



Cooperation in the German system for VET qualifications

**Expert workshop
The changing roles of qualifications
in governing the labour market**

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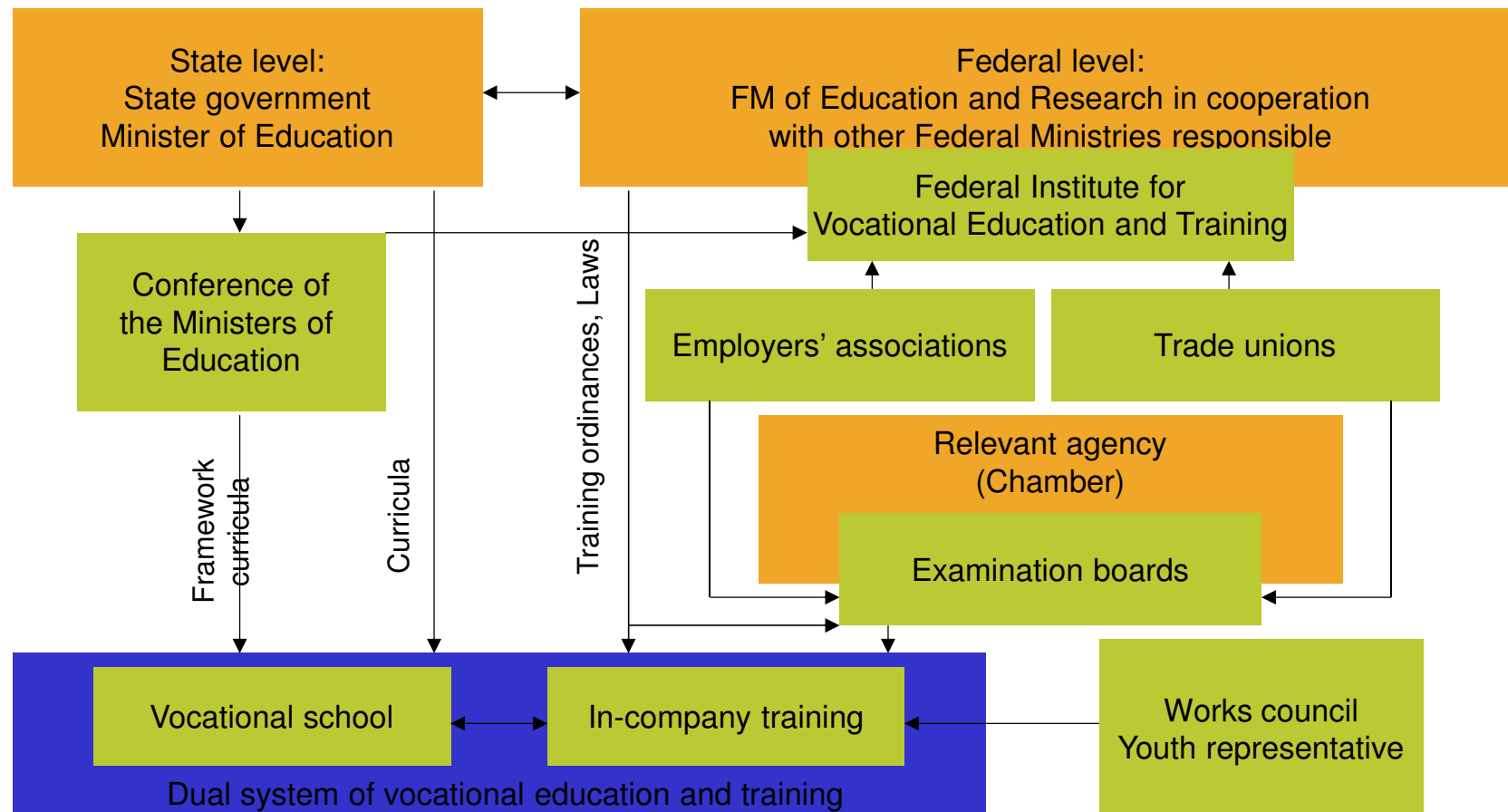


Facts and figures

- **Number of training profiles:** **350**
- **Regular duration:** **2 – 3,5 years**
- **Apprentices in total (2010):** **ca. 1.590.000**
Publicly funded ca. 165.000 (10,5%)
- **Companies offering training (2010):** **470.000**
(22,5% of all companies)
- **Average age of apprenticeship beginner** **19+ years**



