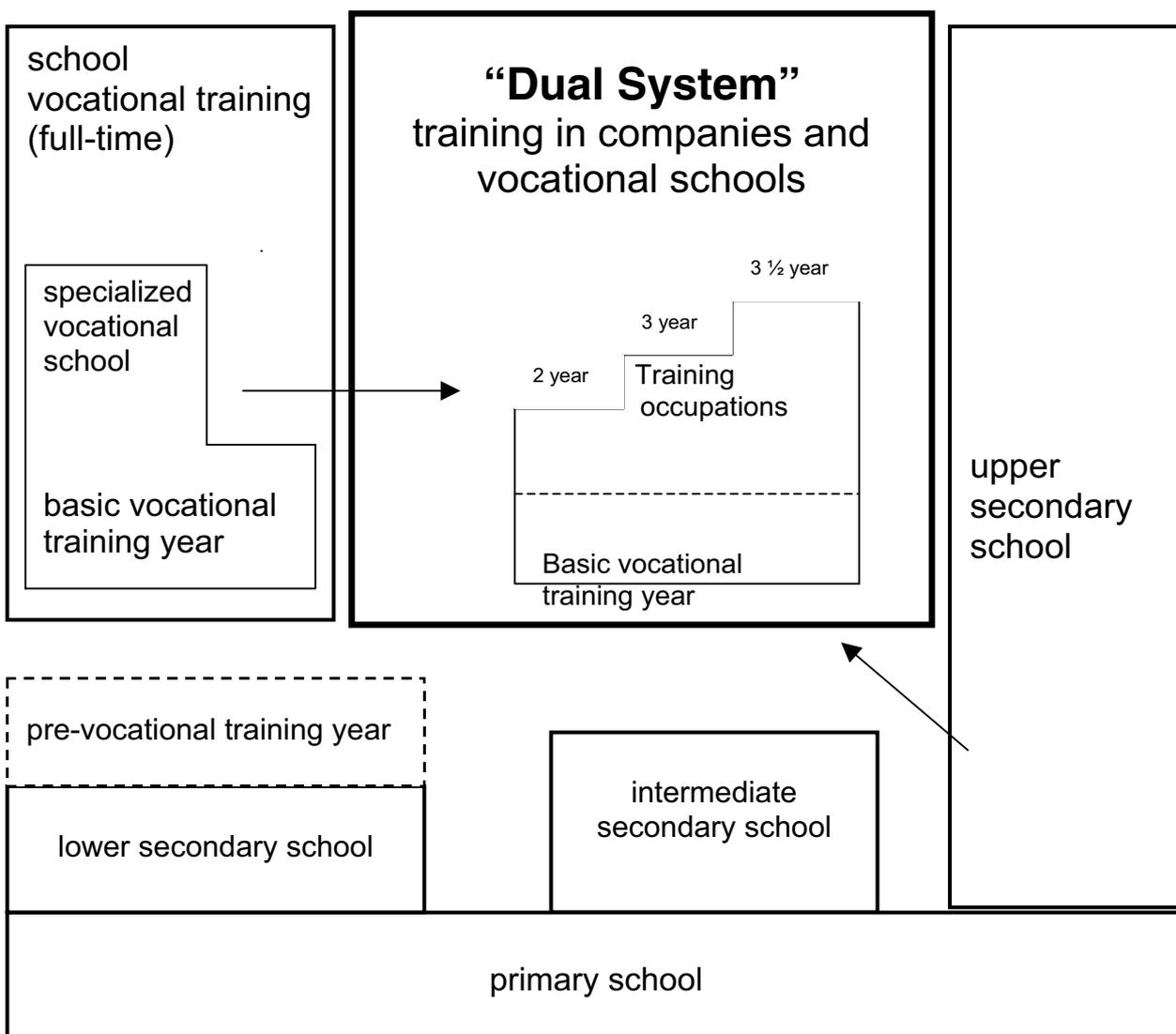
training center and
vocational school



School model



Further education and training



Germany's Dual System of Vocational Education

What does the 3-year training mean for:

The individual

- the transition from school to work is facilitated by the 2 to 3-year period of training
- working and learning are combined
- investigation of opportunities and own abilities
- attainment of social standing and income

the company

- competent workforce for the future
- low personnel recruitment costs
- low labour costs

the government

- uniform national qualifications standards are guaranteed
- maintenance of Germany's competitiveness
- lower training costs for the government
- social stability - social dialogue

Germany's Dual System of Vocational Education

Infrastructure (1)

Training in trade and industry

- industry, trade, crafts & trades, agriculture, professional occupations, public administration, health services
- approx. 500.000 companies, hospitals, farms, lawyers' firms etc.
- approx. 900 intercompany training centres with 100.000 training places
- a stock of approx. 1 million qualified trainers

Partner of the industry vocational schools

- approx. 2.000 vocational schools
- approx. 130.000 teachers

The chambers: administrative infrastructure

Approx. 480 chambers have the task of:

- advising companies
- registering trainees (1.7 Million)
- certifying the technical aptitude of trainers
- holding examinations
- conducting social dialogue at regional level

Germany's Dual System of Vocational Education

Infrastructure (2)

Partnership between employers and trade unions

→ Regional level

- Vocational training committees of the chambers
- Examination boards of the chambers
- approx. 300 000 voluntary members: senior executives from trade and industry, trade union representatives, trainers

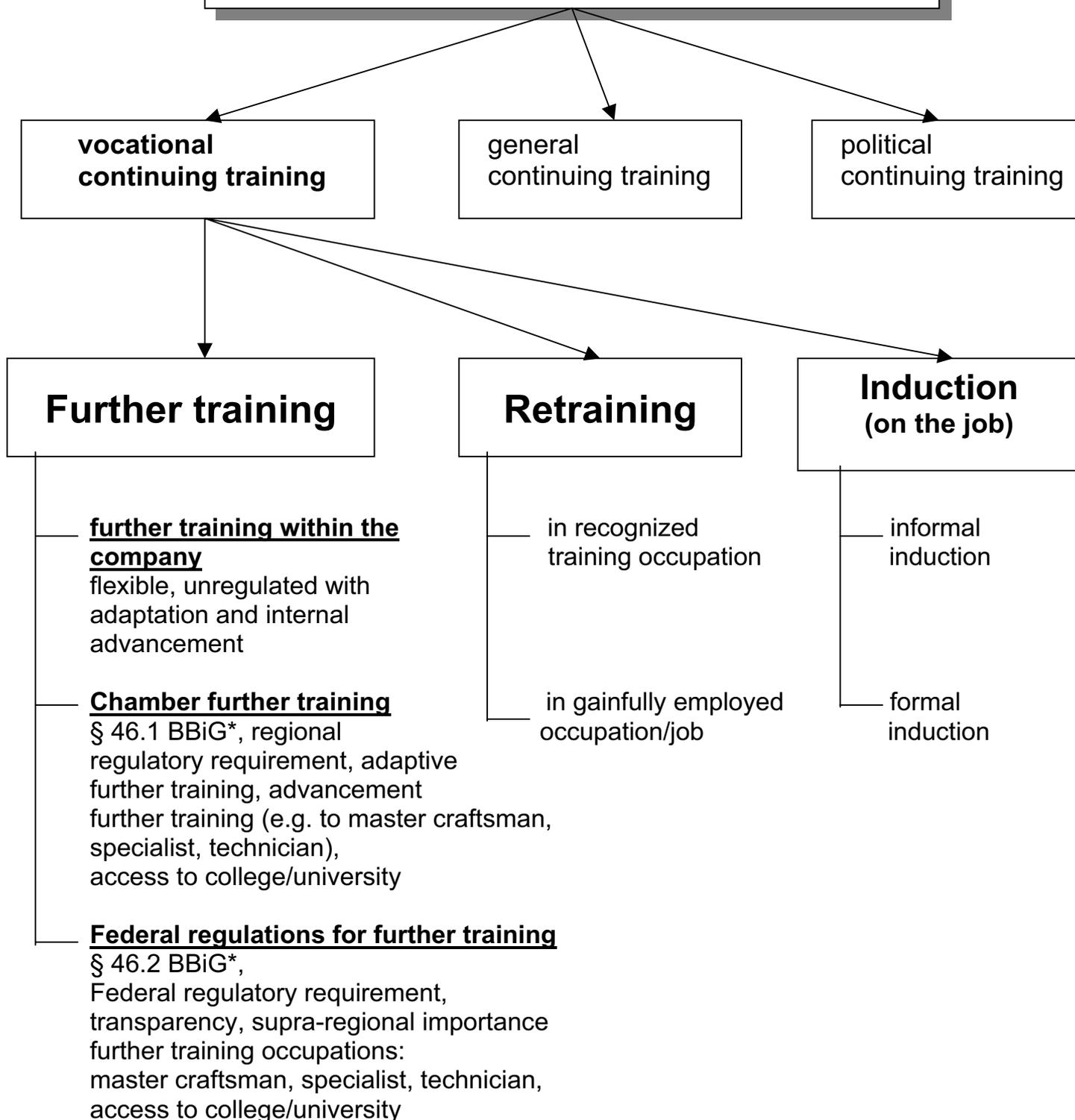
→ Federal state (Land) level

- Vocational training committee within the responsible ministry

→ Federal level

- Main committee board within the Federal Institute for Vocational training

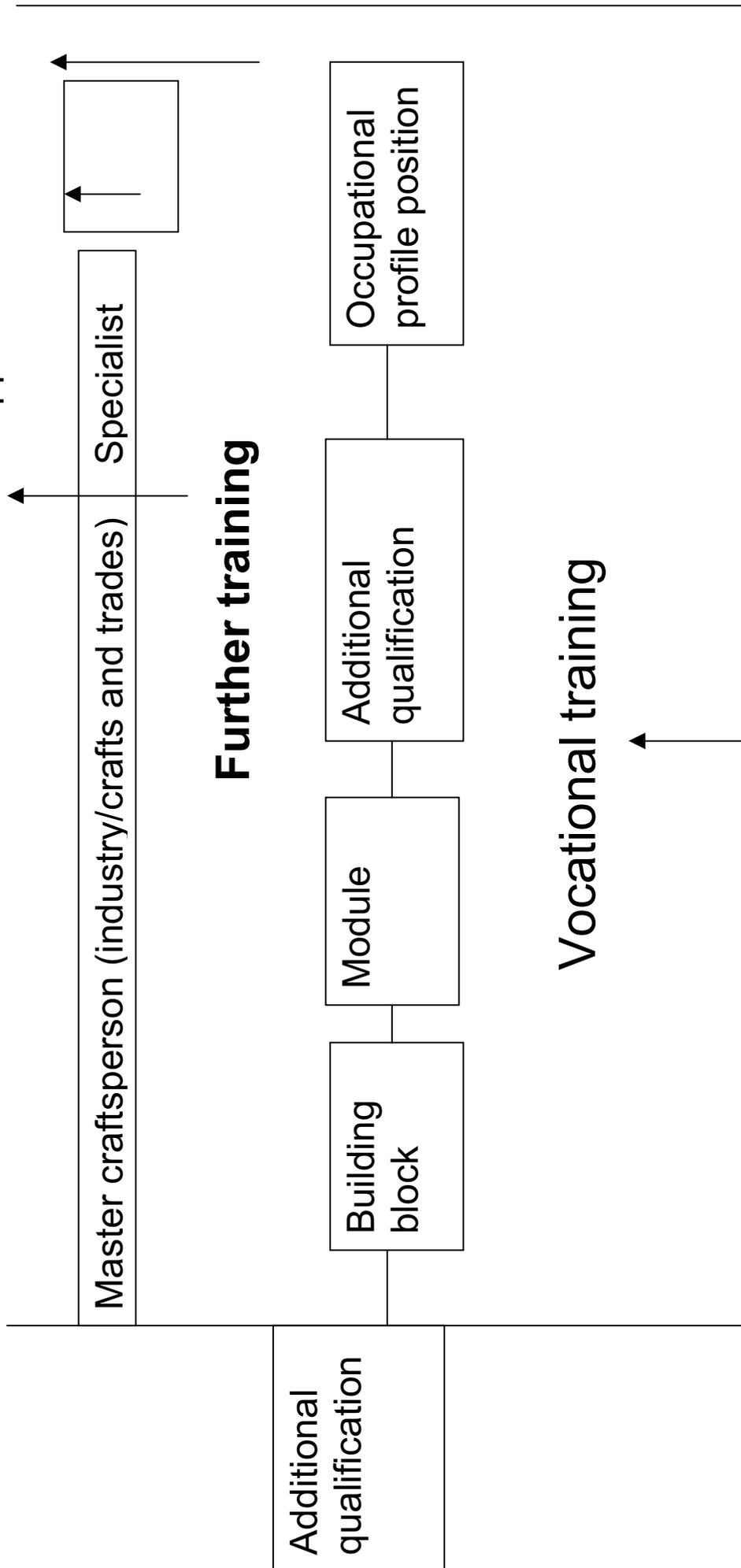
CONTINUING TRAINING



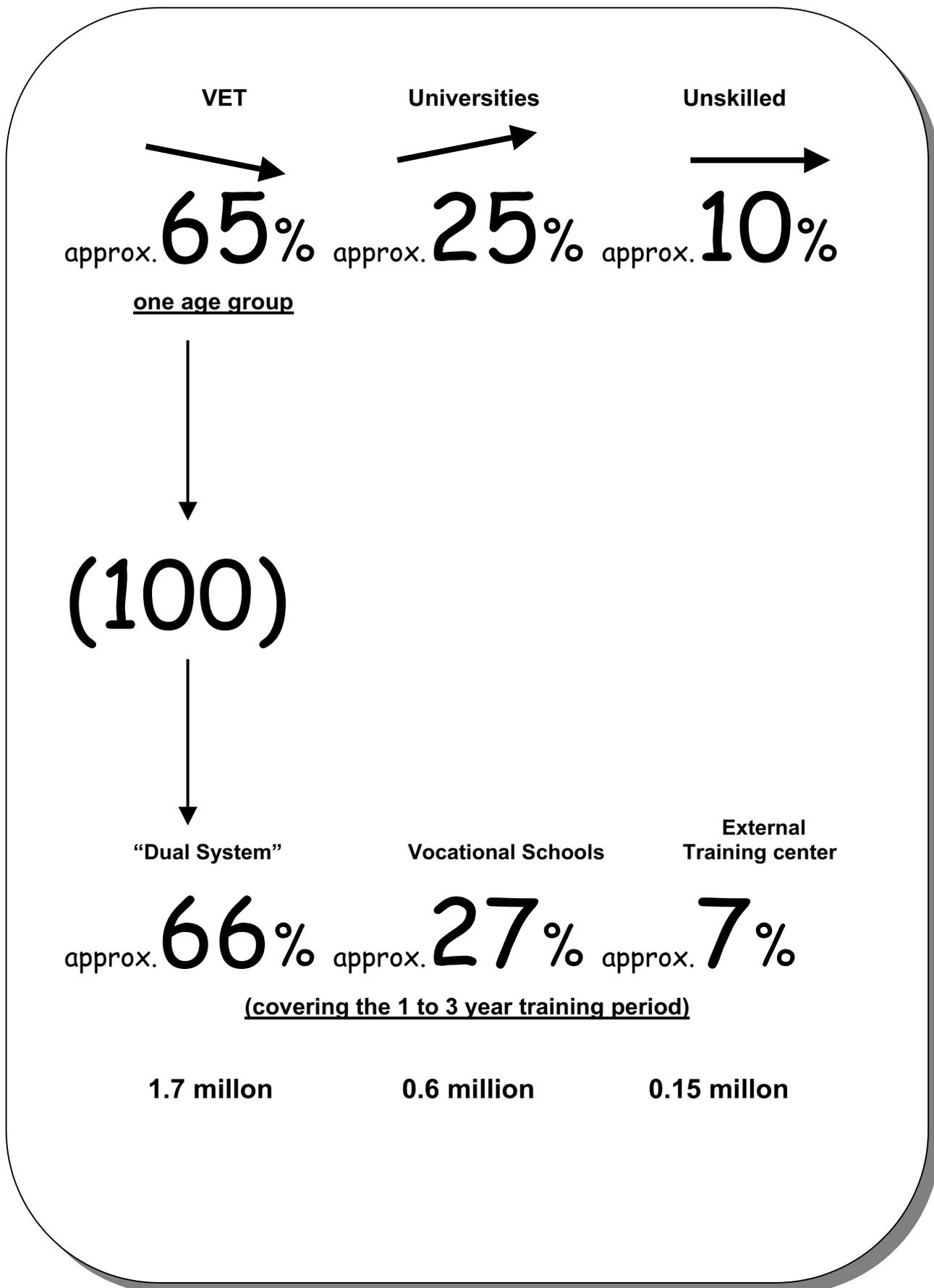
* Berufsbildungsgesetz (1969): Vocational Training Act

Recognized occupational and career advancement further training

Tertiary level/colleges and universities, universities for applied sciences



Transition from compulsory school



Organizational forms of Vocational training in Germany

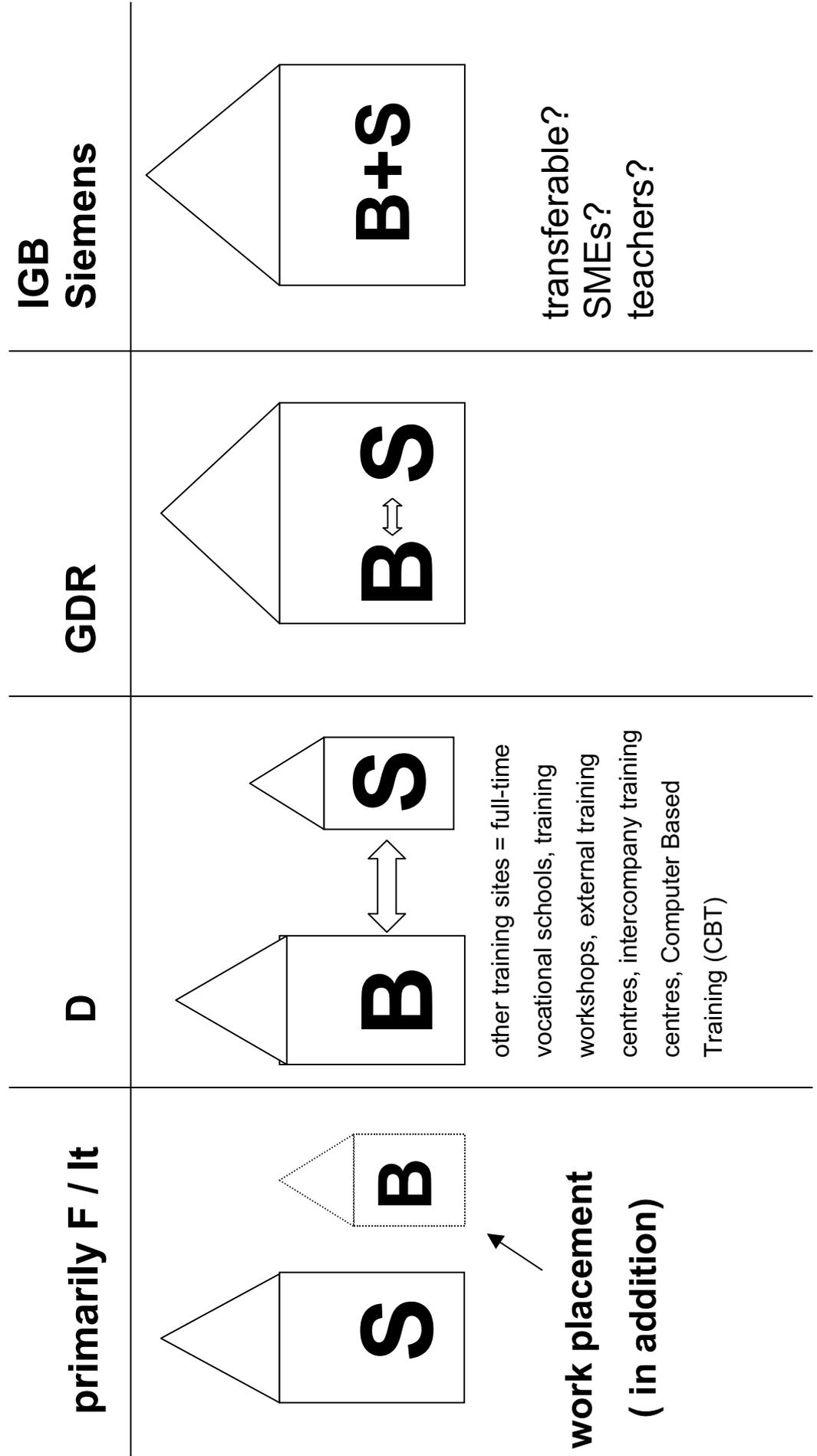
3 Organizational forms:	Dual System (various locations) 3-years as a rule	School (sometimes with work placements) 2 or 3 years	External training centers 3 years
Training sites:	Company - workplace - in-house training workshop - intercompany training centres	specialized vocational schools full-time health service	external training centre (practical vocational training) part-time vocational school
	~ 3 days ~ 2 days 66 %	~ 5 days 27 %	~ 3 days ~ 2 days 7 %

