

The engine of Dual VET: Cooperation between stakeholders from business, government and society



Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

VET in Germany
Vocational education and training in Germany

Bundesinstitut
für Berufsbildung **BiBB**

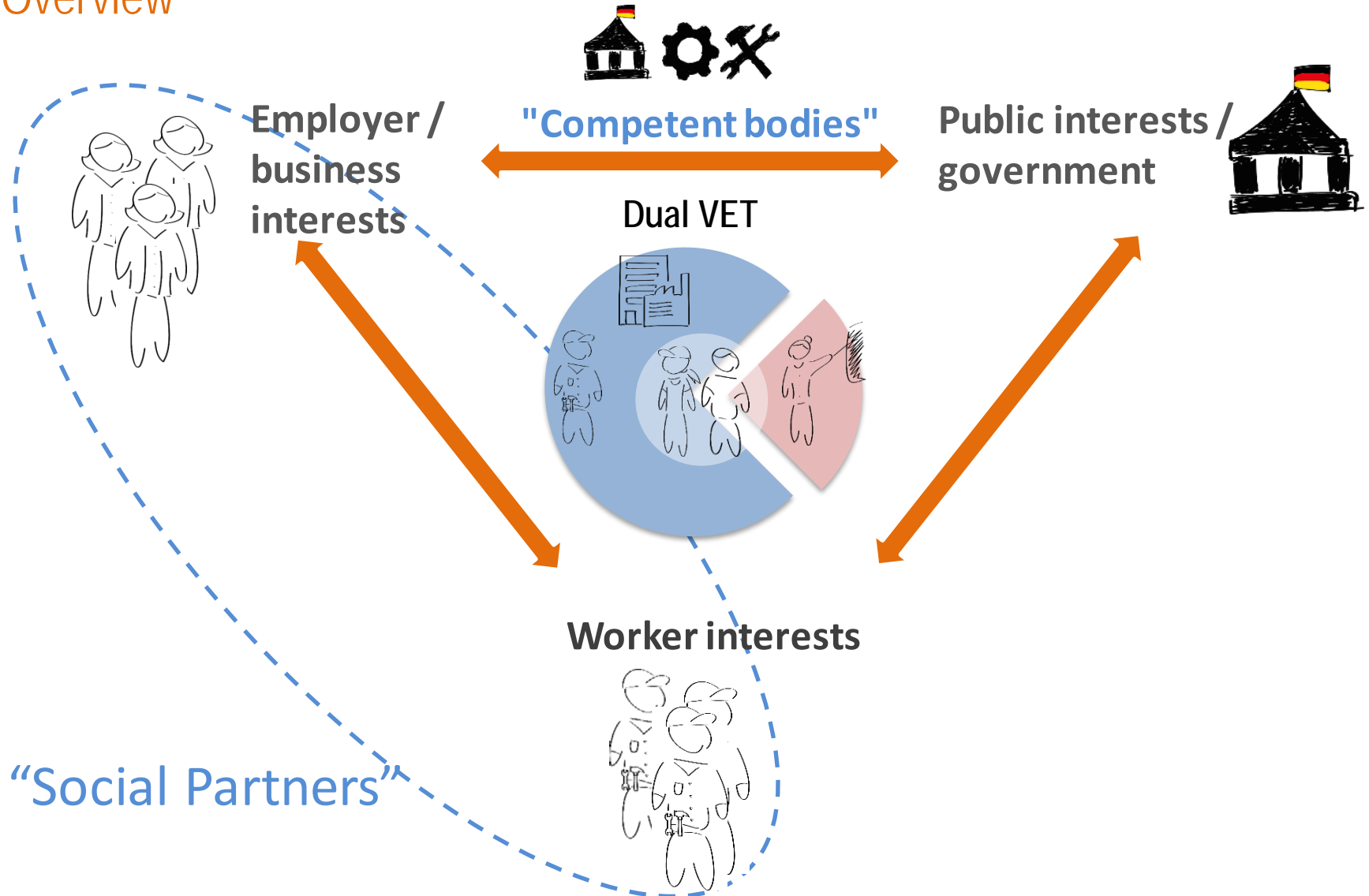
- Forschen
- Beraten
- Zukunft gestalten

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I. VET: stakeholders and their interests

Overview



Employer / business interests



Positions

“We need qualified workers in order to be **productive and competitive.**”

“VET is important for us because it helps us to find **competent and loyal employees.**”

“We want to **provide in-company VET.**”

“We want to **take part in shaping national regulation** of in-company VET.”