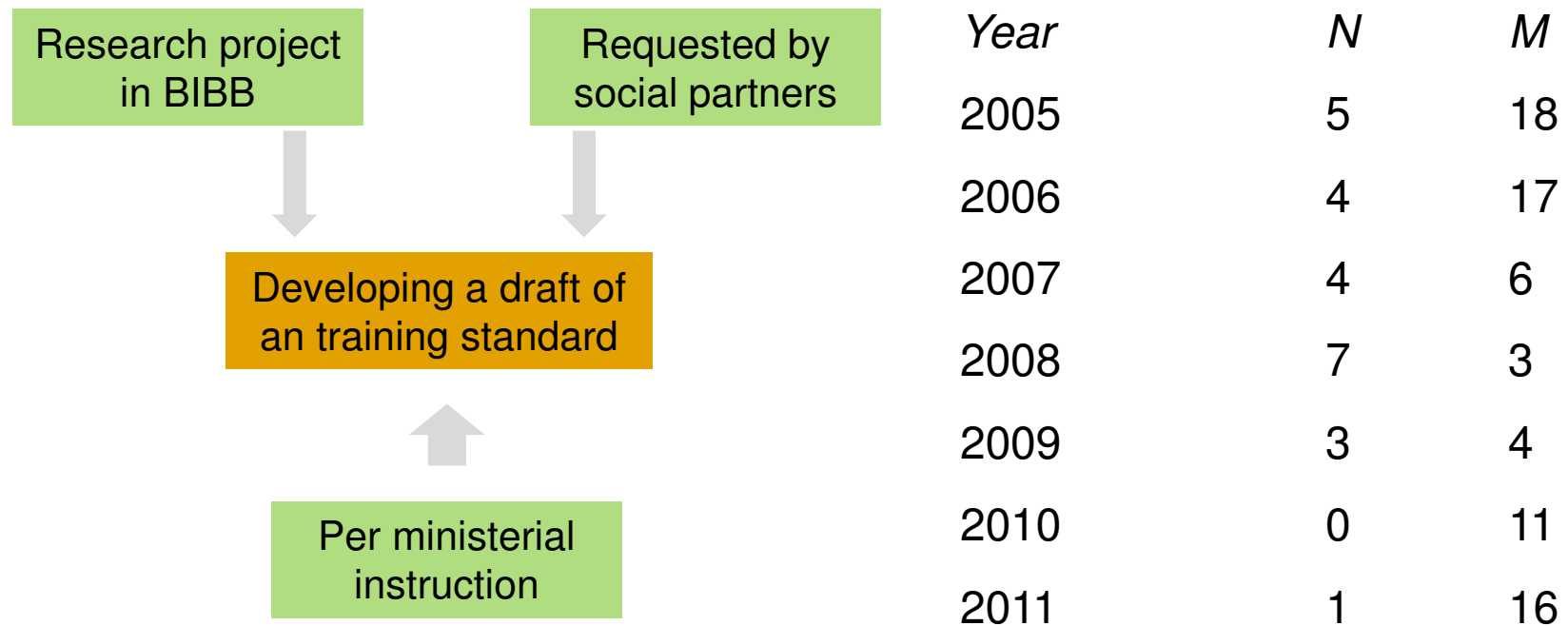
Institutional Framework of the Dual System of Vocational Education and Training