**The learning sites of
vocational education and
continuing training**

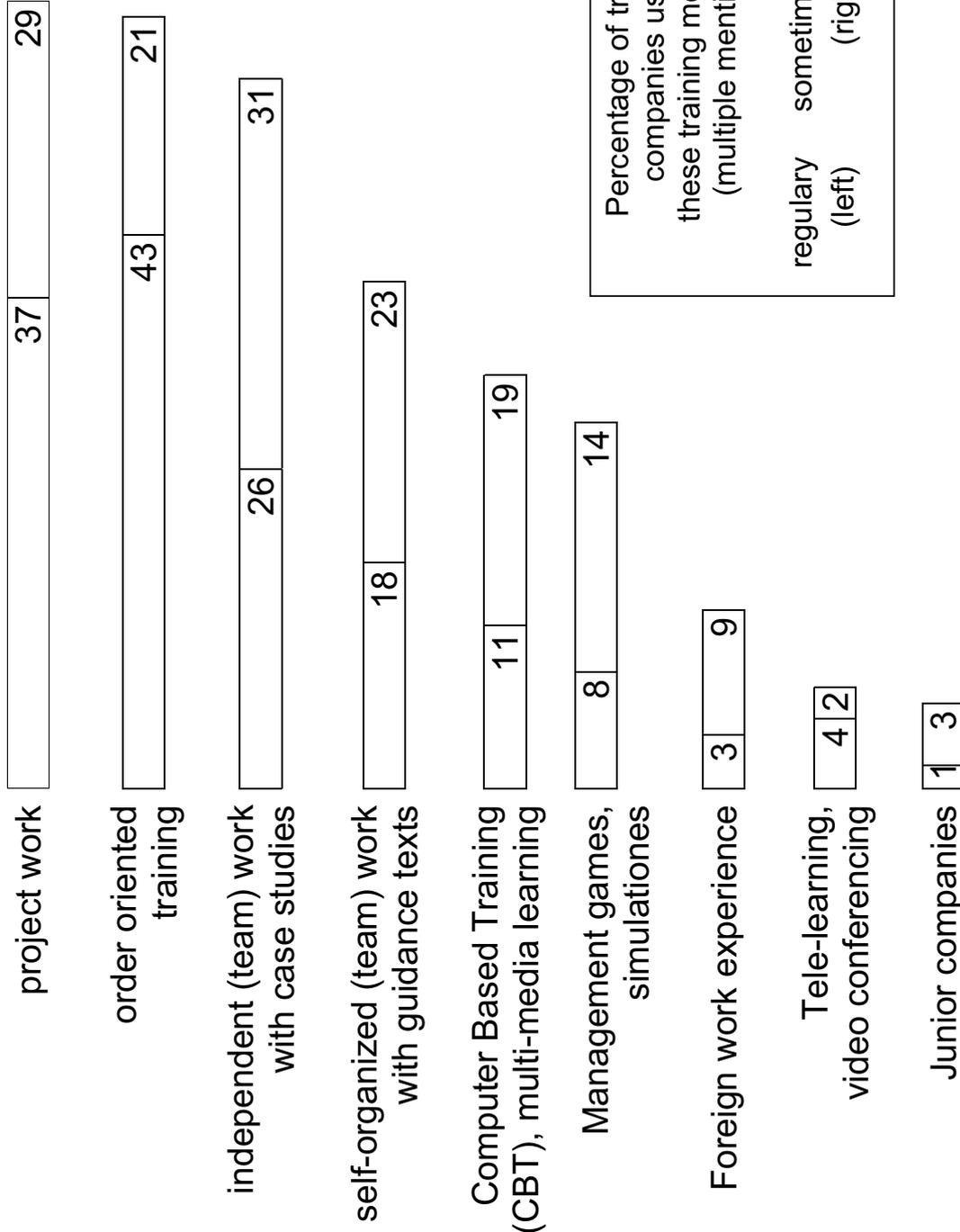
“Dual”? → “Plural”!

- **Company, e.g. crafts & trades, building site, Customer order**
- **Training workshop, big companies**
- **Vocational school, part-time vocational school**
- **(full-time) vocational school, specialized vocational school (BFS)**
- **external training centre**
- **intercompany training centre (ÜBS)**
- **external continuing training seminar/private body**
- **interactive, multi-media Computer Based learning/training (CBL/CBT), virtual training centre**

Forms of cooperation between the two training sites – company (B) / vocational school (S) + the teachers



How companies train



Percentage of training companies using these training methods (multiple mentions)

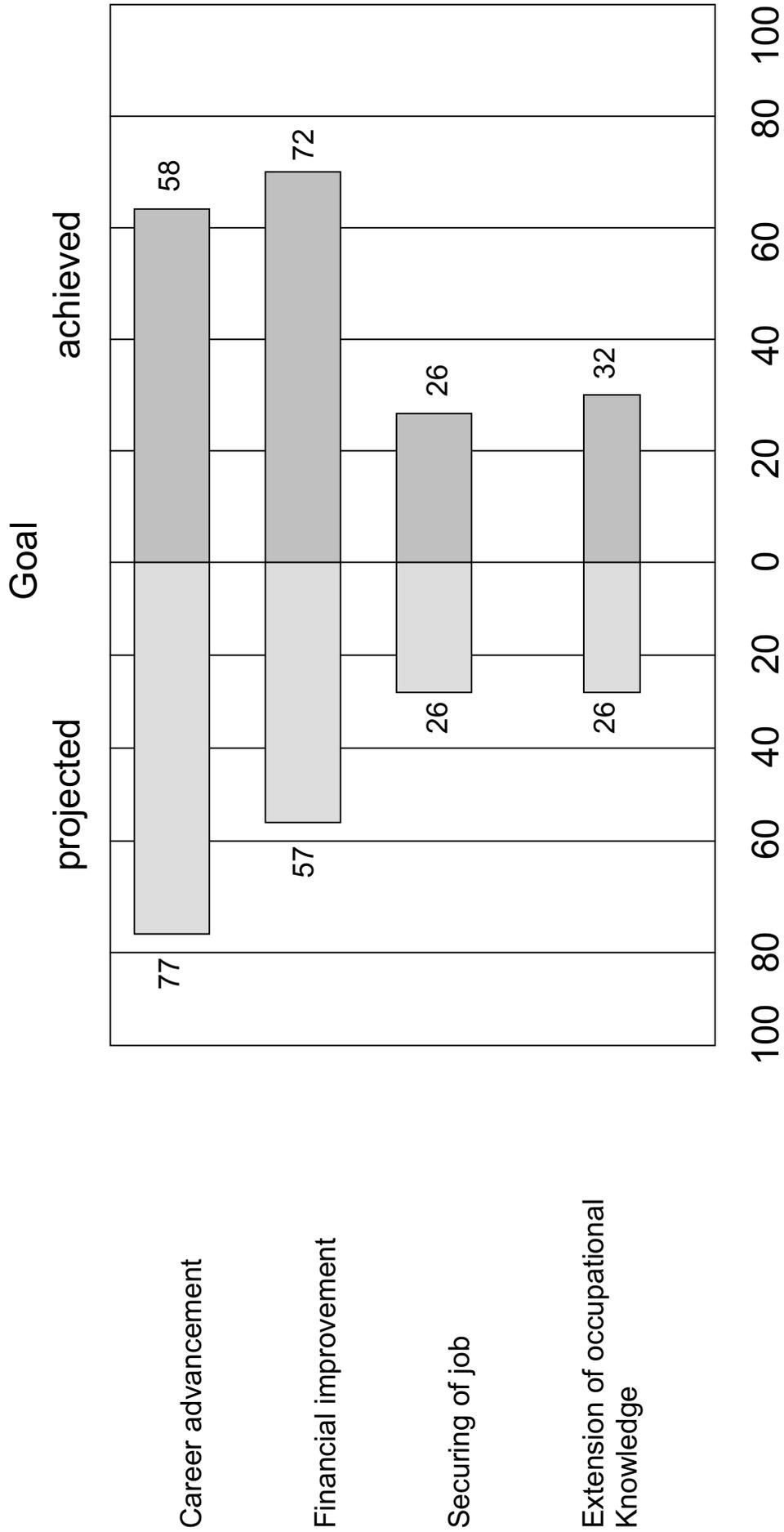
regularly (left) sometimes (right)

Source: IW survey of 900 companies in Spring 1999

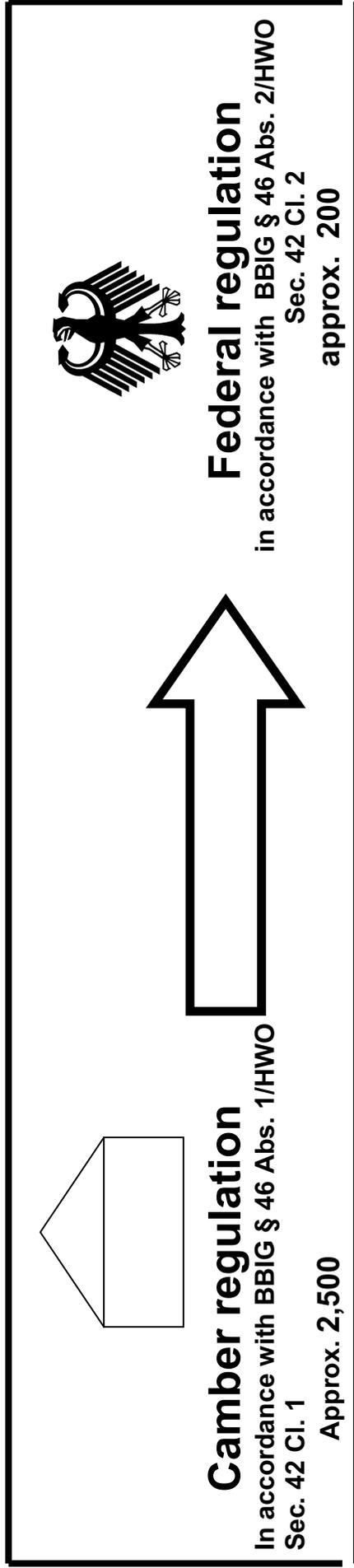
Institut der Deutschen Wirtschaft Köln

Goals of participants in continuing training measures

Multiple designations in percent



Transfer of regulations governing further Training by Chambers into statutory rules and other of the Federal Government



Prerequisites for the transfer for industry/trade and crafts

- (in accordance with agreement KWB* and DGB/DAG** 1996)
- Chamber regulations have existed for 5 years in at least 5 federal states
 - Over 500 examinees (average) in the last 3 years nation-wide

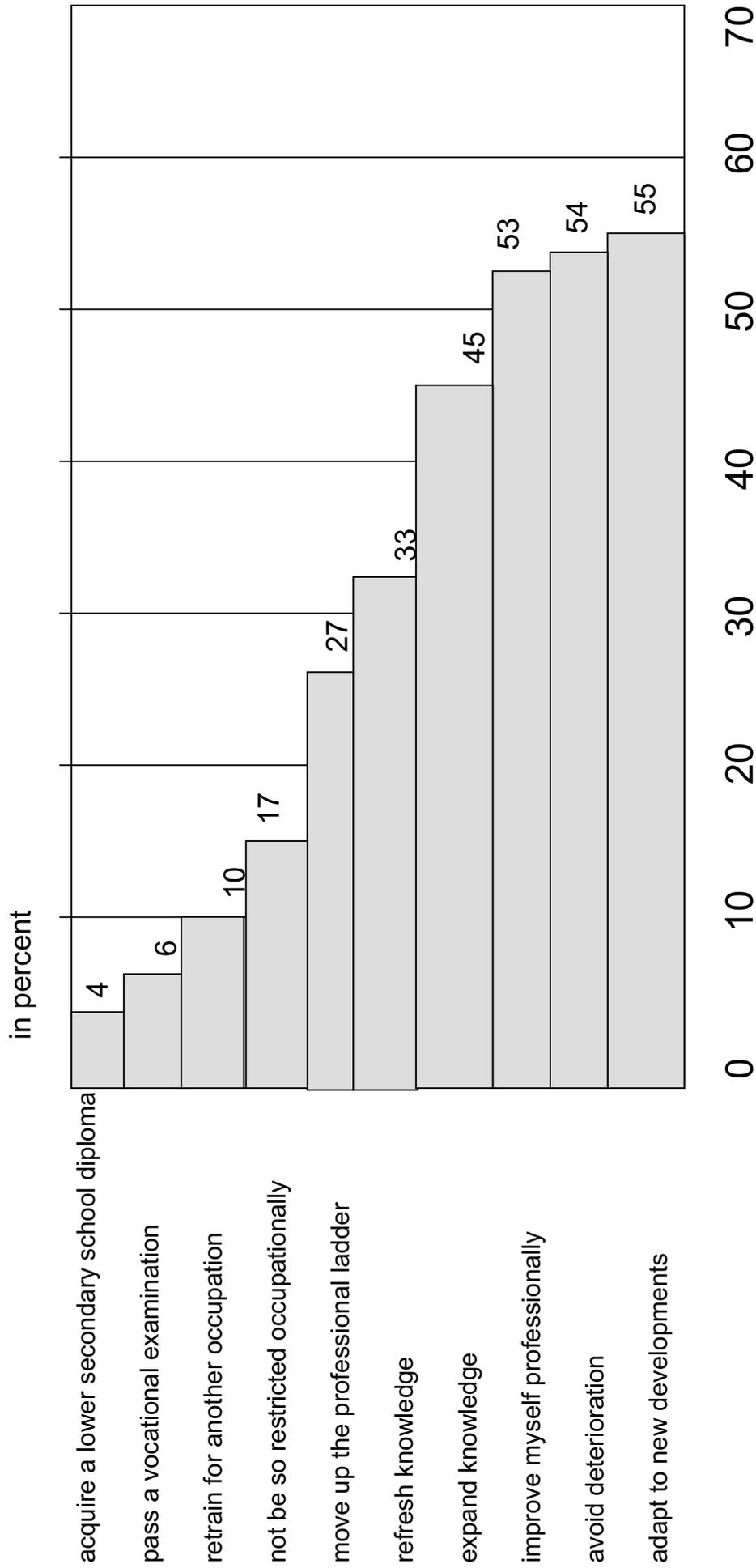
Exceptions: - statutory requirements
- mutual understanding of a regulatory need