Demands

“VET should be **oriented towards the demand of companies.**”

“We need **„trainable“ young people** for in-company VET.”

“**Trainee salaries** should be significantly lower than worker salaries.”

“VET schools in Dual VET should provide **vocational theory and practice** according to our needs.”

Expressed by organizations at various levels

- National business body for VET (KWB)
- National employer organizations
- National industry and craft trades organizations
- Chamber organizations



Workers' interests



Positions

„VET is important for stable **employment and decent incomes.**“

“Objective of VET: **all-round competence and skills to work in an occupation**”

„VET should be of **high-quality and should provide work experience and soft skills.**“

„**Rights of trainees** in the company must be protected.“

Demands

„Companies should provide **training opportunities** for young people.“

„Companies should not use trainees **as cheap labour.**“

„In-company VET should be regulated and monitored by **independent agencies.**“

„Dual VET should be **comprehensive/holistic.**“

Expressed by organizations at various levels

- National labour union confederation
- Sectoral labour unions
- Works councils at plant level



Public interests / government



Positions

„Supply of trained workers is a collective good for the **economy and society**.“

„We set the **framework** to enable employers and employees to engage in VET.“

„In-company VET is a part of the **education system**.“

“We provide the **VET school education part** within the Dual VET system.”

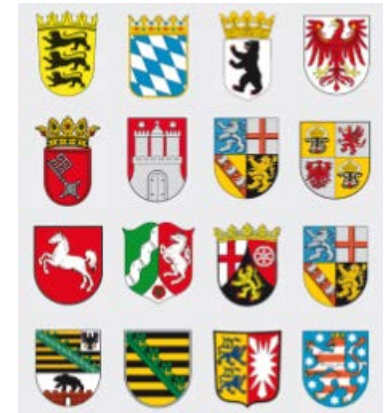
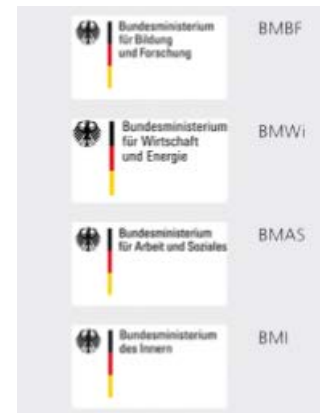
Demands

„Employers and employees should collaborate in **actively shaping** VET. “

„We provide VET school education – companies should provide **training opportunities**.“

Expressed by government at various levels

- National government (federal ministries)
- Regional government (16 federal states)



Summary

1. Employer organizations, unions and government **articulate different collective interests** in VET in a **highly organized** and **competent** way.
2. This commitment is based on **shared principles**:

„We want to **jointly steer** VET.“

„We share the **responsibility** for VET.“

„VET should be **practice-oriented**, **coherent** and of **high quality**.“

„**VET standards** need to be **demand-driven** and **up-to-date**.“

„VET is the **precondition** for **competitiveness** on the global market.“



Strong stakeholders **jointly commit** to VET

II. Stakeholders jointly shape Dual VET

- 1. Strong commitment**
of VET stakeholders in
the framework of Dual VET



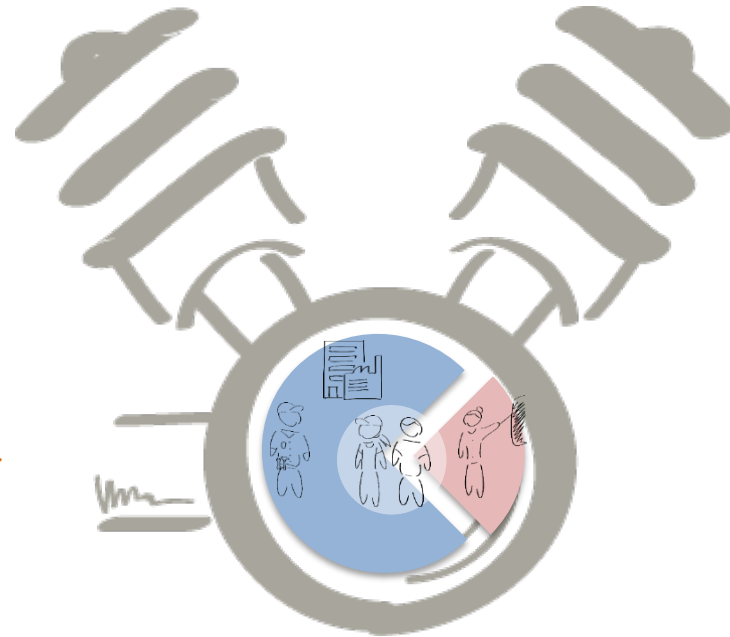
- 2. Co-decision and cooperation** is promoted
through formal mechanisms
(interests are integrated)