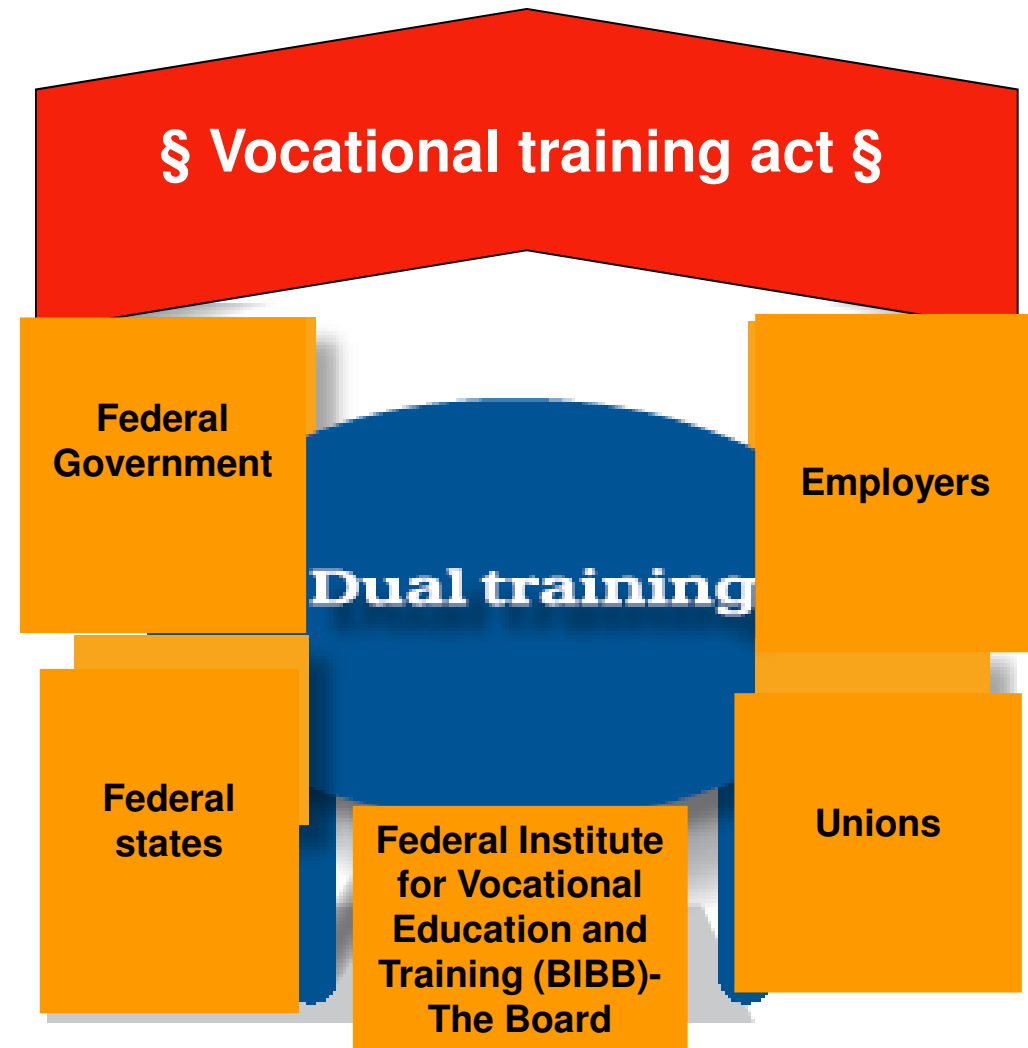
Renewal of training occupations

New (N) and modernised (M) vocational training occupations



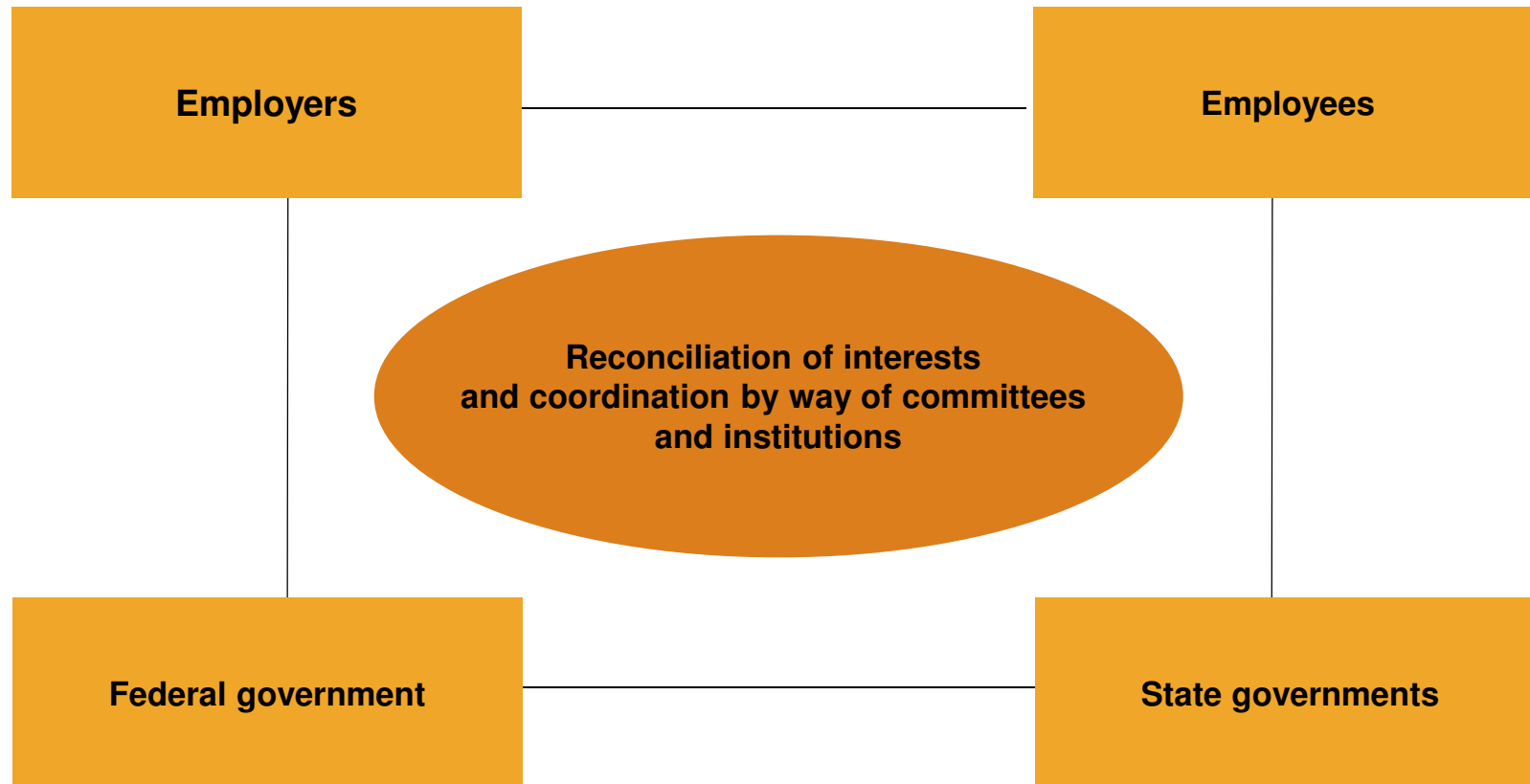
Shared responsibility in VET - Four parties

- **cooperation** between the public and private sector
- **joint** steering, regulation and financing arrangements
- **governed by a statutory legislative framework**





Decision-makers in the German VET system





Cooperation of government and industry

National Level

Participation of representatives of the trade unions and employers in the development of training regulations/standards;
Formulation of official recommendations relating to all fields and aspects of vocational education and training

Regional Level

State level: Recommendations in all fields of vocational education and training with regard to the coordination between school and enterprise
Level of “competent bodies”: Counseling; monitoring of the implementation of training in the enterprises; holding of examinations; granting of certificates/qualifications

Sectoral Level

Negotiations on the supply of apprenticeships; wage agreements covering apprenticeship pay