* Stakeholders of Economy

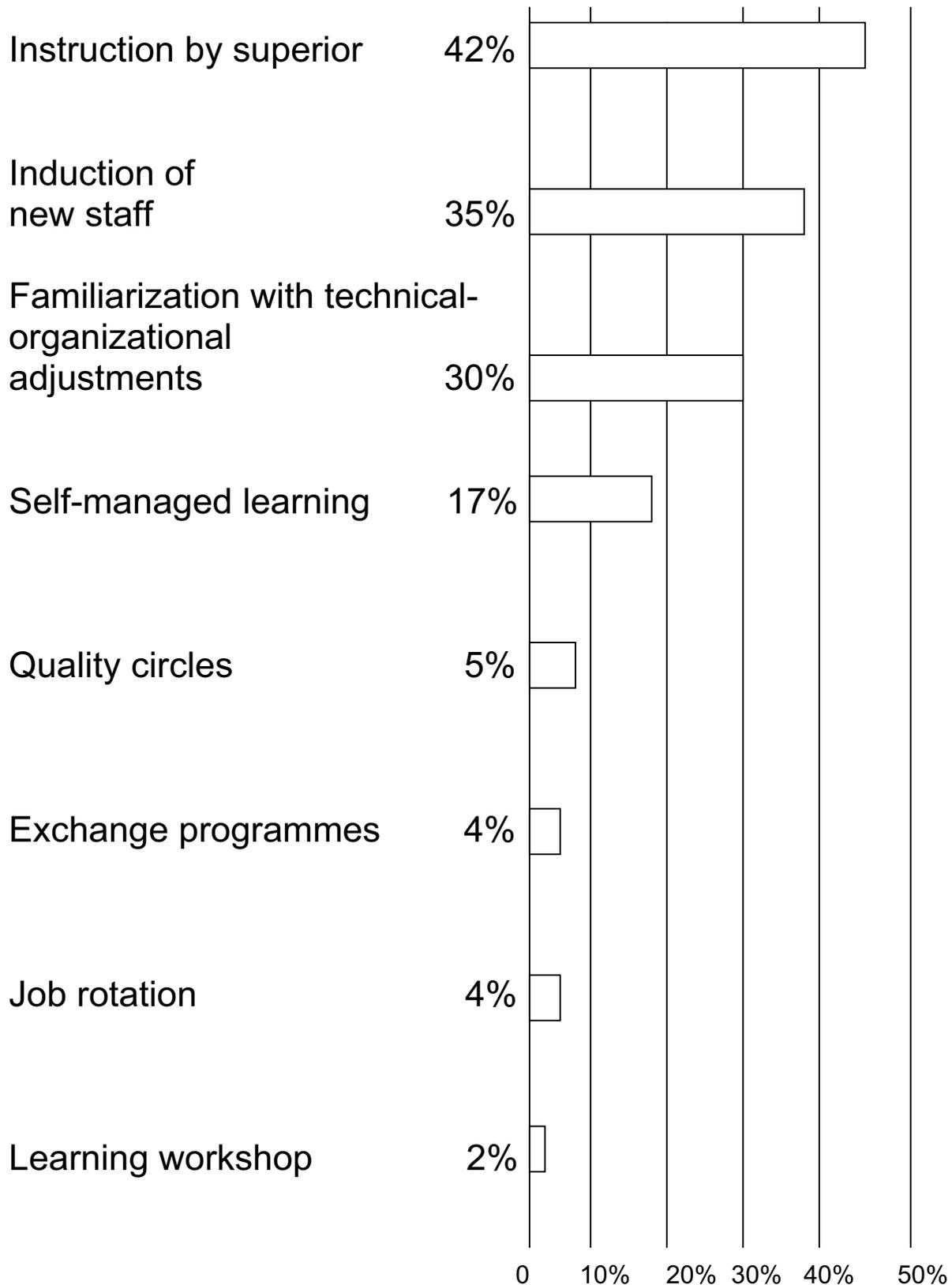
** Trade Unions

What gainfully employed persons say about continuing training

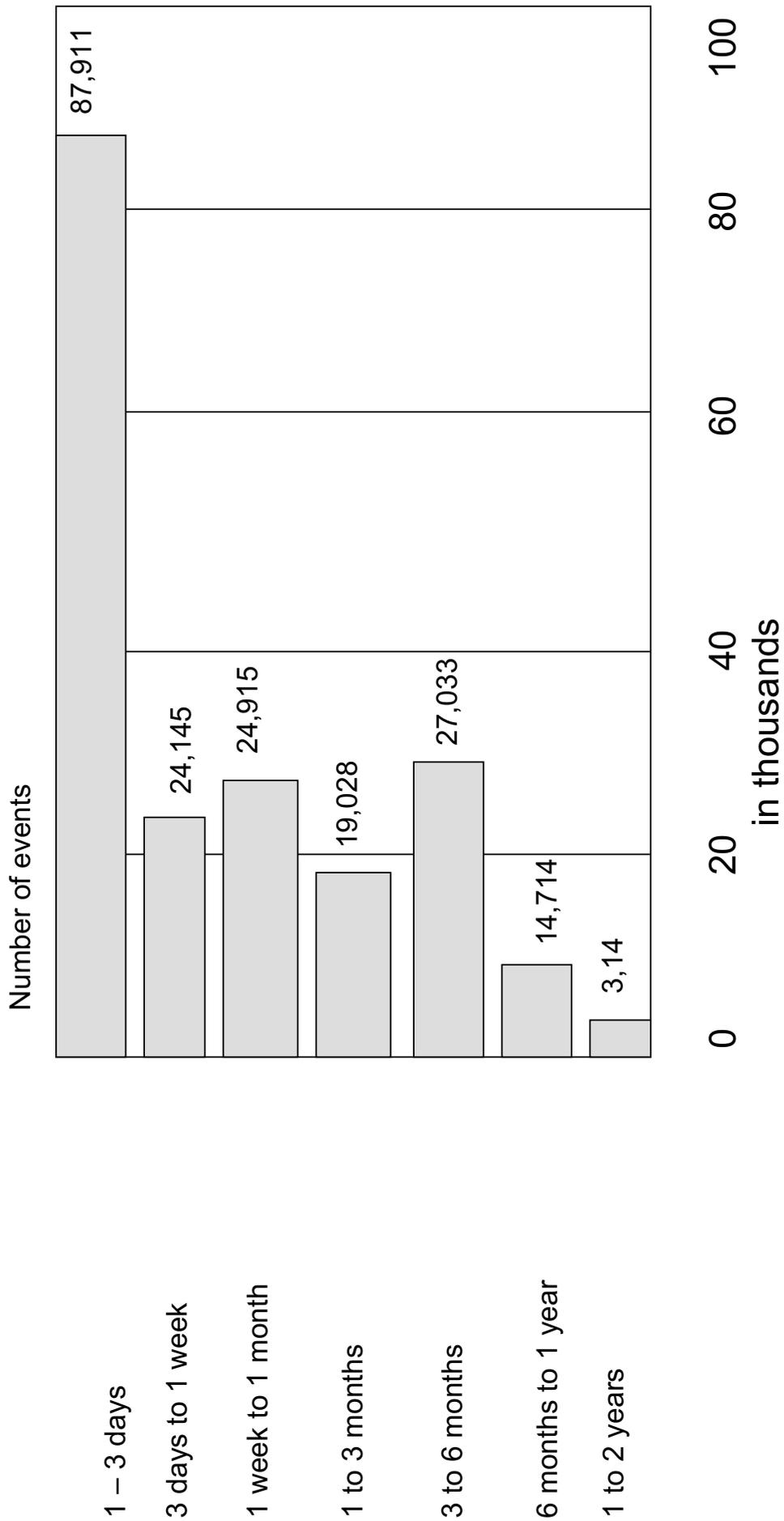
I would like to



In-company continuing training



Length of continuing vocational training events



Definitions

- **Training Regulations (AO)**

 - **Occupational profile/occupational profile
Positions/modules**

 - **General training plan**

 - **In- company training plan**

 - **Skeleton curriculum (vocational school)**

 - **Regulations governing further training**
-

Skeleton Curriculum **(vocational school)**

- **Fields of Learning (thematic)**

 - **Learning goals (result)**

 - **Study contents (technical)**

 - **Suggested time allocation (hours of instruction)**
-

Legal foundations of vocational Education and Training

- Vocational Training Act, 1969
 - Crafts regulation code, 1965
(Act for the Regulation of Crafts)
 - Vocational Training Promotion Act, 1981
(Training Places Promotion Act, 1976,
APIFG)
 - Social Security Code III, 1997
 - Employment Promotion Act, 1969
 - Employees' Representation Act, since 1953
 - Employment Protection of Young Persons Act,
1976
 - Basic vocational training year
Vocational school year
Accountable ordinance (s), since 1978
 - Ordinance on Trainer Aptitude, since 1972
(new since 1998)
 - Coordinantion Training Regulations/skeleton curriculum:
- "Joint results protocol"
of 30.5.72 (Federal Gazette No. 216 v. 16.11.1972)
- BBiG
 - HwO
 - BerBiFG -
 - SGB III -
 - AFG -
 - BetrVG -
 - JArbSchG
 - BGJ-AV -
 - AEVO -

Federal govt. and Länder working in combination in vocational training

BerBiFG!
Vocational Training
Promotion Act

BBiG
§§ 54-59
Vocational Training Act

BerBiFG of 1981:

Vocational Training Promotion through Planning and
Research Act

BIBB Establishment Act

- Sec. 8 Main Board → Tasks
16 delegates from the federal state (governments) at the suggestion of the Bundesrat (Cl. 3,4,5,8 and 9)
- Sec. 9: Federal States Committee
 - Cl. 1: tasks
 - Cl. 2: composition
 - Cl. 3: opinions on training regulations
 - Cl. 4: other procedures
 - Cl. 5: discretionary Federal govt.
- Sec. 11: specialized committees → teachers
- Sec. 14: budget
- Sec. 15: charter

Cooperation between the Federal Government and Federal states on vocational training

BBiG v. 1969, HwO v. 1965

- Sec. 54: Federal state committees

- + formation, composition
- + rules and regulations
- + voting

- Sec. 55: Tasks

- + advising the federal state government
- + uniform voc. training → cooperation
- further development of schools

- Sec. 56: Vocational training committee of the responsible agency/ chambers

- + formation, composition,
- appointing the members
- compensation, recall, deputy, chair

- Sec. 57: Quorum, voting

- Sec. 58: Tasks: information, hearings, legal regulations

- Sec. 59: Rules and regulations

Levels of responsibility



Federal level

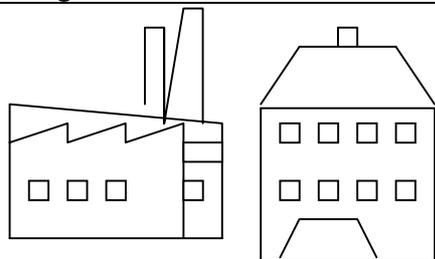
- Federal Ministry of Education and Research
- Government departments
- Federal Institute for Vocational Training
- National federations

Federal State (Land) level

- Ministries of the Länder
 - Education and Cultural Affairs
 - Economic Affairs

Regional level

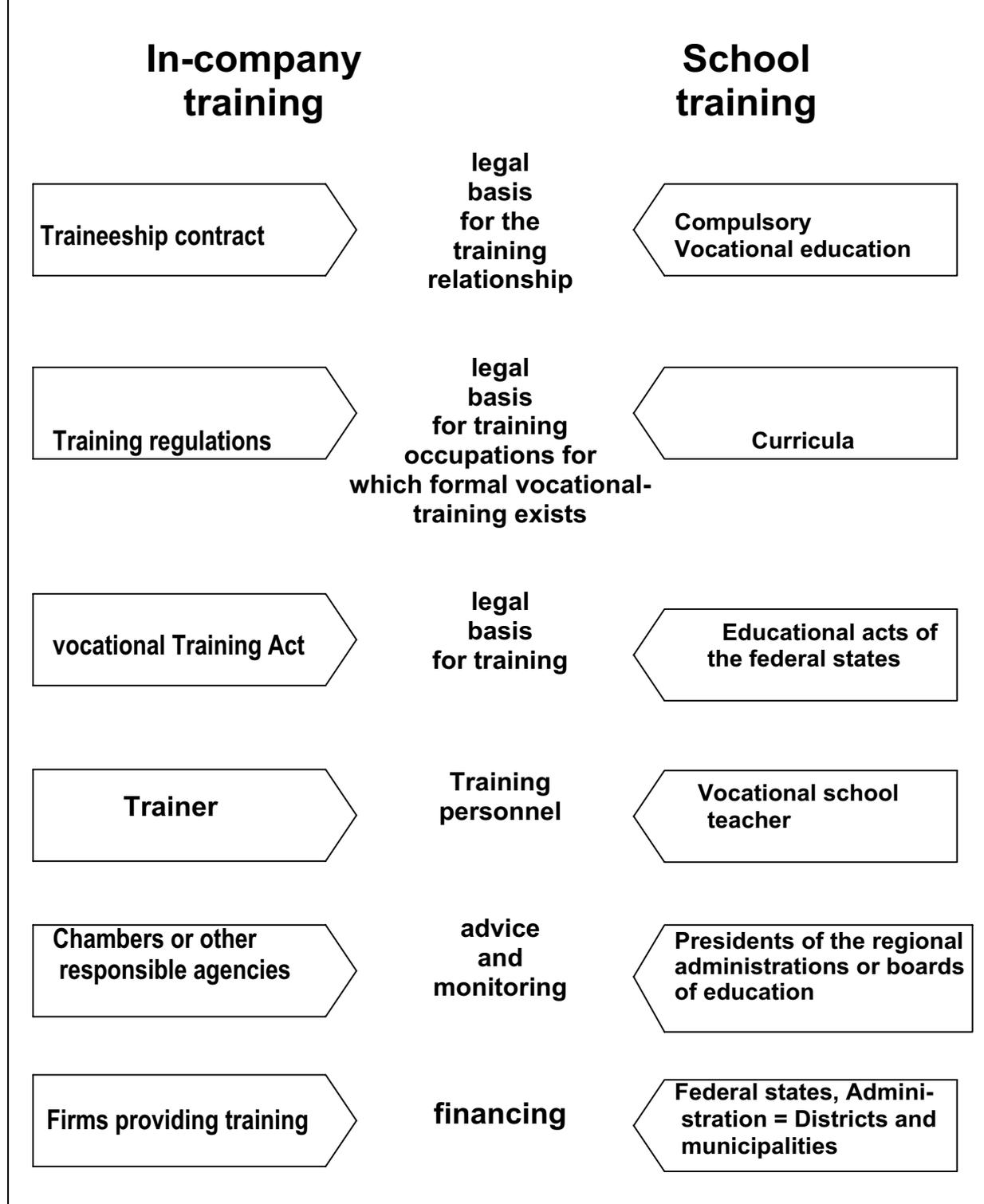
- Presidents of the regional administration
- Competent bodies (chambers)



Company level

- Training companies
- Vocational schools

Basic elements of the dual system of vocational/educational training



**Structural elements of the
Skeleton curricula of the KMK
(Board of 16 Ministers of Education)**

fields of learning

study contents

learning goals

suggested time
allocation

Instruction at vocational schools: 1/3 general / 2/3 specialized instruction

social studies
German
foreign language
sports/religion

technology
economic fields
of learning

THE ROLE OF THE VOCATIONAL SCHOOL

VOCATIONAL SCHOOL IS A PARTNER IN THE DUAL SYSTEM AND AN INDEPENDENT TRAINING CENTRE

- *Part-time vocational schools*

Daily instruction and block instruction

~ Top priority: maintaining educational principles

- *Full-time vocational schools*

~ prepare for an occupation: goal is to make participant fit to pursue an occupation, not to simply “mark time”

~ lead to qualification in an occupation: principle of subsidiarity and alternative to Dual System (Dual System not at hand or not suitable)

THE ROLE OF THE VOCATIONAL SCHOOL

VOCATIONAL SCHOOL AS PARTNER REQUIREMENTS HAVE INCREASED

- Pupils' previous education/training
- Heterogeneity of in-company training - technical, economic, social competences
- Varying lengths of training
- Differentiation of contents, learning objectives and methods

Vocational schools have to reconcile all differences, companies only those they select themselves

THE ROLE OF THE VOCATIONAL SCHOOL

VOCATIONAL SCHOOL AS PARTNER CONTENTS OF INSTRUCTION - DEFINED STANDARDS OF THE FEDERAL GOVT. AND AUTONOMY OF THE FEDERAL STATES

- Defined subject standards of the training regulations
- Educational task of the vocational school:
Personality development, subject competence
- End of the industrial/commercial division?
Example: IT occupations
- End of training/continuing training division?
- Future of teacher training

THE ROLE OF THE VOCATIONAL SCHOOL

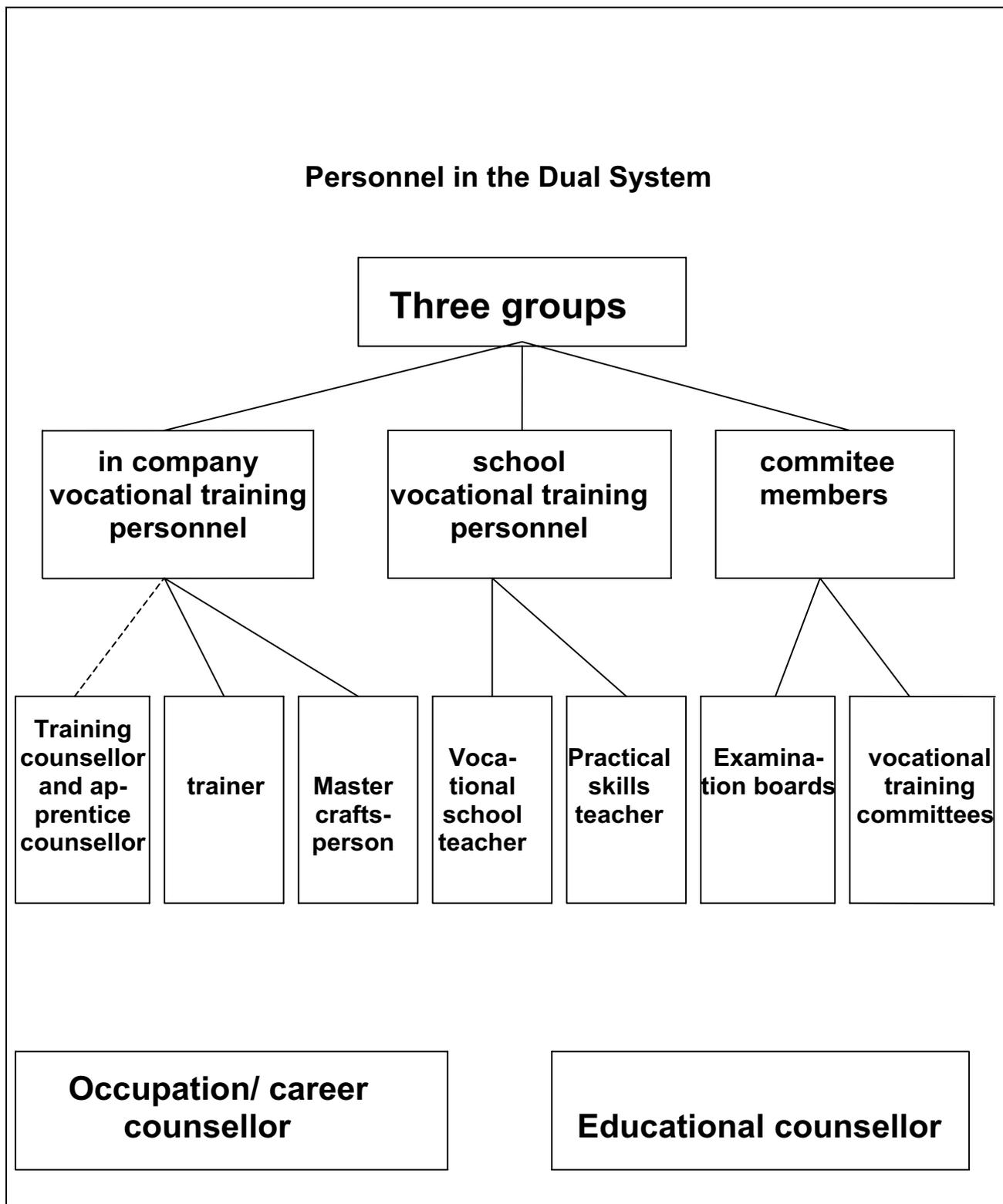
**VOCATIONAL SCHOOL AS AN INDEPENDENT
TRAINING CENTRE LEADING TO A RECOGNISED
QUALIFICATION
*FULL-TIME SCHOOLS WILL INCREASE***

Reasons

- Manual work is on the decrease; theoretically-based practice is on the increase; the importance of language and mathematics is growing; systematic knowledge logical abstract thinking are demanded in all occupations
- Lack of training places in Dual System or alternative model?

**LEARNING SITE COOPERATION
~ AN UNSOLVED PROBLEM**

- Results of BIBB studies
- Dialogue blockade: who can speak to whom?
- Learning site dialogue as a precursor to learning site cooperation
- Joint platform and organization
- How will central training workshops/external and inter-companie training centres/specialized vocational schools be included?