- Laws
- Institutions
- Committees

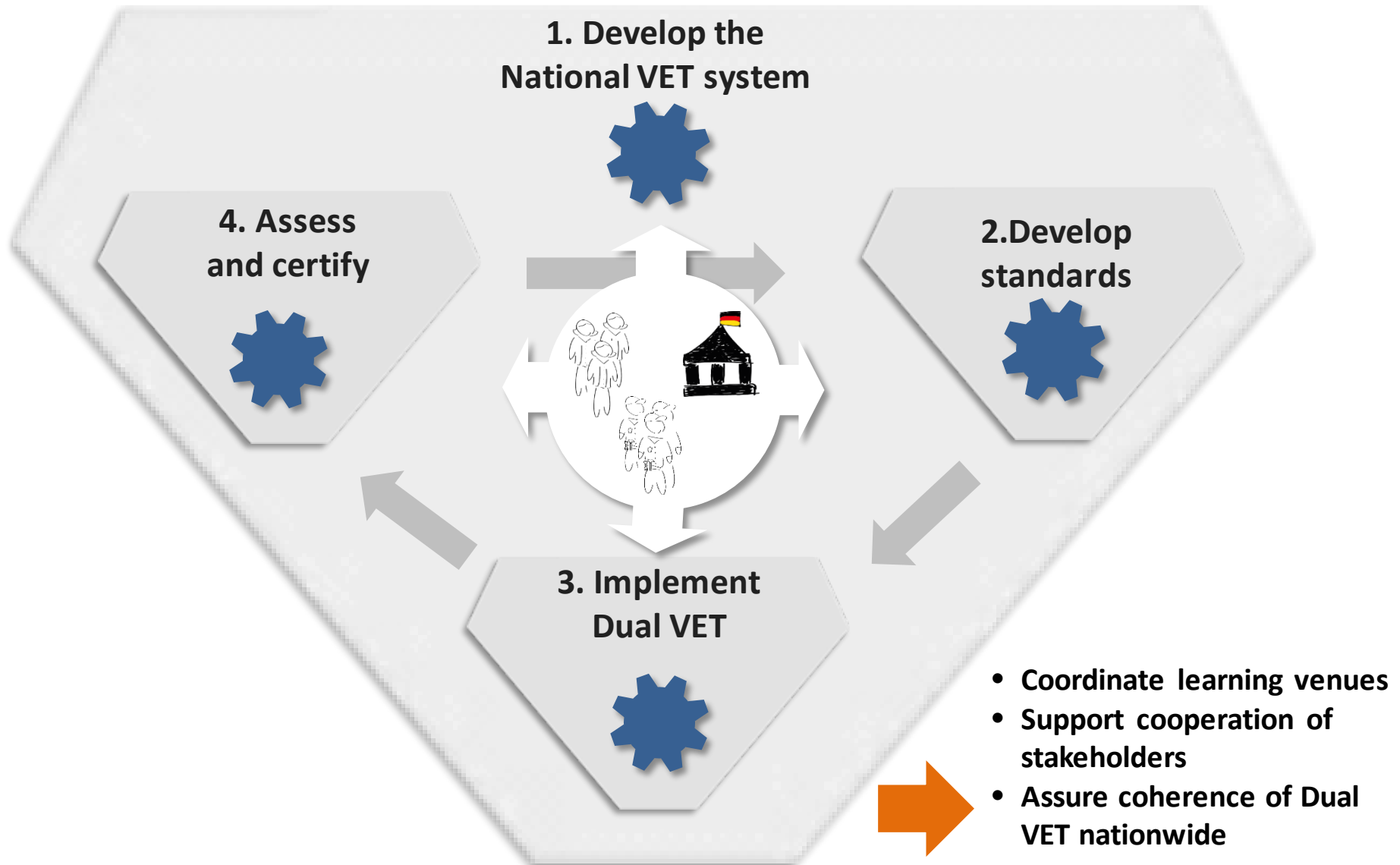


The Engine of Dual VET



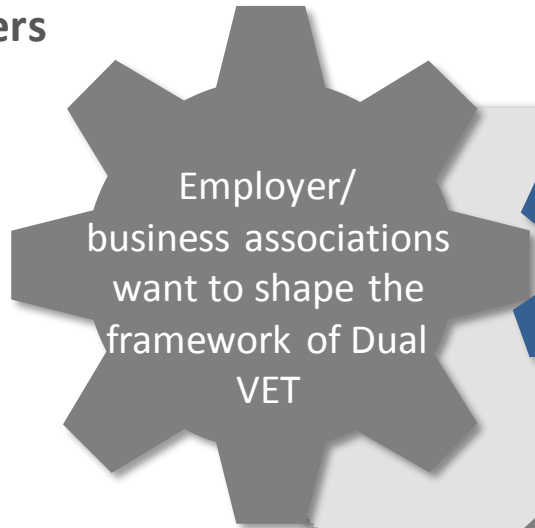
This is how it works...

Stakeholders jointly shape the key elements of the Dual VET system



2.a. Developing the framework of Dual VET

Employers



„interlocked“ by



Government



Workers



Legal basis

- German Vocational Training Act section 92
- Trade and Crafts Code section 38

Board at BIBB



What is this?

- National committee (“the Board”) at the Federal Institute for Vocational Education and Training (BIBB) in which employer organizations, unions, federal and local government are each equally represented (4 “benches”)
- Representatives are assigned for up to 4 years
- Representatives work on an honorary basis (non-paid)
- Parliament and subcommittees hold meetings on regular basis
- Decisions are taken on a consensus basis

Tasks

- Advises government on VET
- Issues recommendations for practice (for instance, regarding the coherent implementation of the German Vocational Training Act)
- Issues statements on VET regulations (for instance on in-company training standards) and on VET policies by the government
- Decides matters concerning BIBB (for instance budget, research)

Impact

- Articulates **joint VET stakeholder position**
- Central national political **coordination mechanism** of Dual VET in Germany (“**parliament of VET**”)
- Mechanism where stakeholders **jointly steer** VET system

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2.b. Develop and modernize Dual VET standards

Employers



Employer/
business
associations
articulate needs
of companies

„interlocked“ by

**Expert
groups**



Government
articulates public
interests and
promulgates
Dual VET standards

Government



Labour unions
articulate needs
of workers

Legal basis

- German Vocational Training Act section 4

Workers



Multi-stakeholder expert groups



What are they?

- Groups of experts with experience in vocational theory and practice
- Established on demand for occupations to be modernized
- BIBB representative leads group, acts as moderator and manager of process for developing standards, provides technical input
- Employer side and unions delegate their own experts
- Representatives of federal government and federal states contribute to group

Tasks

- Develop/update in-company VET standard in a given occupation
- Advise stakeholders on implementation of in-company VET standard and coordinate in-company VET standard with VET standard for vocational school (framework curricula)