Company Level

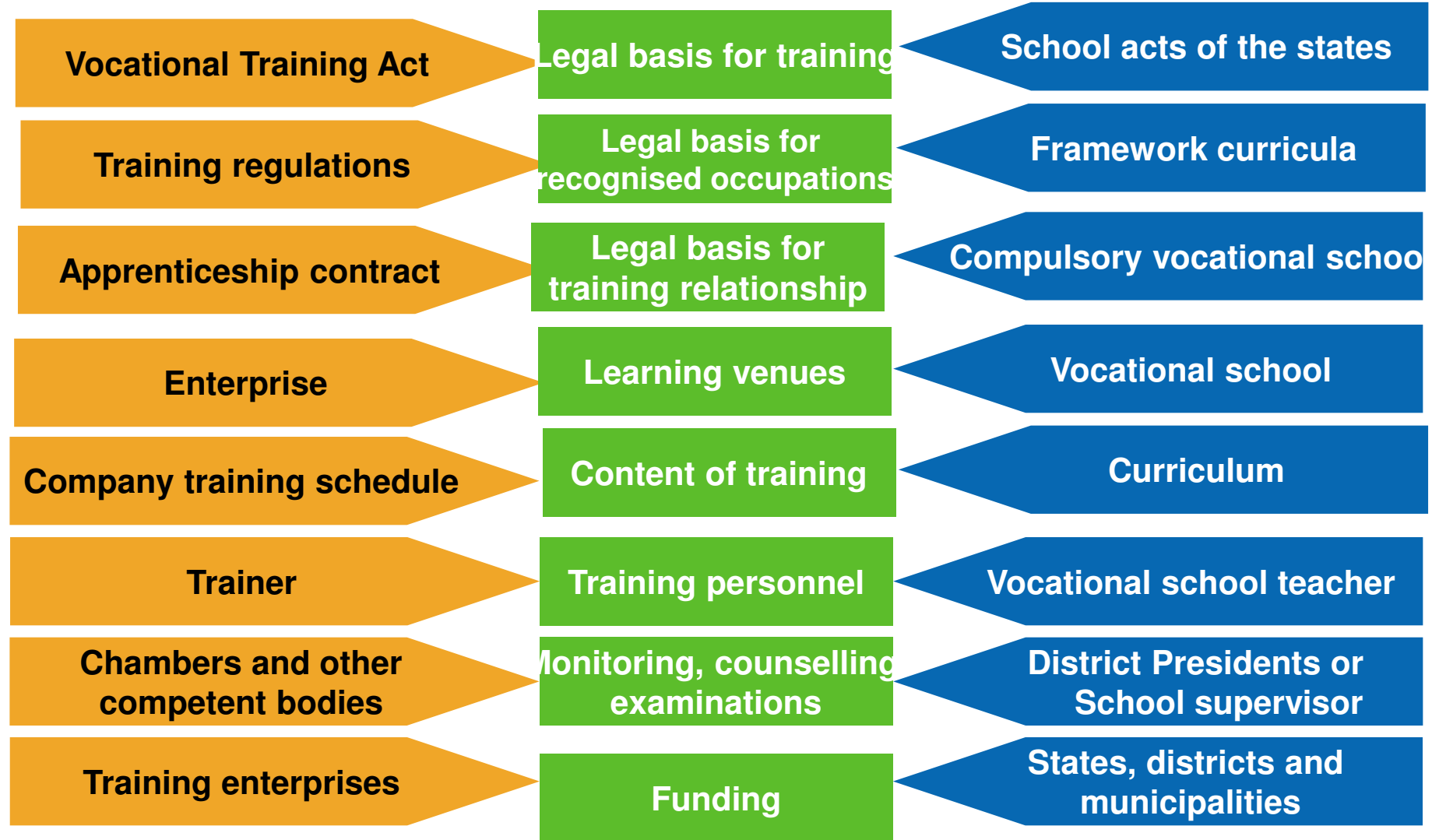
Planning and carrying out training in the enterprises