Trainers and vocational school teachers

Practical instruction		↔	Theoretical instruction	Age
Head of training Advancement opportunities - as main occupation - as secondary occupation			High school principal Advancement opportunities	28
trainer AEVO certificate	master, craftsperson, specialist master craftspersons's qualifying examination		Secondary school teacher VOCATIONAL SCHOOL TEACHER second state examination	24
			preparatory service	
Company practice Theoretical courses e.g. journeyman skilled worker			First state examination Academic studies	
Vocational education (Dual System)			Subject-specific practical training	18
Lower secondary school			University entrance level of education Secondary school levels I + II	10
Elementary school			Elementary school	6

Technology model

- Capital assets
- Technological progress

- Hierarchy

- Clockwork mechanism
- Lack of training
- The employee is a small wheel in a process determined by others

Human resources model

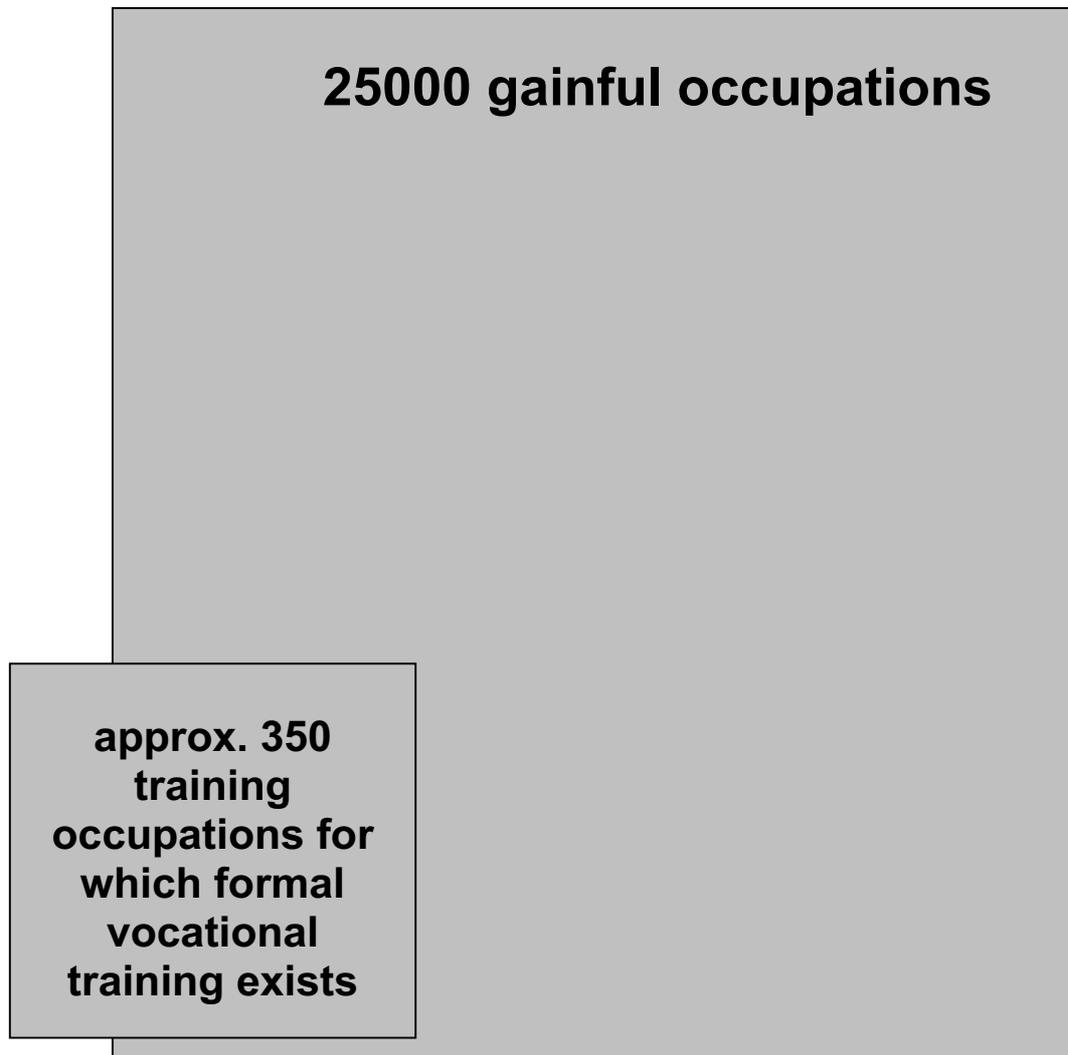
- Human resources include all staff members of a company
- Organizational developments

- Teams
- Consideration of the individual in the overall constellation, identification with the company, corporate culture

- Training for all employees
- The individual employee has a clearly defined positive role

An example:
the motor vehicle industry

before Japan B.J.	after Japan A.J.
Work organization	
assembly/production line mass production	flexible, computer-controlled just-in-time- and lean production; small and large Series also; Assembly/production line
Personnel	
Hierarchical organization <ul style="list-style-type: none"> • engineer: supervision planning • skilled worker: logistics • unskilled workers: assembly/production line 	organization in teams <p>management, engineers, technicians and skilled workers work together in teams/groups every team member must be able to plan, carry out and monitor his/her work in this process independently</p>



The approx. 350 state-recognized occupations are the basis for a structured and uniform vocational education to skilled worker/employee level. They open the door to a variety of occupational activities and to further training. There are approx. 25,000 gainful occupations.

Federal Law Gazette

Training regulations
Basis of in-company training

Recognized occupational titel

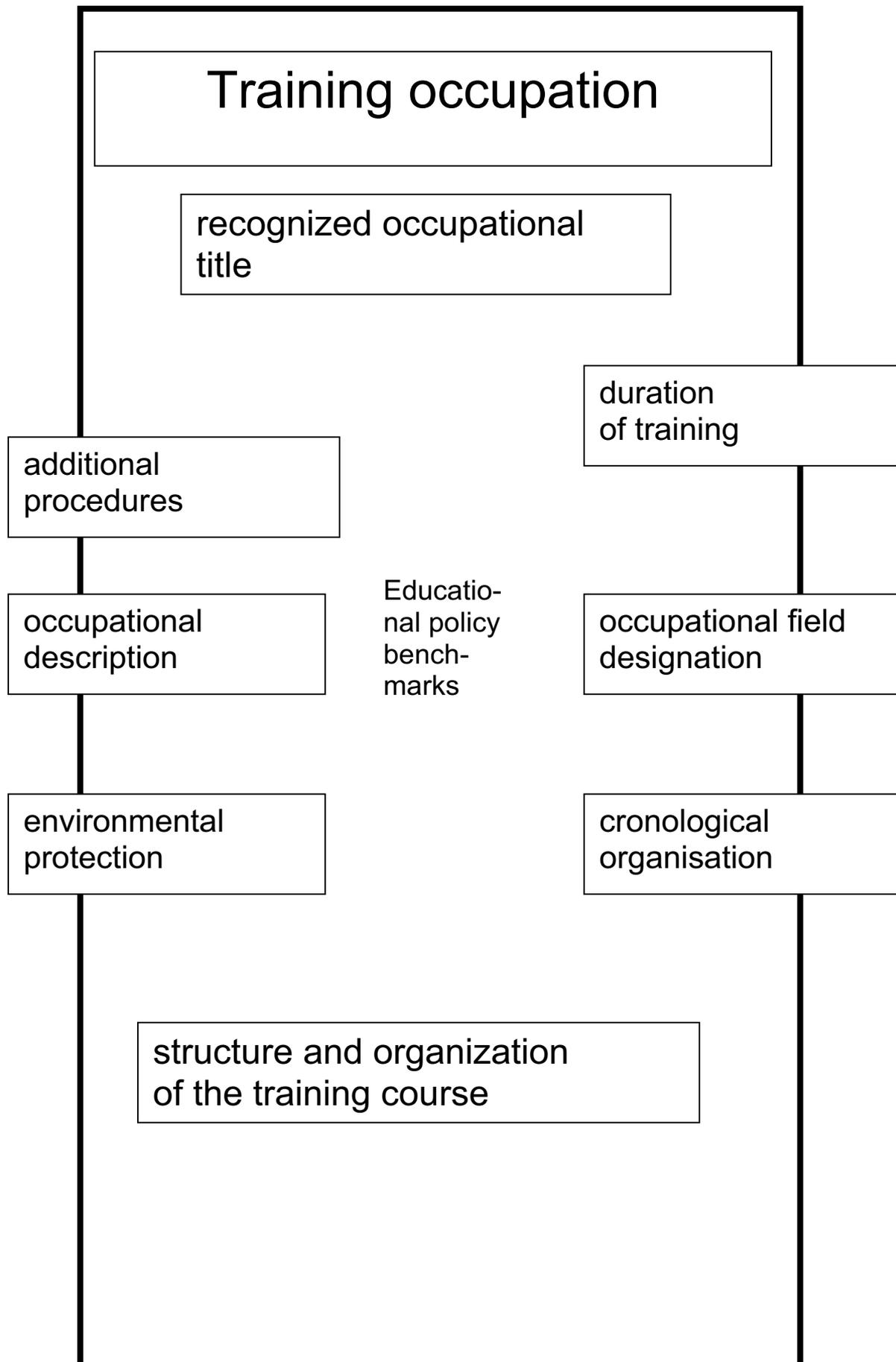
Duration of training

Recognized occupational profile

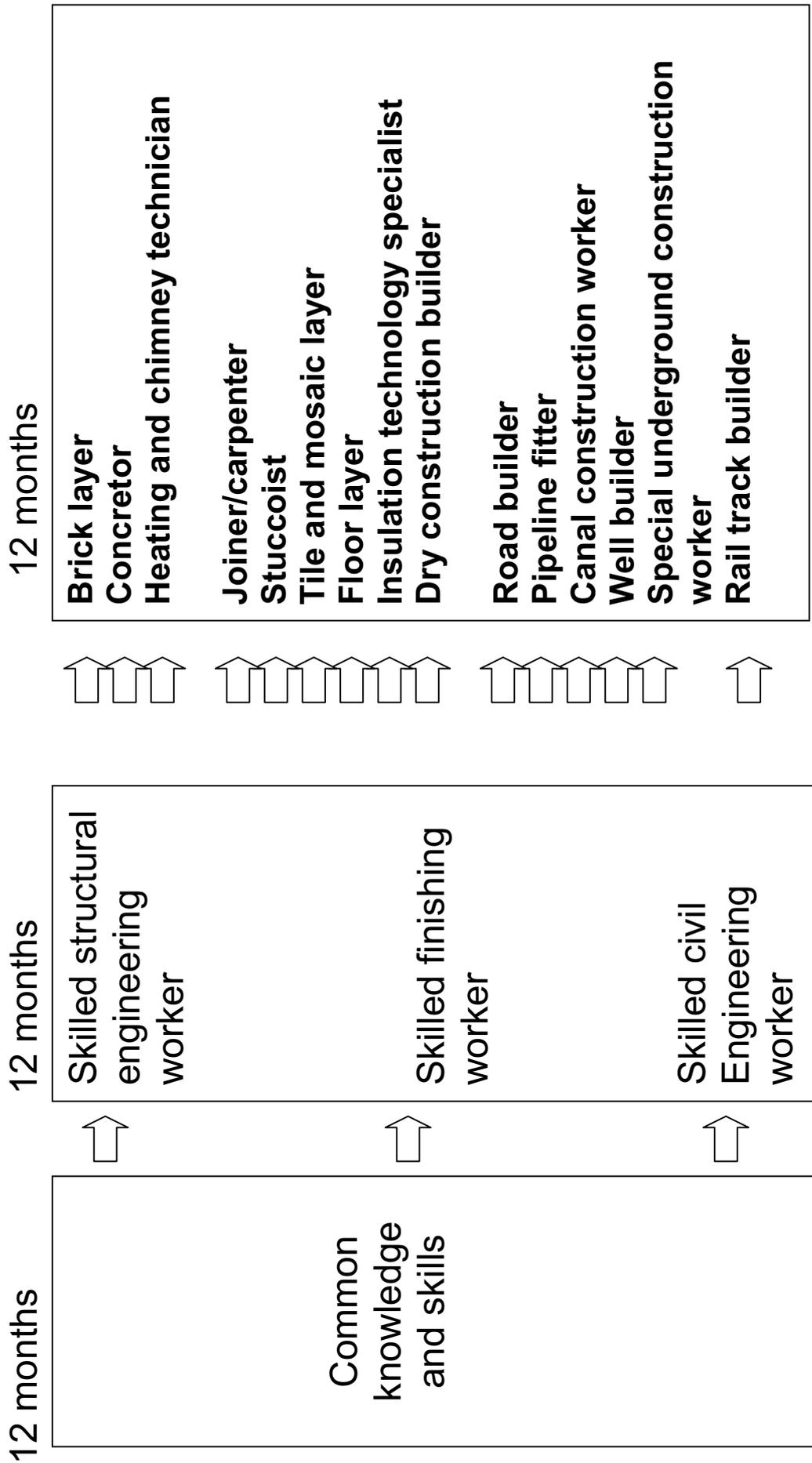
General training plan

Examination requirements

Regulations
pursuant to
Sec. 25
BBiG/HwO



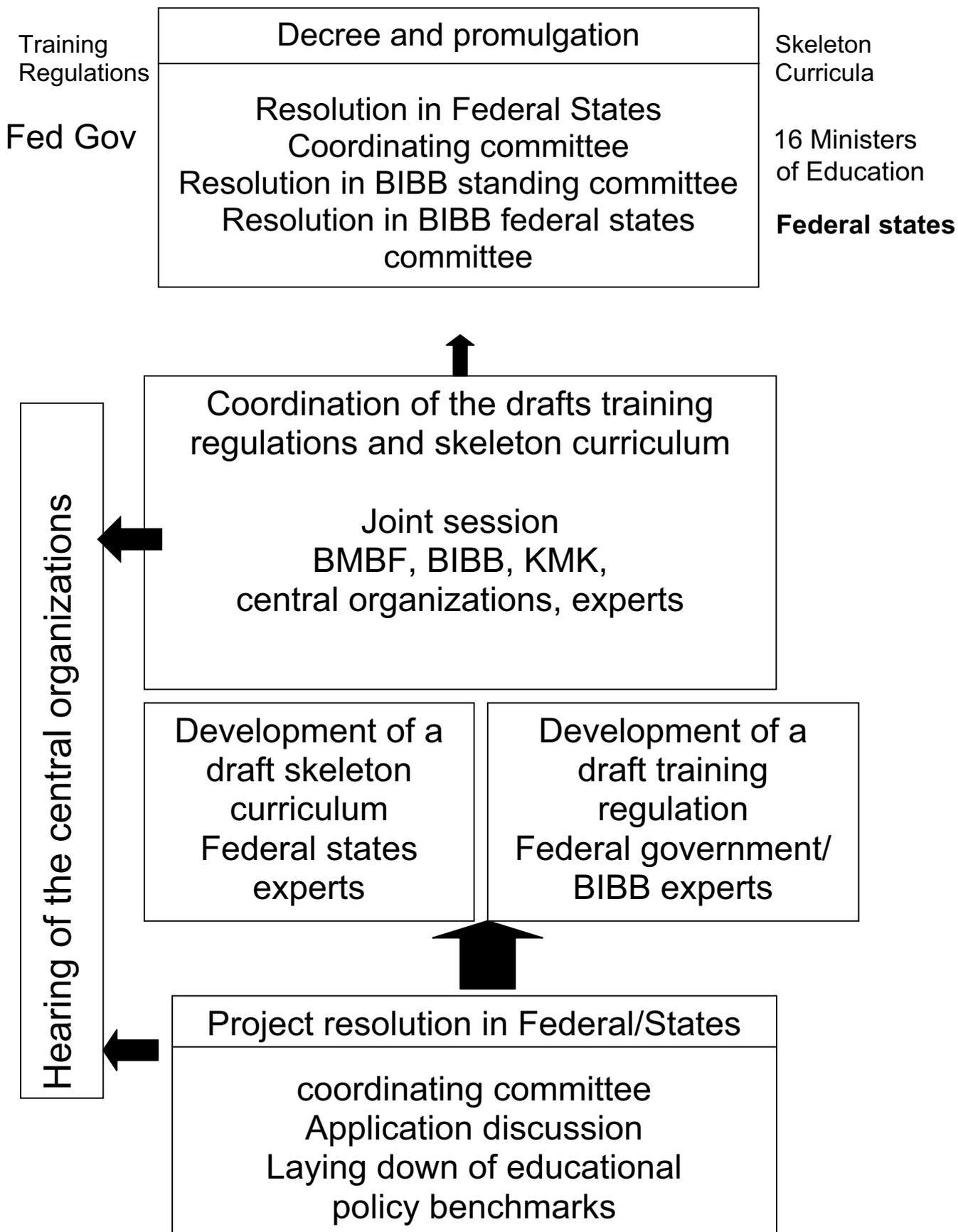
Phased training in the construction industrie



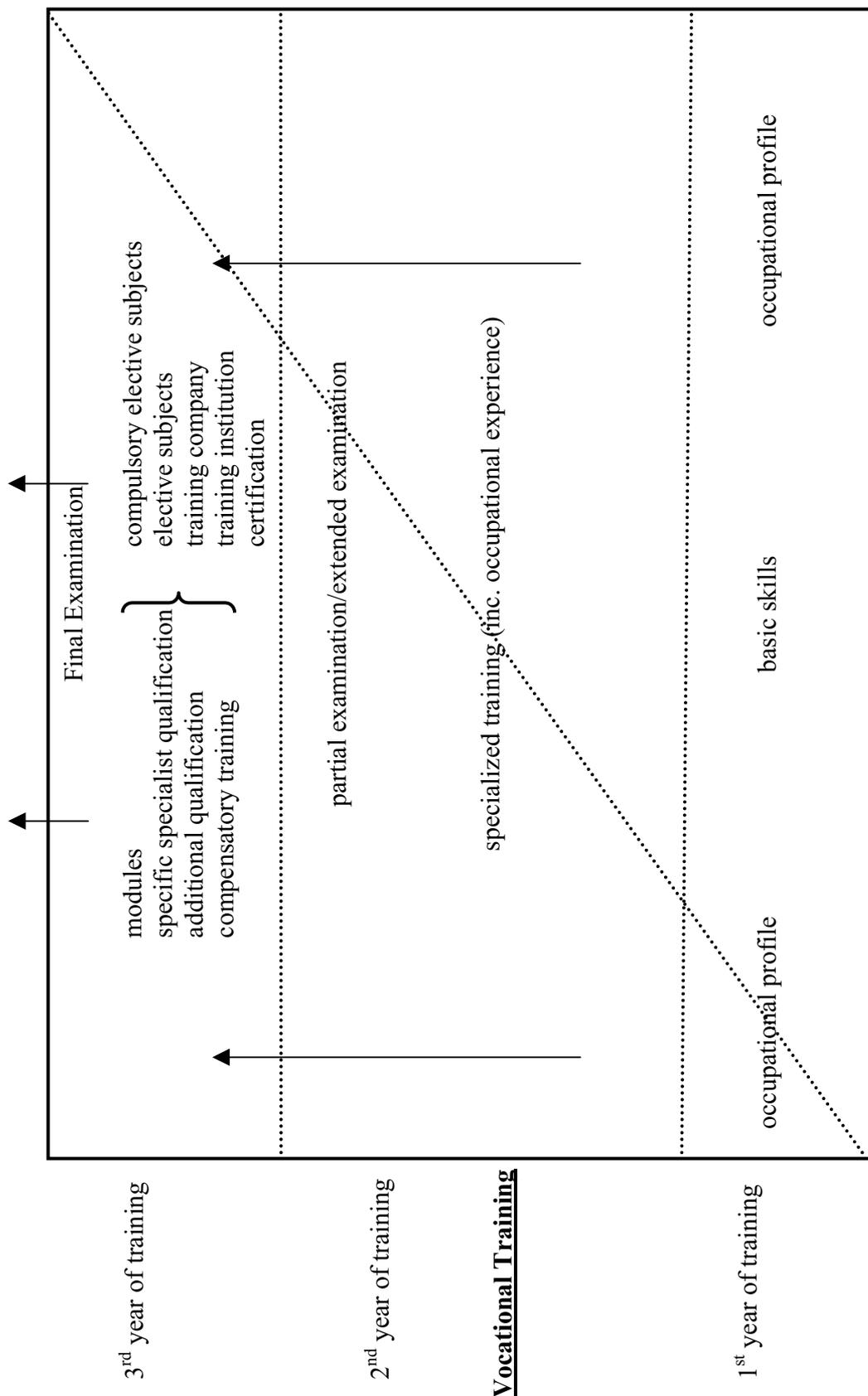
Training occupations according to school leaving qualifications