Impact

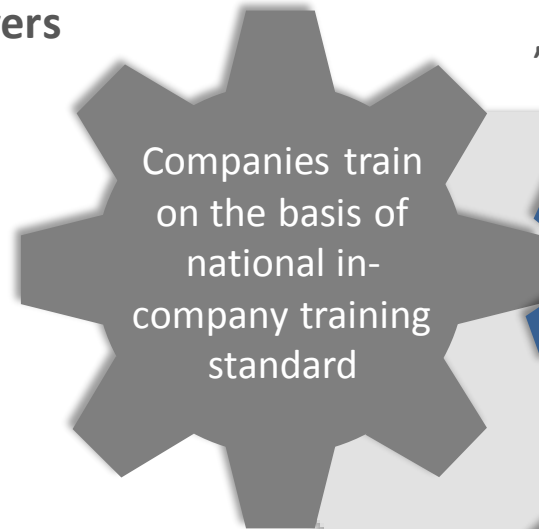
- Mechanism by which **standards meeting the requirements of world of work** are **jointly developed**
- Developed standards are **recognized** by those who implement them (companies, trainers and trainees)

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2.c. Monitoring the implementation of Dual VET

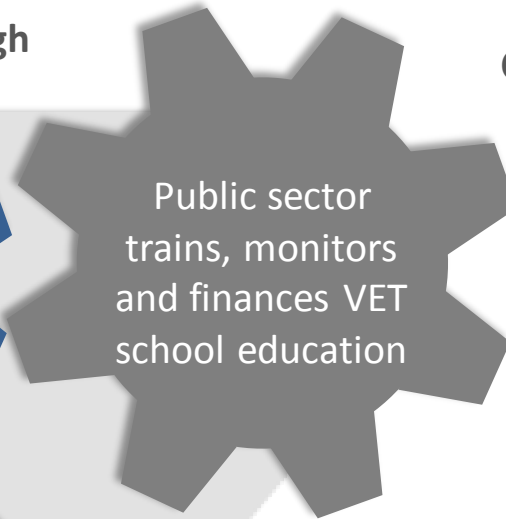
Employers



„interlocked“ through



Government



Workers



Legal basis

- German Vocational Training Act section 77f.
- Federal state laws

Regional VET boards



What are they?

- Established at each federal state government (16 boards nationwide)
- Usually 18 members: each side (employers, unions and local government) assigns 6 representatives
- Representatives are assigned for up to 4 years
- They work in an honorary capacity (non-paid)
- Decisions are taken on a majority basis

Tasks

- Advise regional government on VET
- Work towards continuous quality development of VET in the federal states



Impact

- Articulate **coordinated VET position of stakeholders**, in particular on development and implementation of vocational education in regional schools
- Mechanism by which VET stakeholders **jointly shape local VET policies** and the **coordination of VET in companies with VET in vocational schools**

VET boards at competent bodies



What are they?

- Established at competent bodies (chambers, ministries, etc.)
- 18 members: each side (employer, employee and vocational schools) assign 6 representatives
- Representatives are assigned for up to 4 years
- Representatives work in an honorary capacity
- Decisions are taken on a majority basis

Tasks

- Promulgate local regulations for implementation of Dual VET
- Work towards continuous quality development of VET
- Ensure implementation of recommendations from federal state boards
- To be consulted in all important VET matters



Impact

- Articulate **coordinated VET position, in particular on regulation of in-company VET** (accreditation of training companies, assessment of trainees)
- Mechanism by which stakeholders **jointly monitor and develop quality** of Dual VET for specific sectors (craft trades, manufacturing, trade etc.) in their region

Competent bodies (mostly chamber organizations)



What are they?

- Mandate regulated in the German Vocational Training Act
- Numerous competent bodies in every federal state
- Mandate transferred to institutions which represent certain sectors/trades

Tasks

- Set up VET Board at competent bodies and VET examination board and implement their decisions
- Monitor in-company training (facilities, instructors, etc.)
- Advise companies on VET (with “training advisors”)
- Certify and monitor company and in-company trainer eligibility for implementation of in-company training (accreditation)
- Register training contracts