Levels of duality

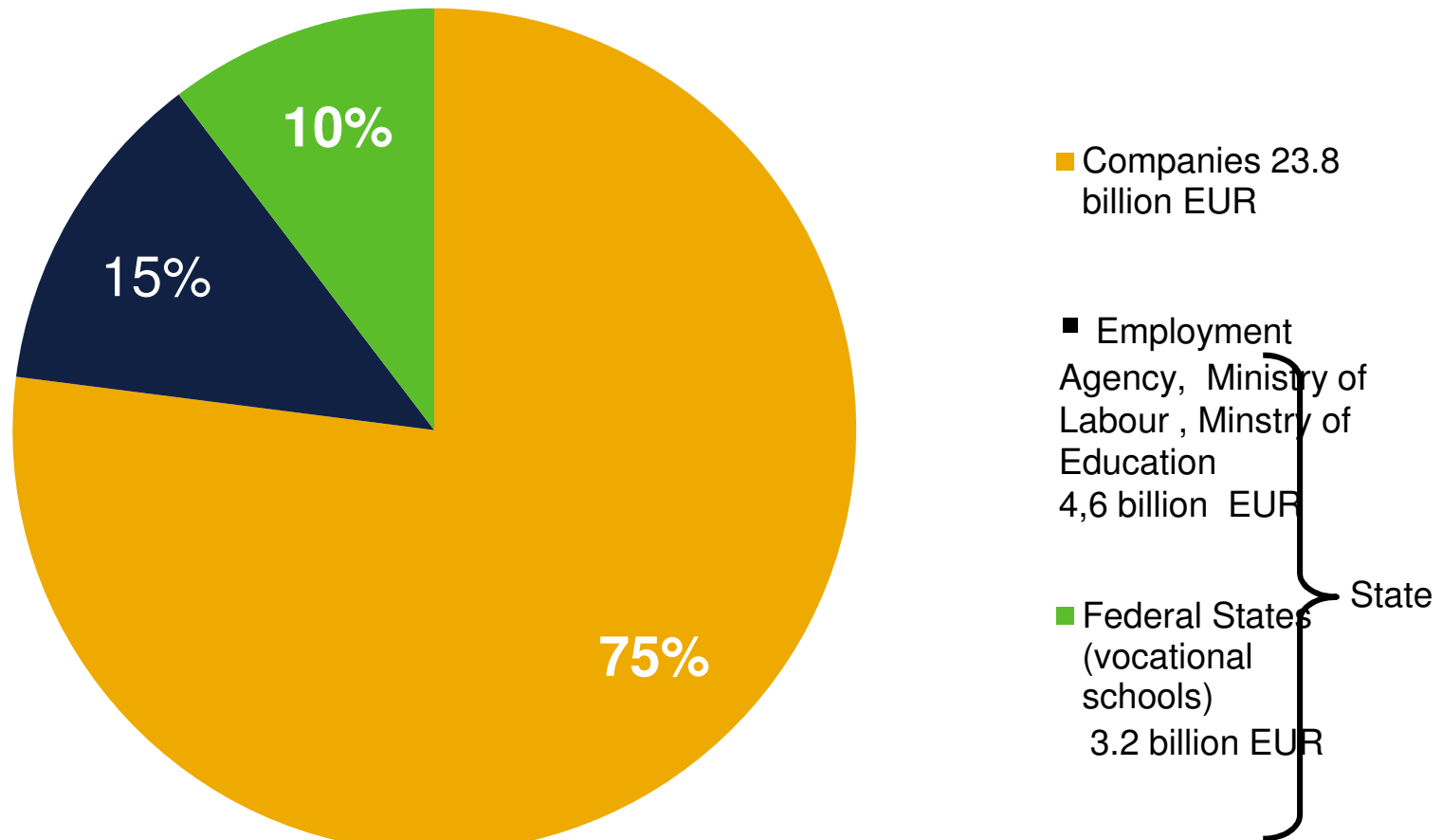
In-Company Training

School Education&Training





Financing of Dual Vocational Education and Training



Figures for the year 2007: 31,6 billion EUR (in total)



Challenges

- **Lack of training places – ‘Transition system’**
- **Demographic decline – Skill shortages**
- **15% of age cohort with no vocational qualification:** Need to bring more school leavers (low achievers, migrants) into apprenticeship
- **Academic drift:** competition of the dual system with higher education institutions will increase; there is a need to keep/make apprenticeship attractive for high achievers
- **Lack of permeability between dual training and higher education -** Competences acquired during VET must be recognised for further education including for university access.
- **International competitiveness of skilled workforce** requires international qualifications like foreign language knowledge and intercultural skills



Transition/integration system

Different programmes and schemes - Participants in 2007: 320.000		Share in %
Full-time vocational school: general leaving cert		18,0
General school leaving cert programmes for employed/unemployed		2,1
Vocational preparation year (school-based)		12,4
Vocational school for employed/unemployed (without contract)		5,9
Full-time voc. school: vocational foundation (with credit)		14,7
Full-time voc. school: vocational foundation (without credit))		8,8
Dual vocational training foundation year (full-time school)		9,5
Vocational preparation – employment agency		21,6
,Introductory training‘ – employment agency		5,8
Compulsory work placements		1,2



Responses

1. National pact on VET securing a high skilled workforce
2. Creating ,educational chains‘ (potential analysis, vocational orientation, accompaniment of apprenticeship from beginning to completion)
3. Make VET more attractive for high achievers (inter alia through strengthening CVET)
4. More flexibility (easier access to initial VET / qualifications: introductory training, modular provision, training units) and permeability (easier transition within VET and from VET into HE)
5. Quality assurance and development



National Training Pact 2004/2007/2010

Parties:

Federal government, Ministries of Education, Labour, Economy, Employment Agency, Chambers, Federal States, State Minister for Migrants

Objectives:

1. Secure ,training maturity‘ of young people
2. Develop vocational orientation
3. Bring youth and companies closer together
4. Develop all potentials
 - the ,excluded‘: migrants, low achievers, disadvantaged, handicapped
 - the high performers
5. Find/create new training places
6. Make the ,transition system‘ more effective
7. Improve the data base



How to attract ,high performers‘?

20% of all apprentices have a university entrance certificate

- Offering apprenticeships in ,sophisticated‘ occupations: IT, banking, media, social and market research ...
- Additional qualifications/units
- Transition into higher education – conditional access to university of applied sciences
- Apprenticeship on tertiary level – Dual study courses
- Advanced vocational training – general access to university
- CVET grants



Thank for your attention

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" Basic Issues of Internationalisation / Monitoring of Vocational Education and Training Systems"

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