University entrance level of education	Bank clerk		12,278
	Industrial clerk		10,541
	Wholesale and retail clerk		6,574
	Office clerk		4,547
Intermediate secondary school leaving certificate	Retail clerk		12,311
	Medical assistant		9,896
	Car mechanic		8,506
	Office clerk		8,378
Lower secondary school leaving certificate	Car mechanic		10,731
	Painter and varnisher		10,569
	Retail clerk		9,946
	Hairdresser		9,721
No lower secondary school leaving certificate	Painter and varnisher		1,756
	Disabled occupations in crafts and trades		1,576
	Disabled occupations in domestic sciences		992
	Bricklayer		758

Training Regulations and skeleton curricula



Adaptive further training/further training for career advancement



Structural concept “IT occupations”
 Basic skills - specific occupational skills

Basic skills	Specific occupational skills	Flexibility
for all four occupations in the group	<ul style="list-style-type: none"> • Information and Communications Systems electronics technician • Skilled computer technician • Information and Communications Systems clerk • Computer clerk 	through elective deployment areas/ specialist areas within the framework of the specialist qualification

Structural concept for the media industry – combination of compulsory and optional modules

common training units	subject-specific training units	training units to be chosen by trainer/instructor or trainee
<p>media designer for digital and print media</p>	<ul style="list-style-type: none"> ● media consulting ● media design ● media operating ● media technology 	<ul style="list-style-type: none"> ● 2 training units (common selection list) ● 2 training units from subject-related selection list I ● 1 training unit from subject-related selection list II

Goals of modularisation

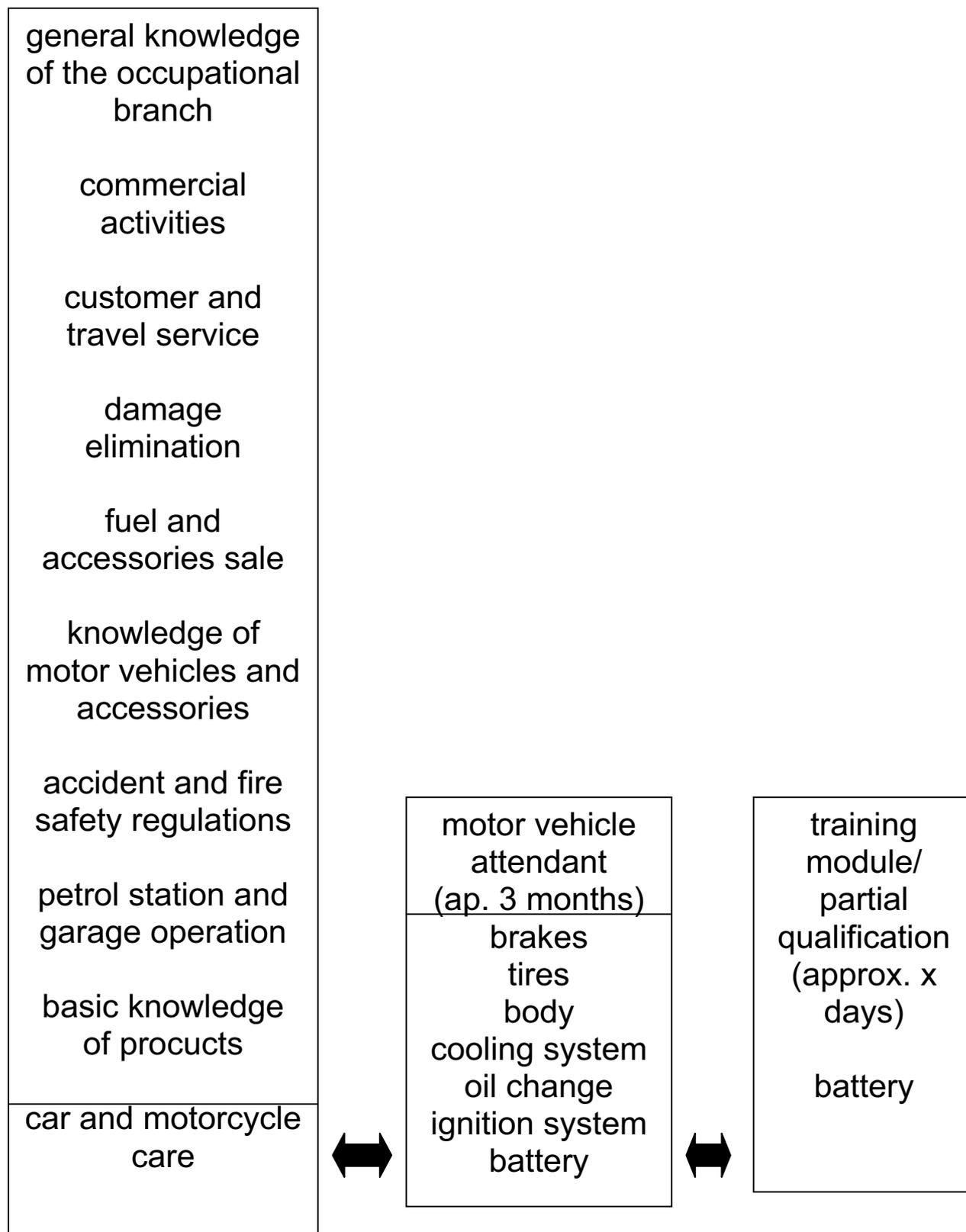
- Training ↔ continuing training → “occupational careers”
- Educational quotas distributed among
 - initial and continuing training
 - Working life
- Improving links between vocational and general education
- links between different learning sites
- Integration of target groups not located close to education and postqualification
- Individual learning needs → qualification requirements of the companies
- facilitating learning process → flexible work organization/ O-Development
- facilitating “open learning” → self-management of learning processes
- step-by-step acquisition of certificates and qualifications: “credits”
- improved comparability between national qualification systems = EU, vocational training portfolio
- testing of new economic financing models
- promotion of disadvantaged and gifted at all educational levels
- “additional qualification(s)”, also compensatory

Definition

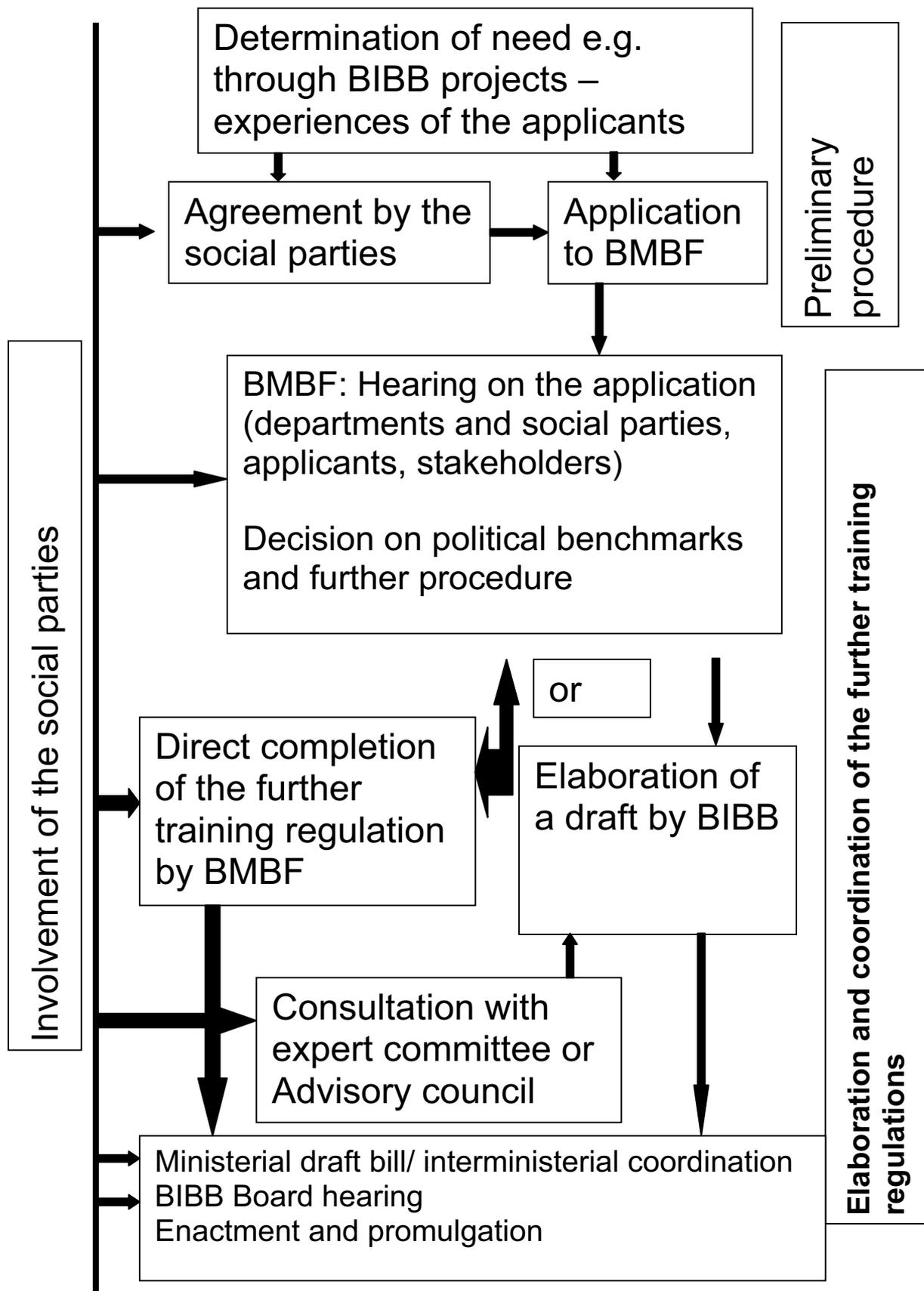
Module = Bundle of self-contained initial and continuing Training contents
 Which leads to useful, more complex partial qualifications (can be accumulated to achieve full occupational competence) and are certifiable/(state) recognized

Dual-/modular training

Petrol Station attendant
(3 years)

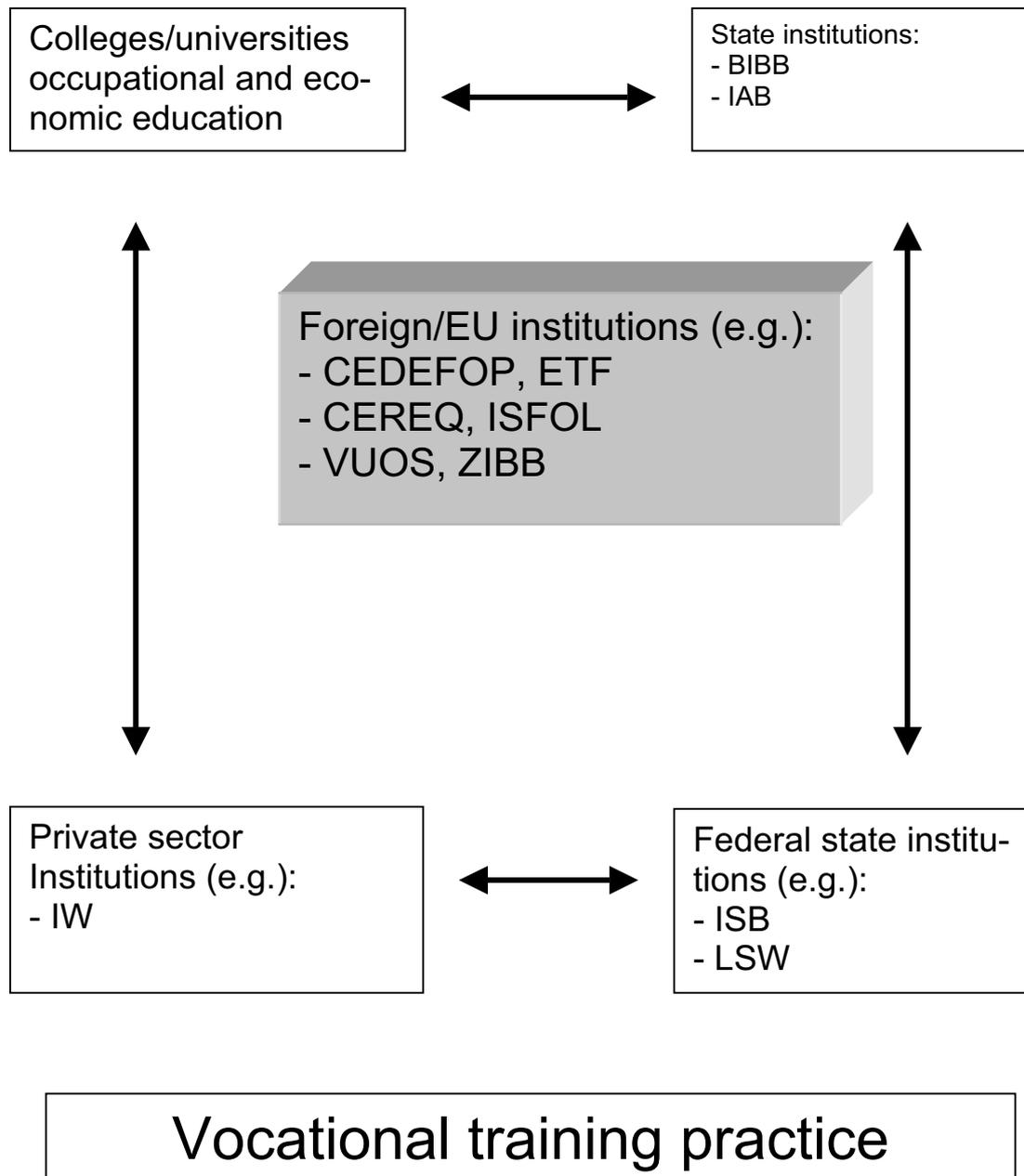


Procedure for the elaboration of further training regulations in accordance with BBiG/HwO

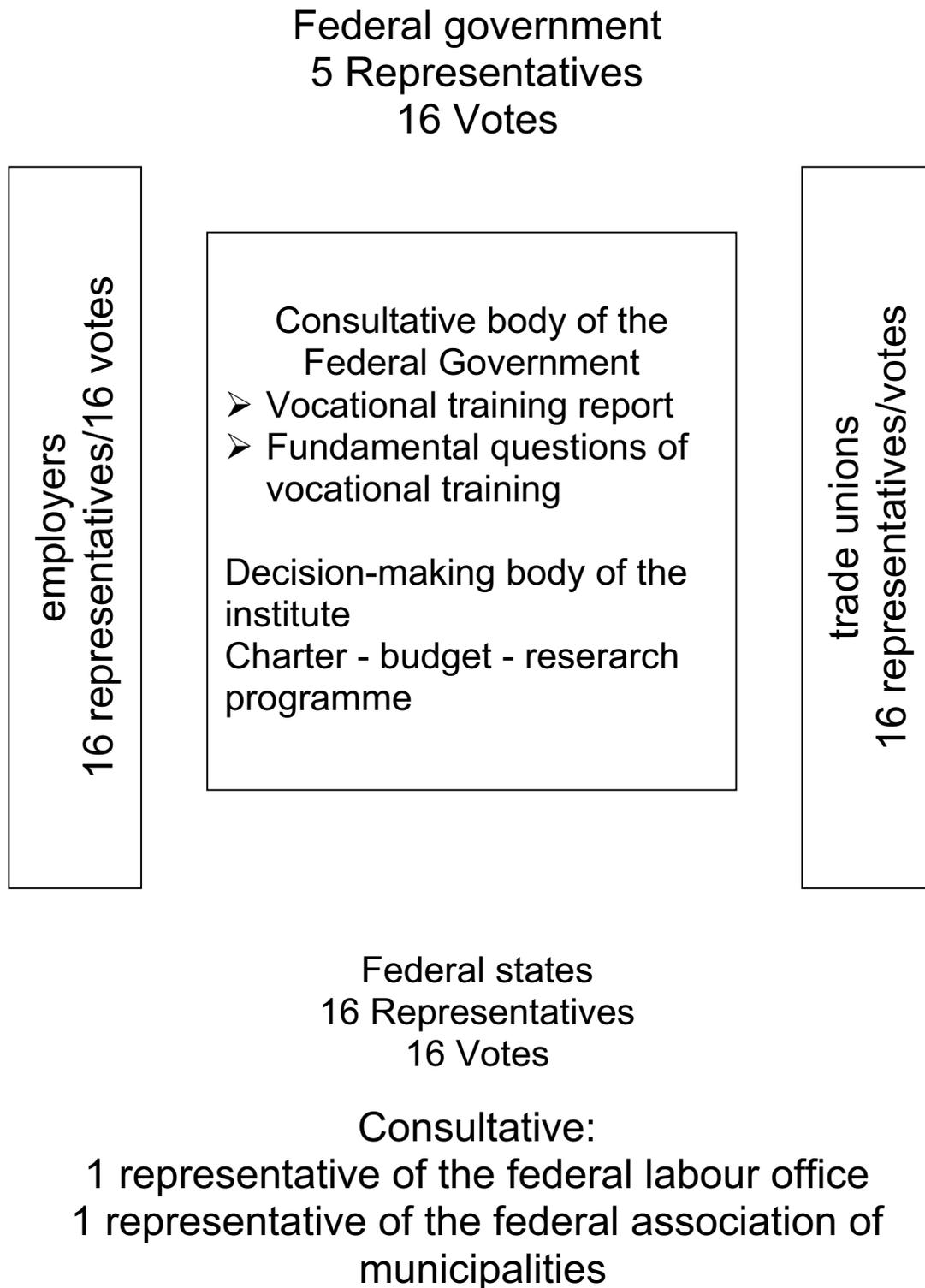


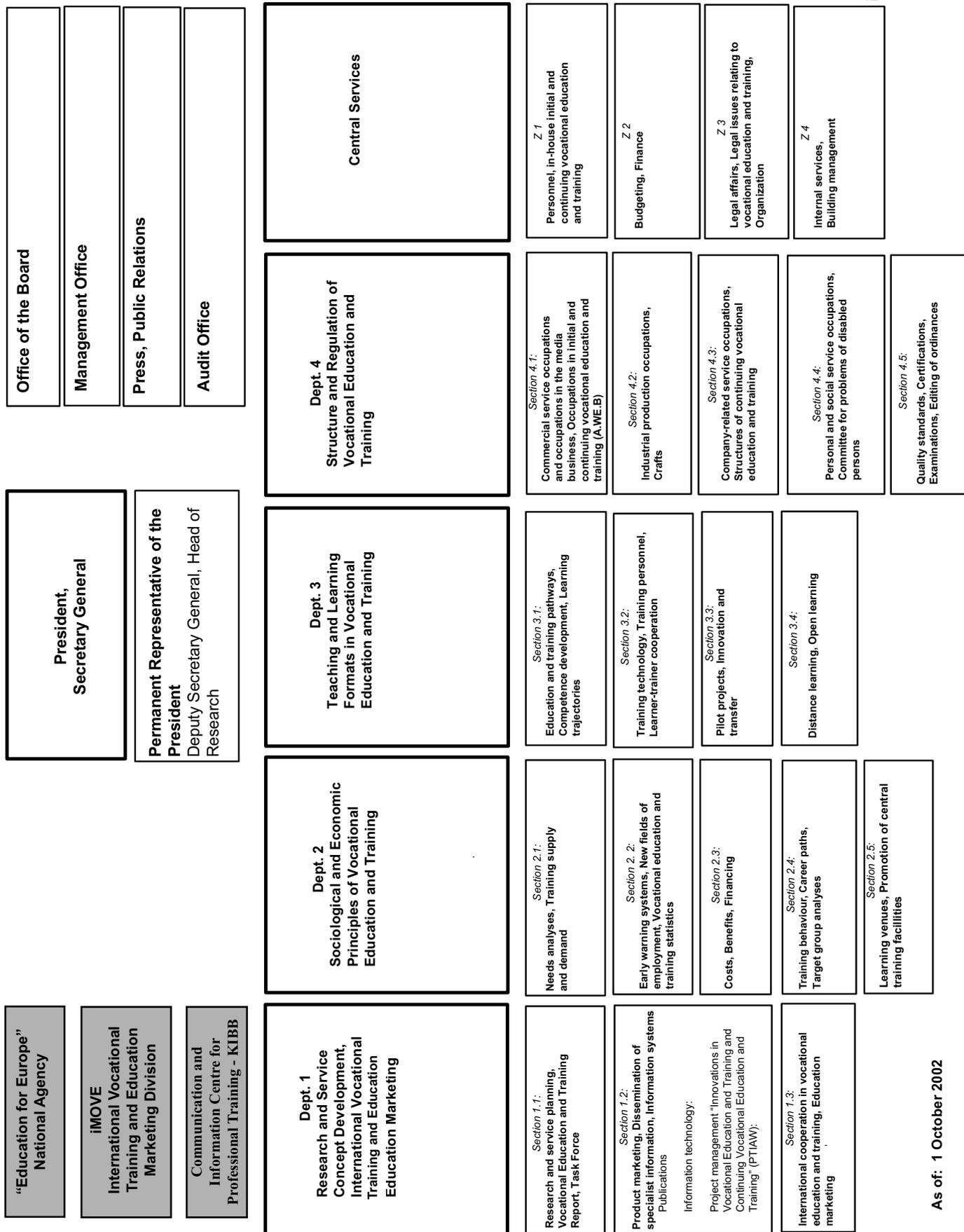
The players in vocational training

Research and occupational research



Main Board of BIBB





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☎ 0228-107-2977
✉ zentrale@bibb.de
Address:
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As of: 1 October 2002