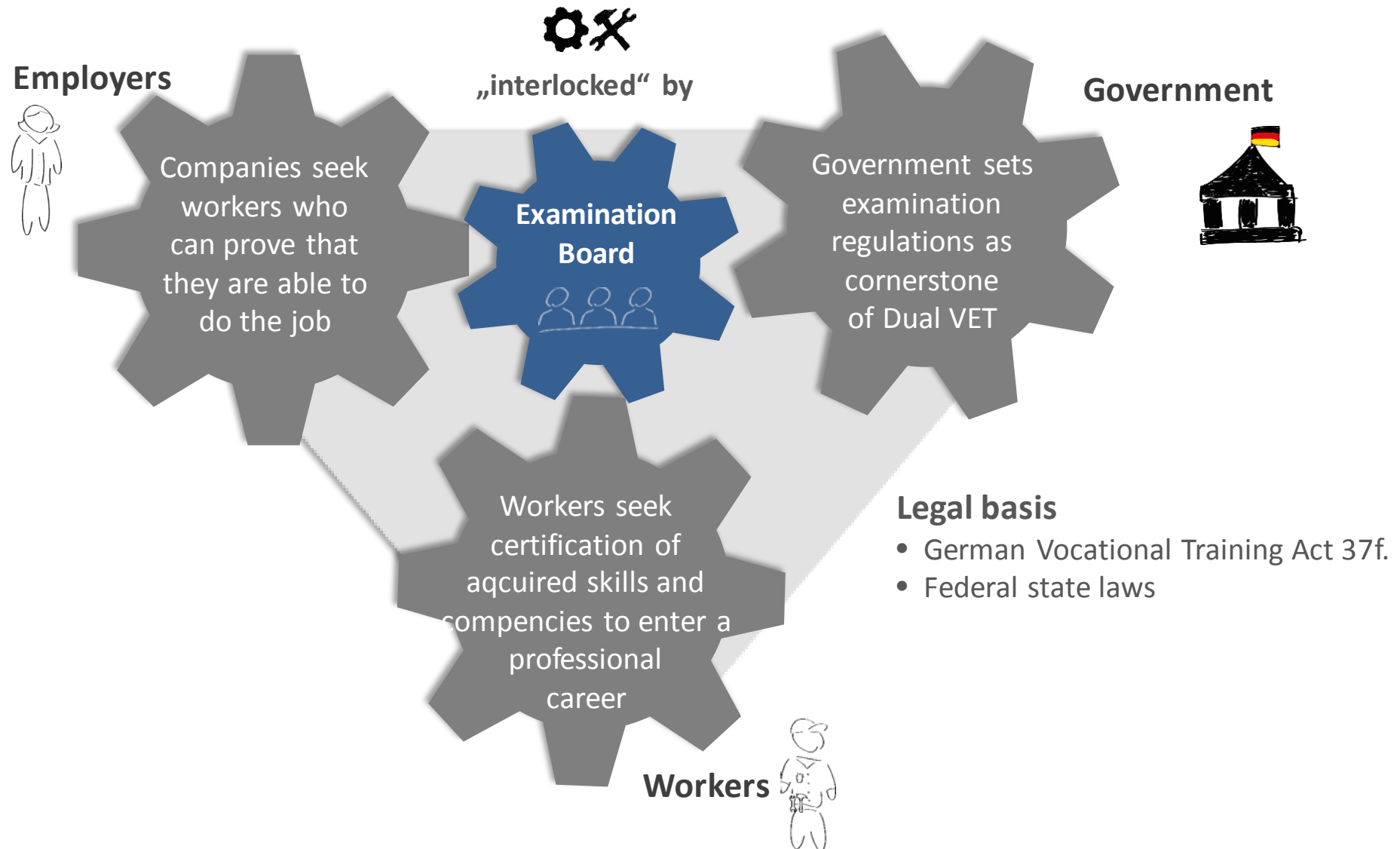
Impact

- Competent bodies **monitor and promote** Dual VET implementation in their region and thus **ensure quality of VET**
- **Provide institutional foundation** for VET board and VET examination board

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2.d. Assessment and certification



Examination boards at competent bodies



What are they?