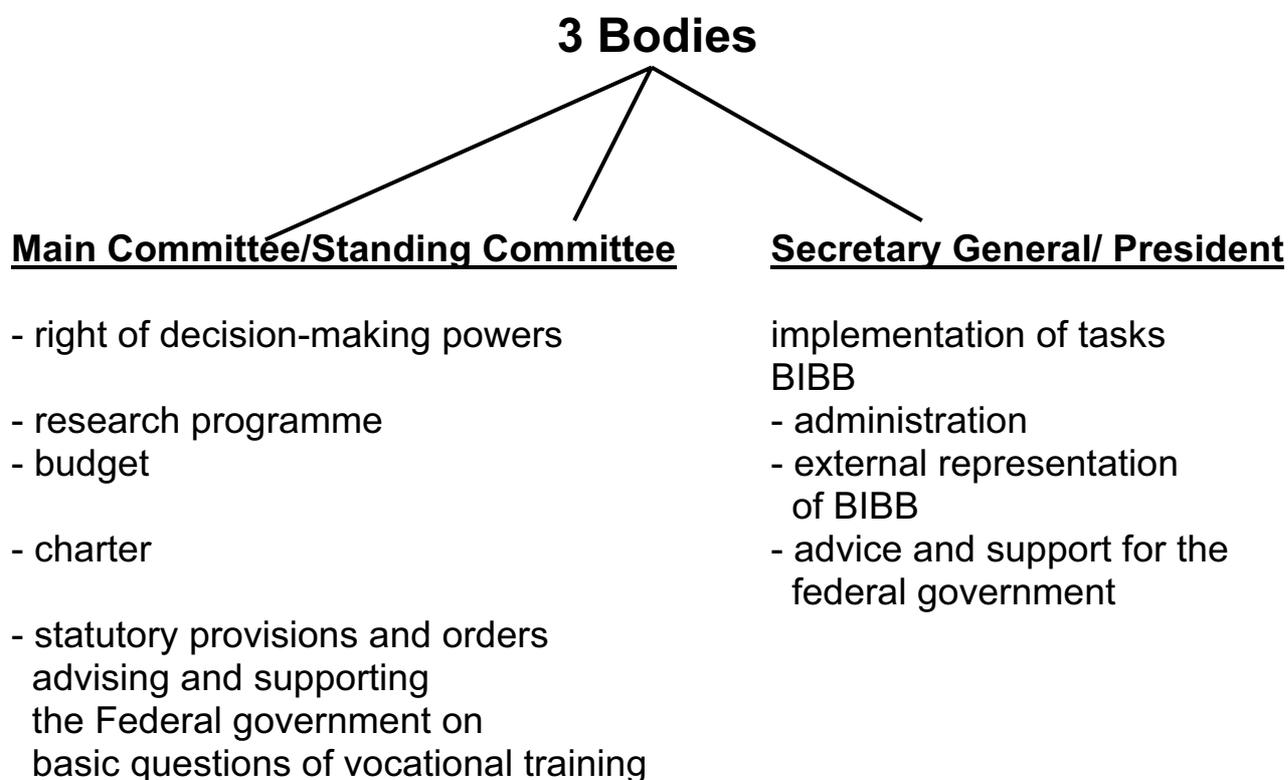
Legal form of the Federal Institute of Vocational Training (BIBB)

Sec. 6 Cl. 1 of Vocational Training Promotion Act (BerBiFG):

“A Federal Institute for Vocational Training with legal capacity directly responsible to the Federal Government shall be established.”

“...within the framework of the educational policy of the Federal government.”

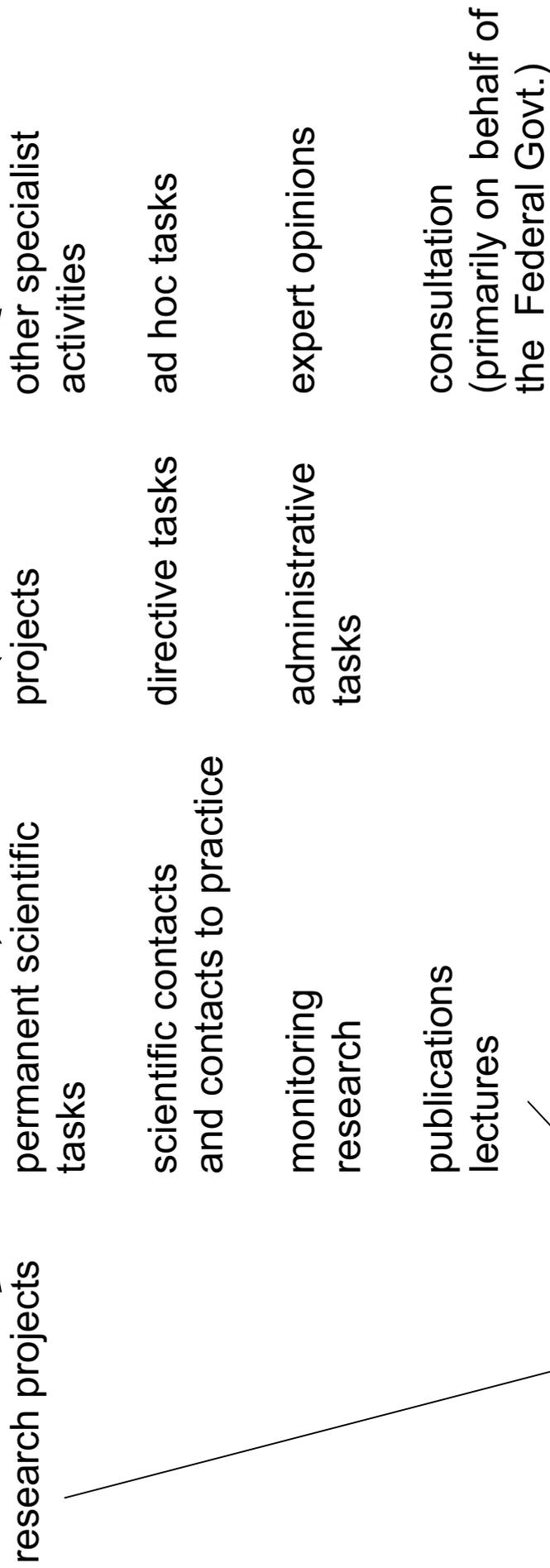
BIBB bodies and their tasks



Task Catalog in accordance with BerBiFG

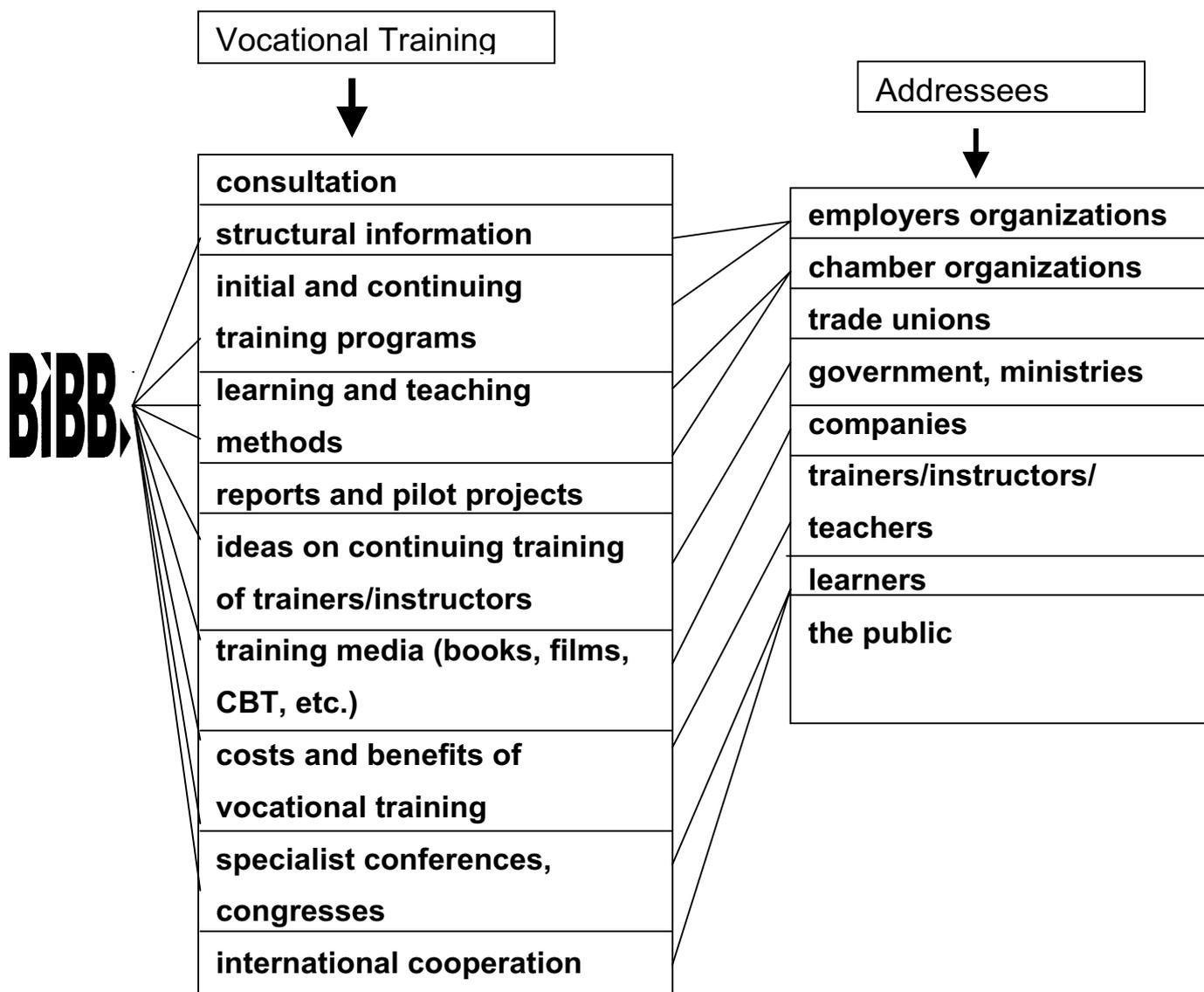
- 1. Instruction-bound tasks** (sec. 6 Cl. 2 Nr. 1 BerBiFG)
 - Training regulations, other statutory rules in accordance with BBiG/HwO
 - Vocational training report
 - Vocational training statistics
 - Promotion of pilot projects
- 2. Administrative tasks**
 - Intercompany training centers (sec. 6 Cl. 2 Nr. 2 BerBiFG)
 - Directory of recognized training occupations (sec. 6 Cl. 2 Nr. 4 BerBiFG)
- 3. Research tasks**
 - Vocational education/training research (sec. 6 Cl. 2 Nr. 3 BerBiFG)
 - Media research (sec. 6 Cl. 2 Nr. 5d BerBiFG)
 - Distance learning research (sec. 6 Cl. 2 Nr. 5e BerBiFG)
- 4. Consultative tasks**
 - Advice to distance learning institutions and participants (sec. 6 Cl. 2 Nr. 5e BerBiFG)
- 5. International cooperation in vocational education/training (sec. 6 Cl. 2 Nr. 1e BerBiFG) (directive task)**

Work programme



Research programme

Federal Institute for Vocational Training



Fundamental principles of the work of BIBB

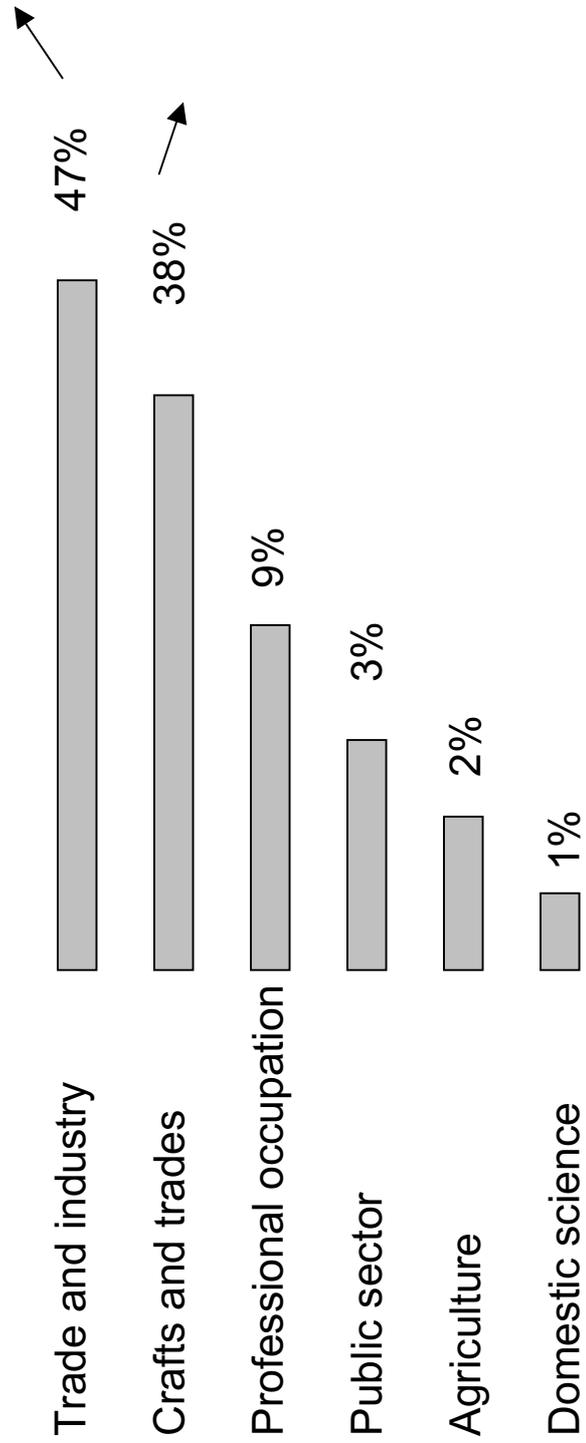
- principle of consensus in regulatory work
- practical orientation (participation of experts from companies)
- integrated task perception (prerequisite: corresponding links between basic research and application-oriented qualification of the staff, work experience)
- connection between pure research and realization-oriented research (principle of effect on the outside world)
- freedom of research in the implementation of projects and the publishing of results

Germany's
Dual System of vocational education

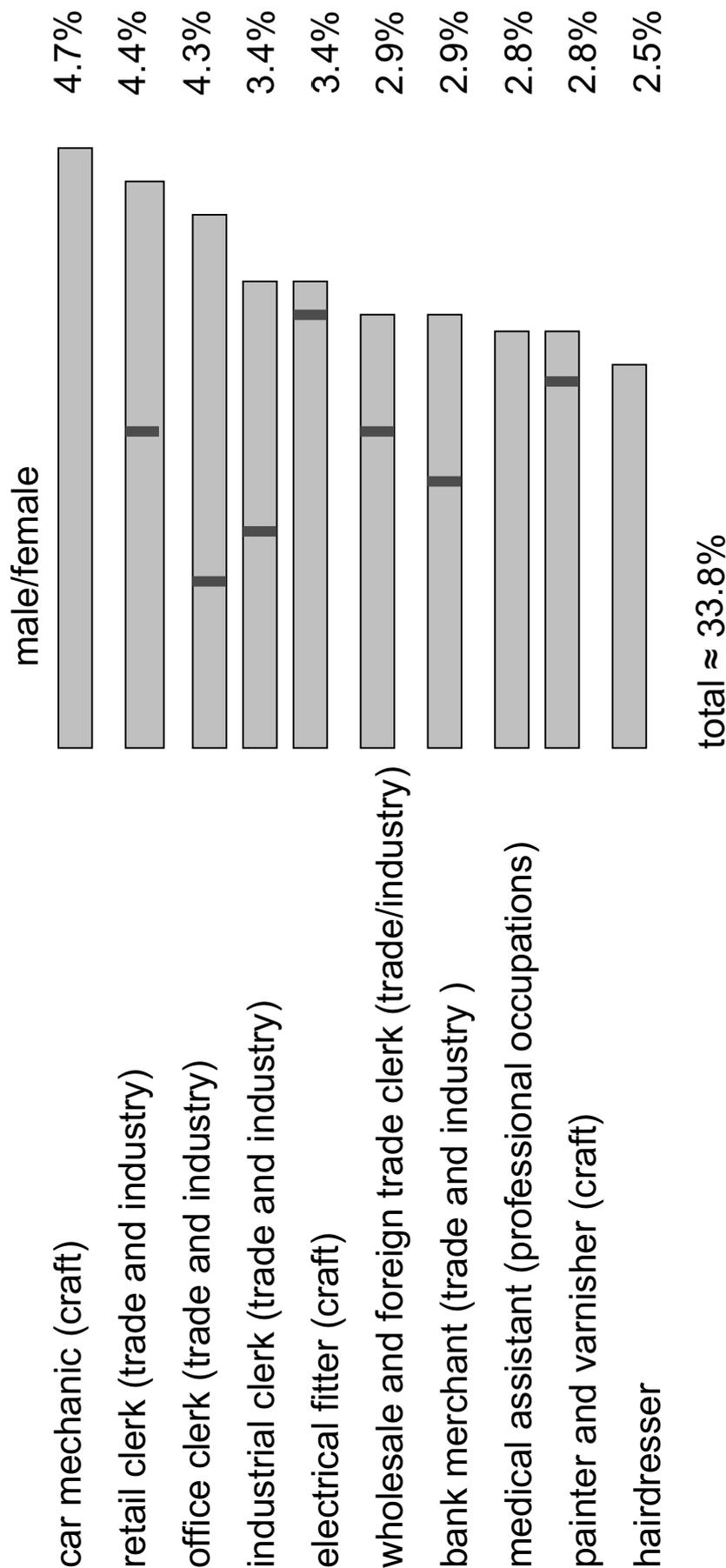
Training in Germany:
two systems grow together

Old federal states	1989	New federal states
500 000	training companies	4 500
1.6 million	trainees	360 000
3	trainees/company	80
70%	share of small companies	10%
380	occupations for which formal vocational training exists	308
private/state	relationship company: school	state only
3 years	duration of training	2 years
free	access	access (3 stages) via grades
700	interfirm workshops (intercompany training centres)	0
0.5%	boarding schools	35%
0.3%	in-house vocational schools	75%

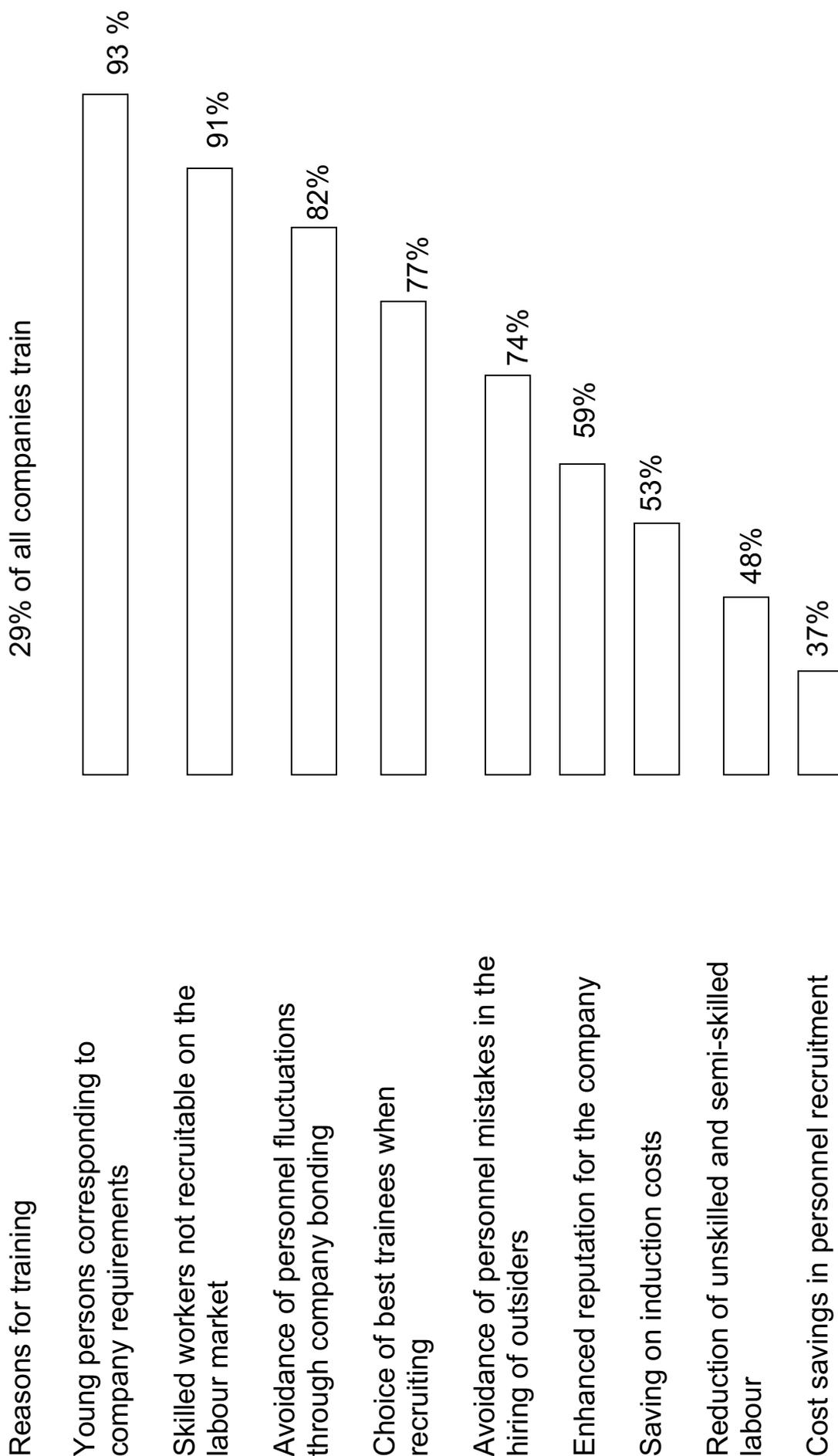
Trainees according to fields of training



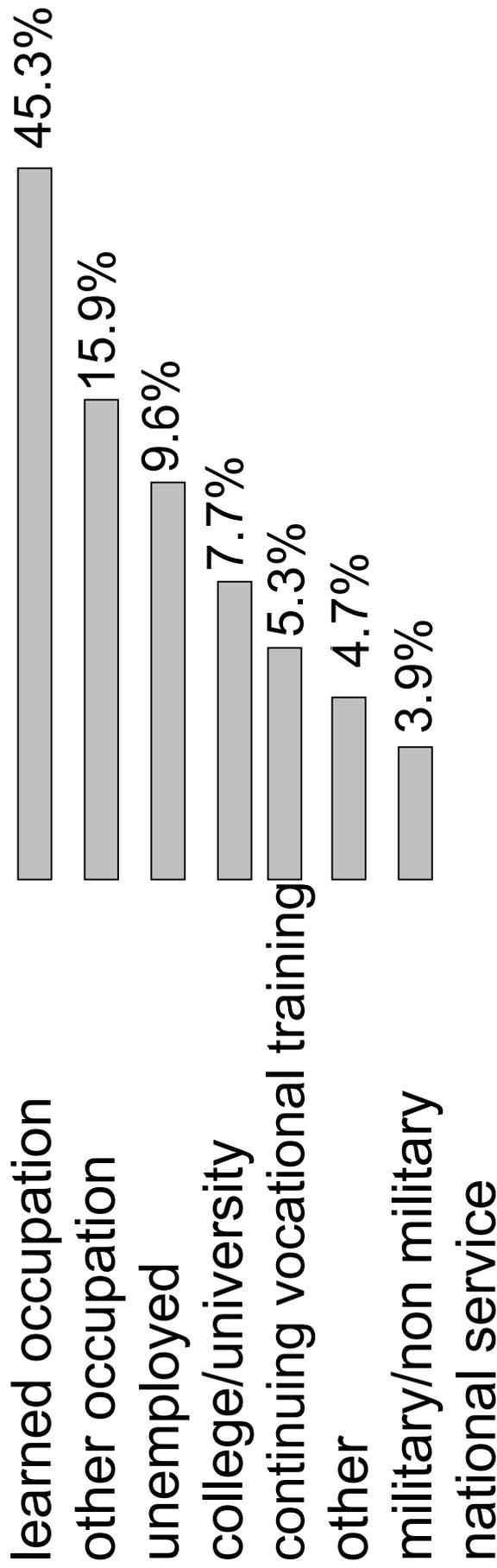
The ten most attended training occupations



Reasons for providing training companies



Whereabouts of those who have completed training in the Dual System in the new federal states



Unemployed young persons under 25 years in EU



Annual average 2000
Original data: Eurostat

Measures to improve the Training places situation (I)

1. Will for reform: not a Problem of knowledge but of **realization!**
 2. Faster and more “**new occupations**” in particular in the services sector, “specialist occupational groups”
 3. Restriction of the “**principle of consent**” through setting of deadlines by the Federal government?
 4. **Flexibilisation** of the Training Regulations (new IT occupations): modularisation in 3rd year of training, dovetailing of initial and continuing training/compulsory and optional modules
 5. More training in **local training initiatives**, support measures
 6. Reform and expansion of part-time **vocational schools**
 7. **Training site cooperation**
 8. **More differentiation and individualization:**
 - Promotion of disadvantaged youth = compensatory, “simple” occupations
 - Promotion of gifted young people = additional qualifications
 9. Develop and expand the “**upper classes of the Dual-System**”.
-

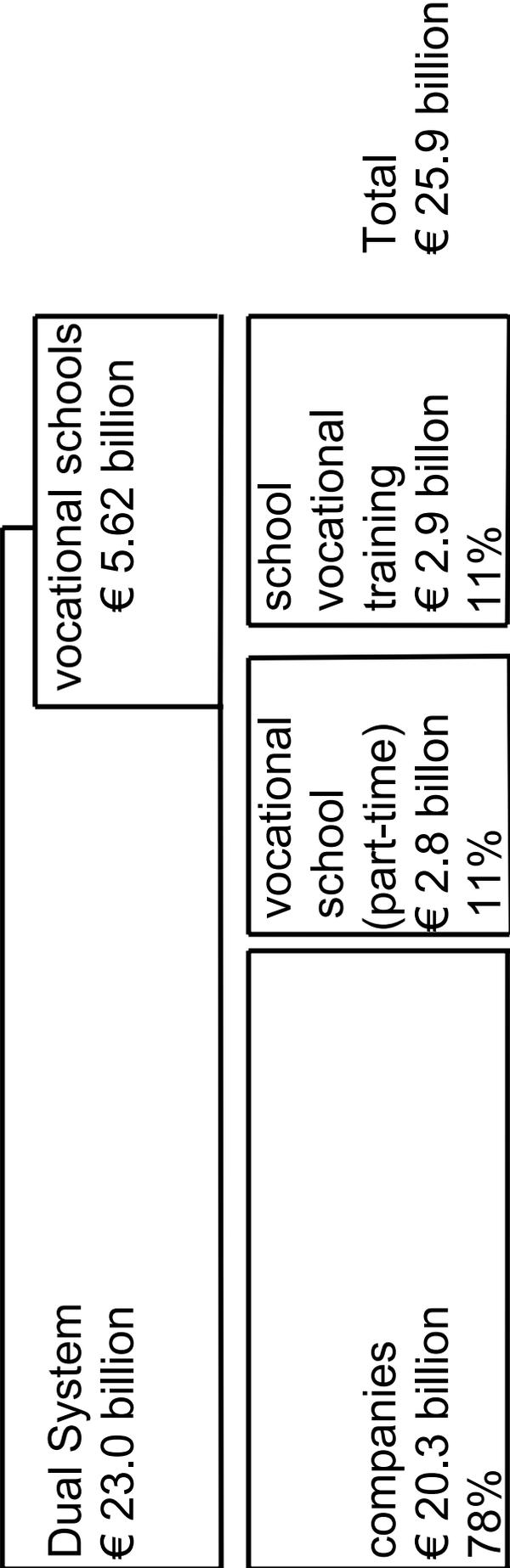
Measures to improve the Training places situation(II)

10. Specific training and continuing training in **independence**/business start-ups
11. Inclusion of specialized schools (BFS) as another Dual System
12. New **financing aids**:
 - Additional tax relief for (socially responsible) training provision
 - “Freezing” of training allowances/“apprentice wages”?
 - Fund-levy financing?
13. Reform of the **examination system** (for chambers),
Vocational schools + companies , “credits”,
“elongated examinations”
Examinations: project/team work, customers orders
14. Practical **equivalence/parity** of general education/university & college entrance, universities for applied sciences

Costs

1. The firms bear the costs for their training measures themselves and pay a levy for the services of the chambers (administration, intercompany training centres, examinations etc.)
 2. The training costs differ every year for each trainee, depending on
 - ratio of systematic training to training in the workplace
 - Training personnel (part-time or full-time trainers)
 - Training allowance
 3. The government provides financial backing for special training measures, e.g. through
 - Integration programs, e.g. underachievers, minorities
 - Innovative experiments, e.g. new methods, new contents
 - Programs for small and medium sized enterprises (SMEs), e.g. intercompany training centres for systematic training and implementation of state-of-the-art technology/skills/technology centers
 4. The federal state governments bear the costs of the vocational school instruction, the municipalities for the school buildings
-

Financing of vocational education/ per year
(Euro)



Discretionary costs (avoided)

- Recruitment costs (advertisements, interviews, administration, induction, continuing training)

 - Lower risk = miscasting

 - Bonding to company, corporate culture, group strengthening

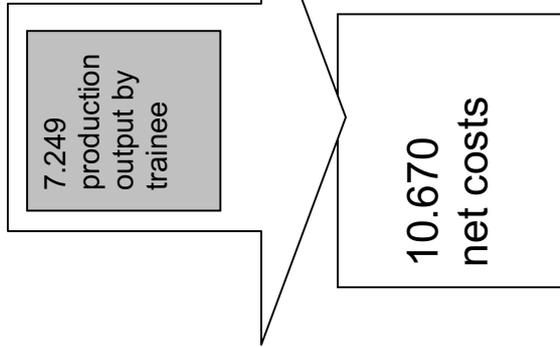
 - More broadly deployable (illness, vacation), advantages over temporary employees

 - “human capital awareness”, image factor
-

In-company training: what a training place costs

Gross costs
17.919

1997 in Euro per trainee



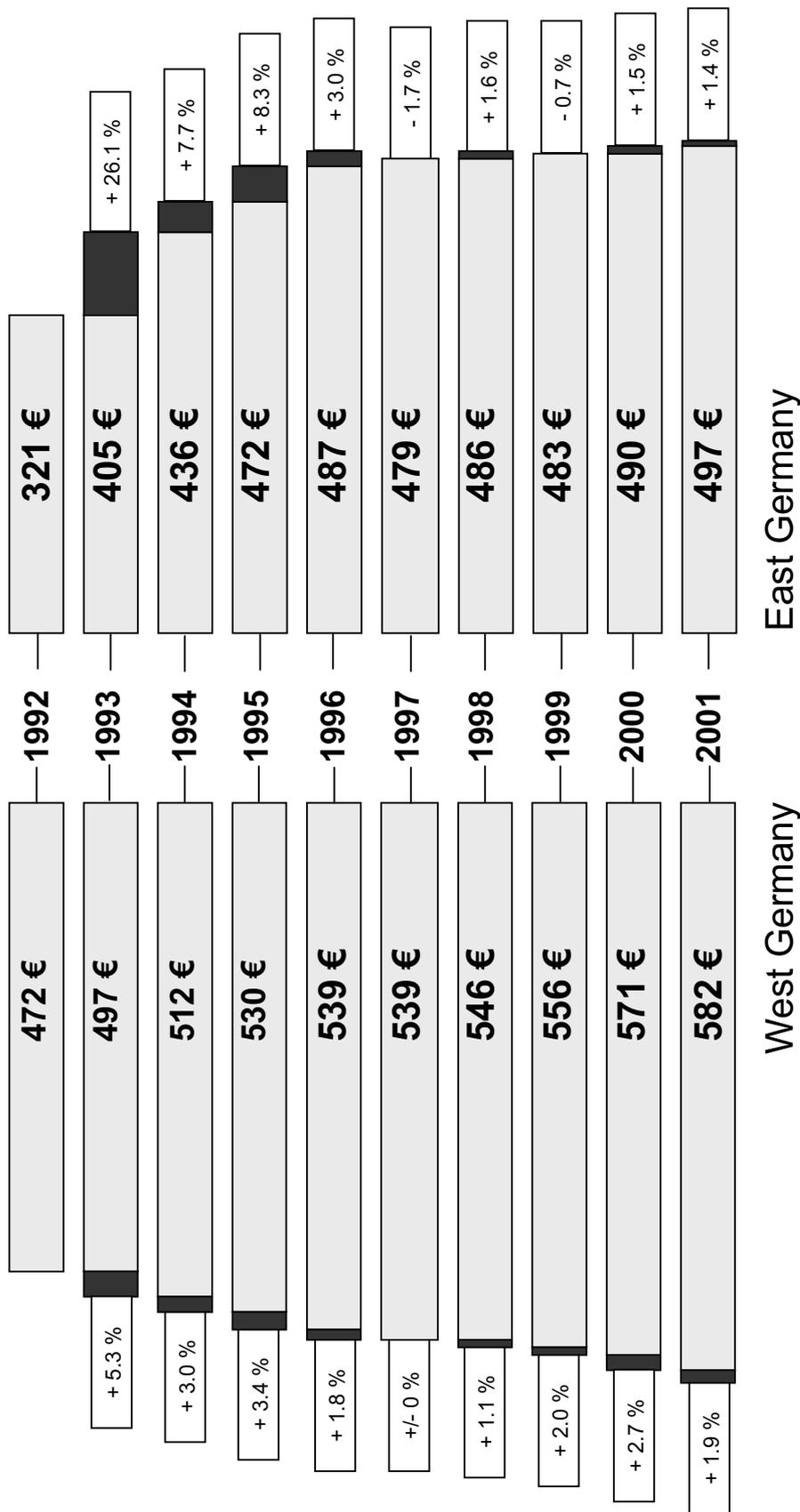
Industry		Craft & trades
Personnel costs of the trainee	10.086	7.680
+ costs of the training-personnel	7.386	6.607
+ fixed asset and	661	351
+ other costs	1.523	1.174
= gross costs	19.656	15.812
- productions output of the trainee	6.954	7.606