- Groups which examine trainees of Dual VET programmes
- Composed of minimum 3 representatives, one from each side: employer, employees and vocational school
- Representatives are assigned for up to 5 years
- Representatives work in an honorary capacity
- Decisions are taken by majority

Tasks

- Set examination questions and exercises
- Conduct the examination
- Evaluate results
- Issue Dual VET certificate



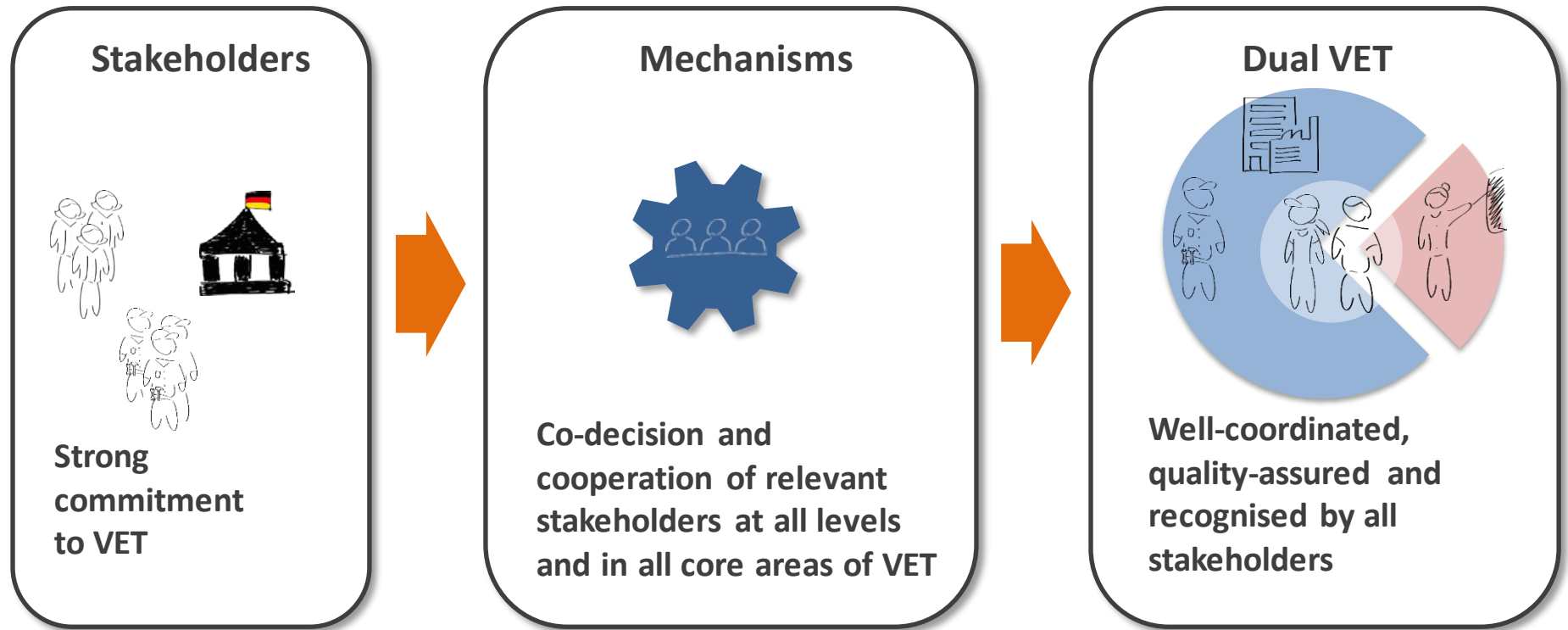
Impact

- Mechanism by which VET stakeholders **jointly implement independent examinations and certify** Dual VET trainees
- **Certificates are recognized** by employers, employees and within the formal education system

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III. Summing up – the engine of Dual VET



Quality features
of German VET

- Cooperation of government and social partners
- Acceptance of national standards
- Learning within the work process
- Qualified VET staff
- Institutionalized research and consultation

VI. Further Sources

Facts and Figures

- BIBB VET Report 2014 ([link](#))
- Statistisches Bundesamt ([link](#))
- BMBF Analyses and Statistics ([link](#))

Standards

- BIBB Brochure: Vocational Training Regulations and the process behind them ([link](#))
- Example: training regulation and framework curriculum for Mechatronics Fitter ([link](#))

Laws

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

WEB Resources

- www.govet.international
- www.bmbf.de
- www.bibb.de

Dual VET Presentation

- [GOVET Standardpräsentationen](#)

Contact details for further questions

- govet@govet.international

GO:VET

German Office for International Cooperation
in Vocational Education and Training

Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

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