= net costs **12.702** **8.206**

All sectors of the economy

Development of training allowances from 1992 to 2001

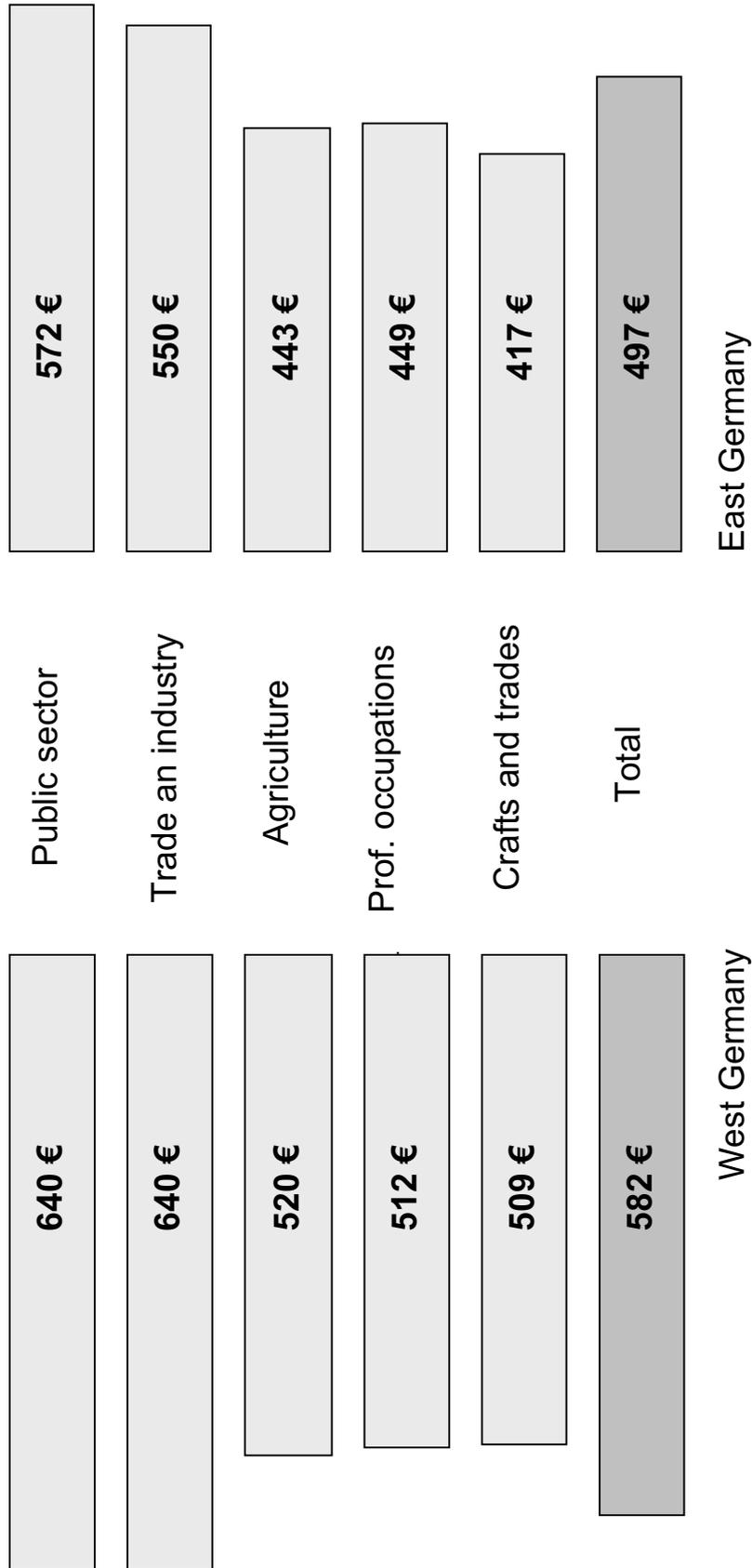
- average monthly amounts as well as changes over the previous year



Basis of calculation: training allowances according to collective agreement - average of the training occupations and the years of training



Training allowances according to fields of training 2001 - average monthly amounts -

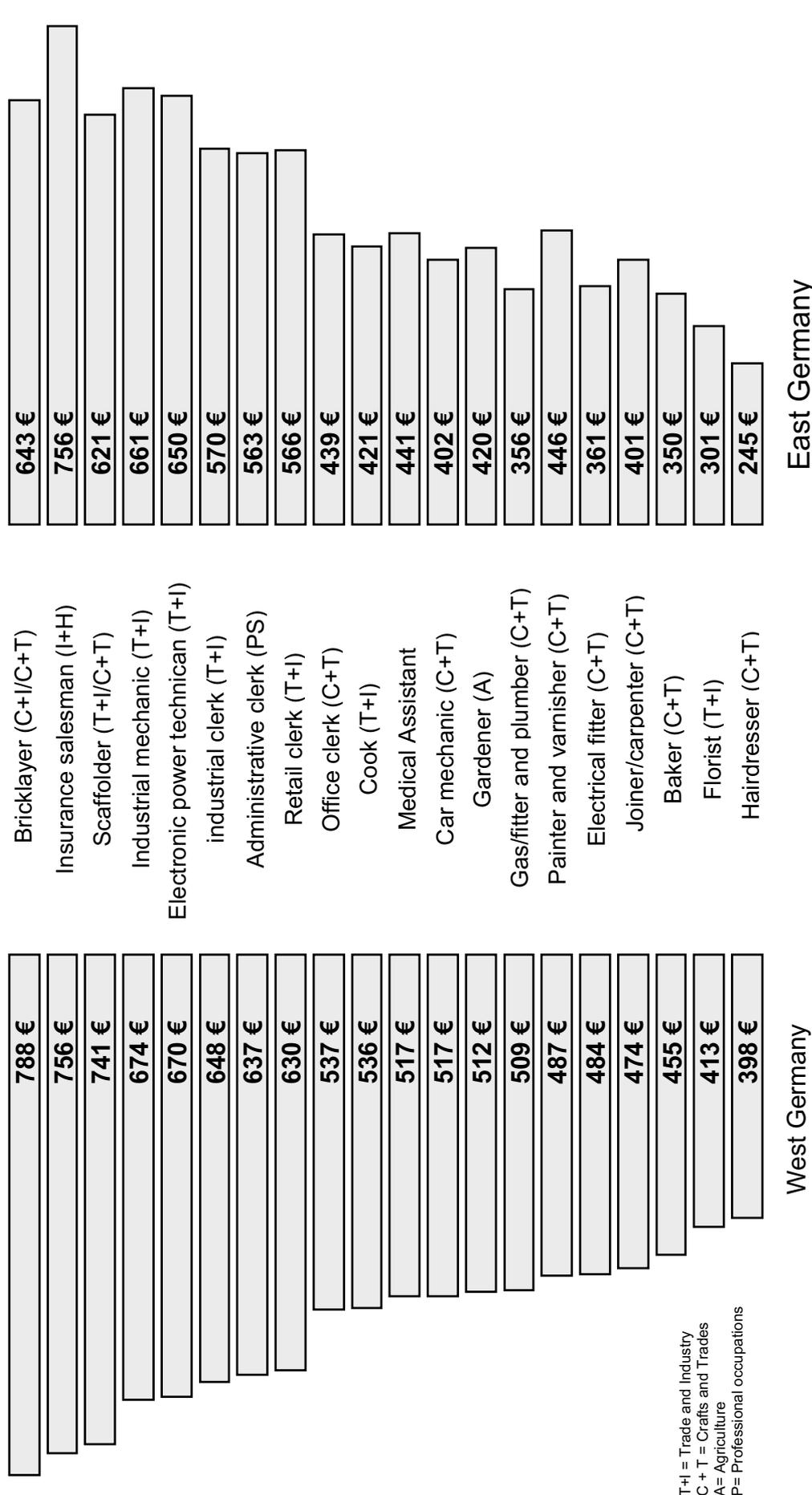


Basis of calculation: collectively agreed training allowances - average for training occupations and years of training



Training allowances in twenty selected occupations2001

- average monthly emuneration

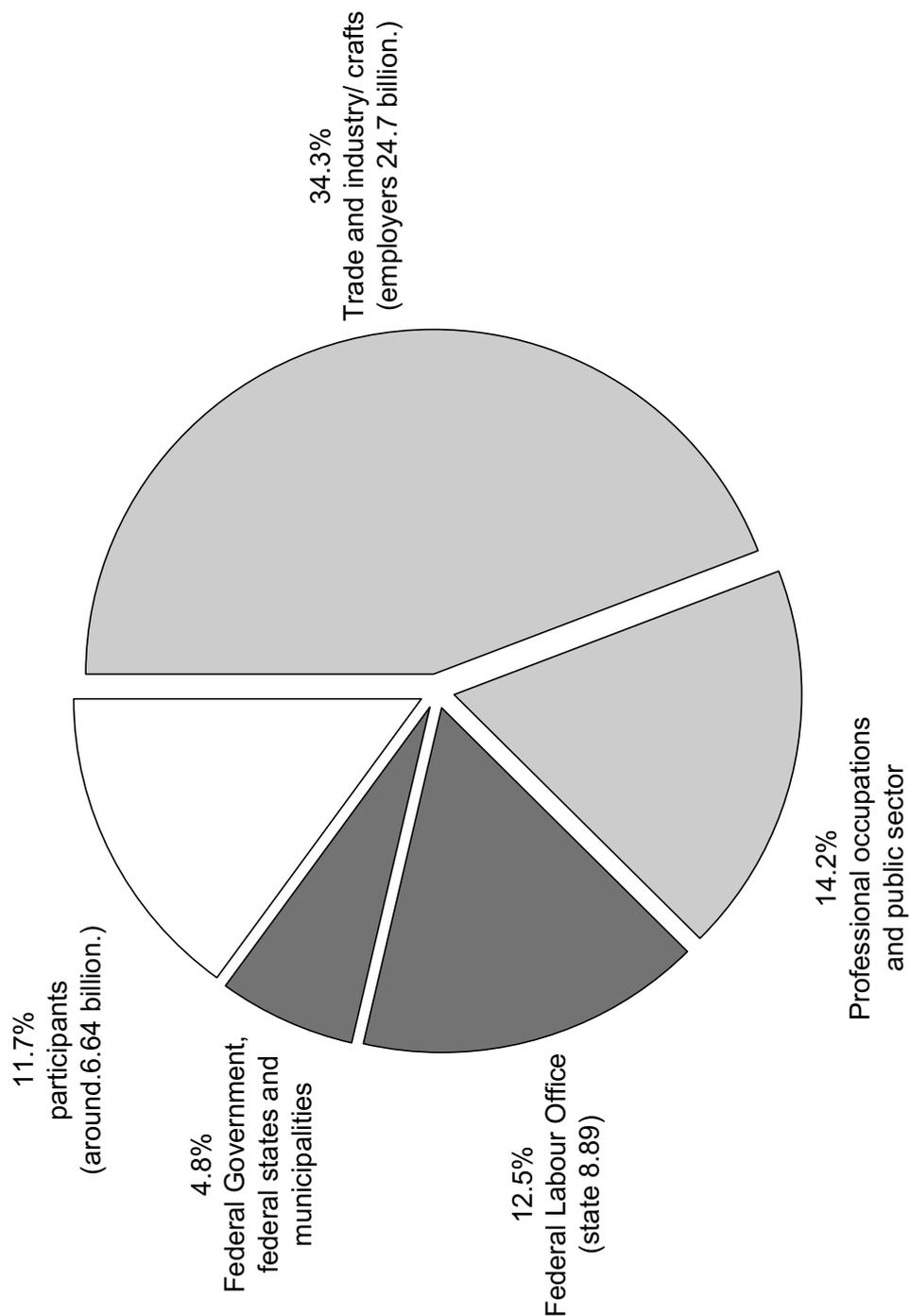


T+I = Trade and Industry
 C + T = Crafts and Trades
 A= Agriculture
 P= Professional occupations

Berechnungsbasis: Tarifliche Ausbildungsvergütungen – Durchschnitt über die Ausbildungsjahre



Continuing training: companies pay the most. Expenditure for continuing training in 1998 in billion Euro. Federal Labour Office: not incl. Rehabilitation, Source: IW survey, Institute of the German Economy



PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (I)

Young People who require special Support

The problem/the magnitude

In Germany
total without vocational qualification
(per year and age group around. 13% around 100 000)

1. The problem:

- vocational certification, preferably in state-recognized training occupations
- reduction of the number of young people without vocational qualifications

* through new and differentiated paths,
in order to achieve this goal

- restrictions by state SGB III financing (Social security code III)

2. The main question:

- special vocational courses (also for disadvantaged youth) within the framework of the BBiG/HwO? (Vocational training act)
- modularisation of training courses (curricular - didactic internal differentiation), perhaps also partial qualifications?

PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (II)

Principles

- full skilled worker/journeymann/skilled employee qualifications
- state-recognized qualification in accordance with Training Regulations (AO)
- support measures/priority
- educational needs of disadvantaged youth and requirements of the labour market
- agreement of social parties, Federal Government, federal state governments
- stabilization, modernization, further development of the vocational training system

PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (III)

Findings:

- At present, varying demand in industry for specific training occupations is recognisable
- But: from individual, sectors, companies, vocational training experts
- New generation of specialists in the future

Paths:

- Flexible, differentiated, individualized, phased
- rather a lengthening than a shortening of the period of training
- Support measures
 - socio-educational
 - school
 - training-attendant aid

PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (IV)

Emergency solution for the stigmatization of the „unskilled“

- without vocational qualifications subject to discrimination on the labour market
- integration/reintegration into working life through
 - modularized training courses
 - reduced learning-content training
 - less theory in examination
- new training occupations with labour market prospects

Varied demands today

- around 350 state-recognized training occupations in Germany
- varied profile and requirement hierarchies
- two and three-year training occupations
- full social welfare protection in two-year training occupations through parties to a collective wage agreement (BSozGer - Federal Social Court)
- example: new: two-year now three-year occupations: scaffolder
- example: retailer/ upgraded retailer (Verkäufer, KiE)

PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (V)

Legal framework

BBiG/HwO (Vocational Training Act (Crafts and Trades Regulation Code))

- make possible special occupations/state recognized training regulations/“simple” occupational profiles (more easily learned by disadvantaged young people)
- make possible organization of training courses in modules when training leads to state-recognized qualification (differentiation and flexible shaping of the entire training course)

Examinations

- own “disadvantaged section” in BBiG und HwO with special examination regulations
- supplementary oral examinations for grade compensation
- extended processing time for theoretical examination
- forms which make the written examination easier
- recognition of examination sections taken as partial qualification with certificate (resolutions of the “Alliance for Work, Training and Competitiveness”, 1999)

PROMOTING VOCATIONAL TRAINING FOR DISADVANTAGED YOUNG PEOPLE (VI)

Programme-controlled computer work materials/ computers (BIBB projekt)

- successful pedagogical-didactic means for promotion
- intensification!
- the operation of programme-controlled (computer) tools can be learned
- promotion of motivation for initial and continuing training
- strengthening of feeling of one's own worth, social prestige and recognition among each other
- improvement in skills in language, arithmetic, writing, drawing, information technology
- "Qualifizierungsbausteine"/modules for qualification

Support for gifted apprentices in Vocational training

*Support for gifted young people
in in-company training*

- Occupational advancement paths/also inhouse support/in addition to vocational school/training and work place
- Identify and promote during training
- Federal Ministry for Education and Research support programme (since 1991, 4,500 annually/consolidation/ not just graduates/during in-company training
- In addition to proven measures (e.g. competitions, BBiG reduction)→ Using GDR experience: “inventors’ schools”, “gifted programmes”

Gifted (II)

- public “marketing”
 - attractiveness of Dual System
 - in-company selection of central theme
 - such as benefits for gifted pupils in schools and colleges, research

- targeted: girls and young women

- additional tasks/demanding and responsible/projects/clients/building sites

- in-house preparation for competitions/release

- special. foreign languages/IT/service (clients)/“Youth researches”

- heavier technical and non-business DL-occupations

- image factor/benefits/SMEs

- freer work design, task processing

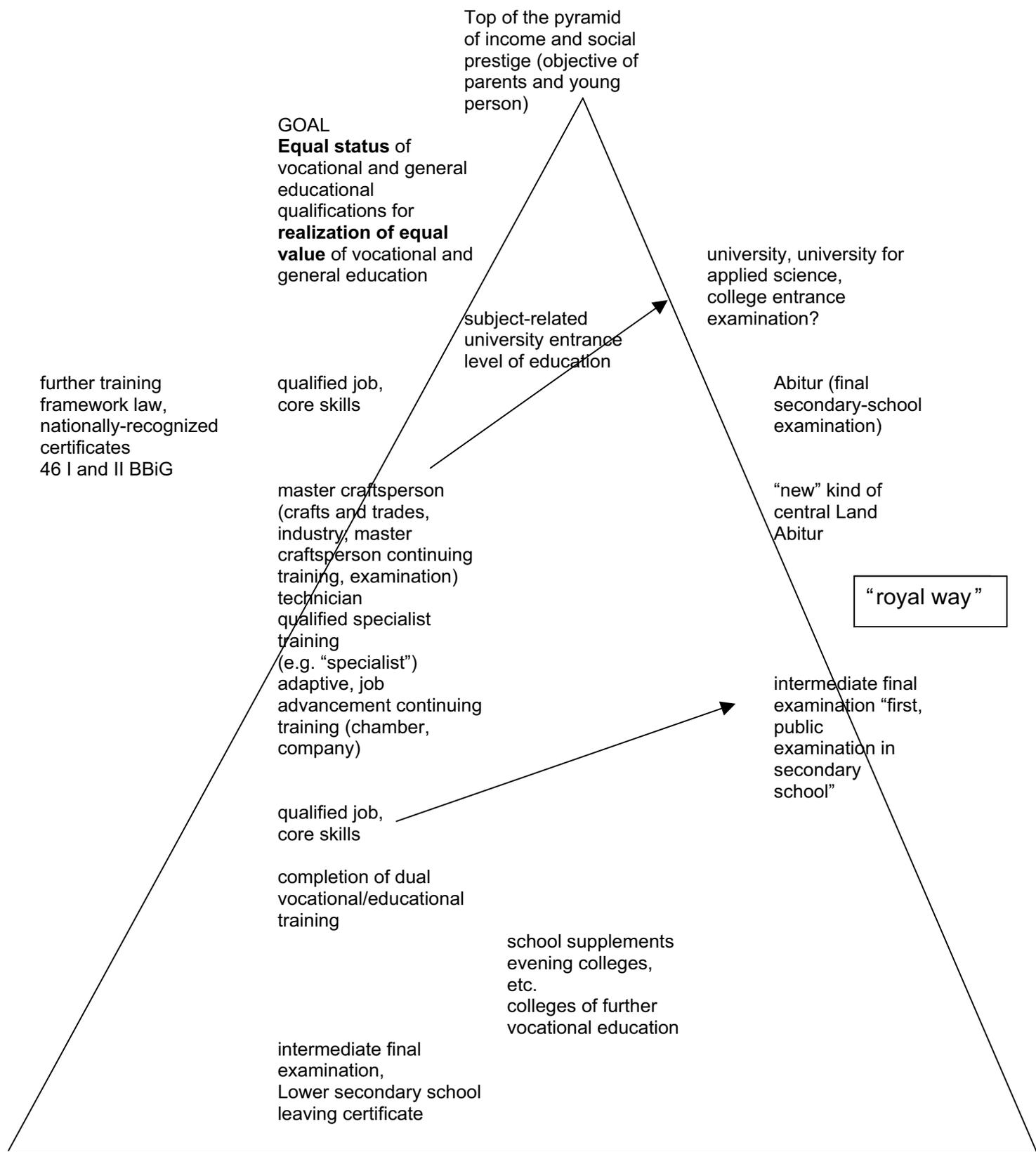
Gifted (III)

- “2nd threshold”/permanent job/
adaptive further training
- innovative trainers/more
individual advice
- shortening of length/additional qualifica-
tions (certified)



open in-company “support sircles” for
skilled workers/employees, “creative task
pools”/simulations and management
games → for apprentices/trainees

Vocational education/ training is also a “royal way”



secondary modern school, intermediate modern secondary school (junior high school), “standard school”, comprehensive school, Gymnasium (high school/junior school)

University/University of applied sciences FH entrance regulations
for specialists with vocational certificate and no Abitur
(final school-leaving examination)

	entrance examination	probationary admission	direct admission
Baden-Württemberg	U/FH		
Bayern	preparation + examination*		
Berlin		FH/U	
Brandenburg	FH/U		
Bremen	FH/U	FH/U	
Hamburg	FH/U		FH/U with consultation
Hessen	FH/U		
Mecklenburg-Vorpommern	FH/U		
Niedersachsen	FH/U	FH/U	FH/U
Nordrhein-Westfalen	FH/U	FH/U	
Rheinland-Pfalz	U (or probationary admission)	FH	
Saarland	FH/U		consultation interview
Sachsen	FH/U		
Sachsen-Anhalt	FH/U		
Schleswig-Holstein	FH/U	FH/U	
Thüringen	FH/U		

FH = University for applied sciences

U = University

* (1/2 year)