



Federal Ministry
of Education
and Research

Dual Training at a Glance



EDUCATION

Igniting ideas!



Federal Ministry of Education and Research (BMBF)



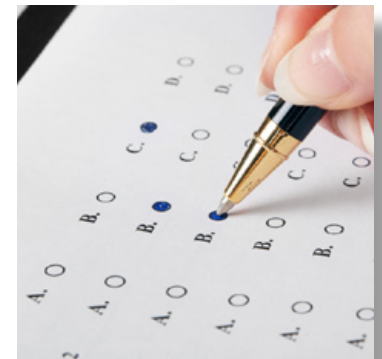
Mission: Education – Research

- Overall responsibility for vocational training within the Federal Government
- Securing and developing dual training
- Research policy to enhance Germany's attractiveness
- Support for innovation

The Federal Government provides support

Meeting its overall responsibility for dual vocational training, the Federal Government provides financial support for various areas in order to secure training and its further development, for example for

- Inter-company training centres
- Innovation programmes to modernize training and promote its flexibility
- Young people with special needs
- Research projects in the area of vocational training





Dual Training

- Training is mainly provided in the company – supported by teaching in part-time vocational school (Berufsschule)

- Learning at both venues is governed by different but coordinated regulations.



Company



School

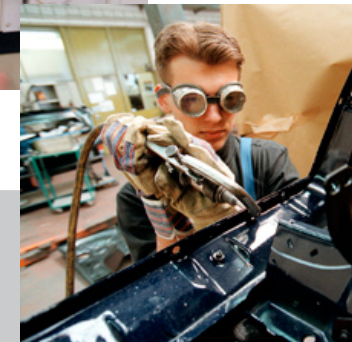


Dual Training



**Learning
in the
company**

- 3-4 days per week
- on the basis of training regulations
- within the framework of a training contract
- mainly at the workplace





Dual Training

**“Training in a recognized training occupation may only be provided on the basis of the training regulations.”
(Section 4, para 2, Vocational Training Act, BBiG)**



The training regulations cover the following:

- State recognition of the occupation
- Designation of the occupation
- Duration of training
- Profile of the training occupation (minimum requirements)
- Overall training plan (outline of the syllabus and time schedule)
- Examination requirements



Dual Training



Learning
at school

- 1-2 days per week on average
- on the basis of a framework curriculum
- general and vocational knowledge is taught within the framework of compulsory education





Dual Training



The curriculum
of part-time vo-
cational schools
includes



- Vocational subjects (two thirds).
- General subjects (one third).
- Teaching follows an activity-based approach in fields of learning.

From school to work





From school to work



General education

General education

- Multi-track system with different types of school governed by Länder law
- The Conference of Länder Ministers of Education (KMK) decides on common approaches, inter alia regarding national recognition of
 - types of school
 - standards
 - final qualifications

Further information: www.KMK.org

From school to work



Dual training

Dual training

- Places of learning:
Company and part-time vocational school
- Final qualification:
State-recognized training occupation
(chamber certificate)
- Prerequisites:
Full compulsory education
(no leaving certificate required)
- Duration:
Two, three or three and a half years



From school to work



Full-time vocational schools

Full-time vocational schools

- **Places of learning:**
School, additional practical work placement, if applicable
- **Final qualification:**
State-recognized occupation (school certificate)
- **Prerequisites:**
Completion of general education, further requirements for specific occupations
- **Duration:**
Two or three years

From school to work



Higher education

Higher education

- Places of learning:
Institutions of higher education,
practical work placements included
in some cases
- Degrees:
Bachelor, Master, Magister Artium,
Diplom, Staatsexamen
- Prerequisites:
University entrance qualifications
- Duration:
Between three and five years



Training occupations in the dual system



- There are training occupations for all sectors of the economy and administration.
- The training occupations are continuously updated. New occupations are created as required.
- Training occupations show different degrees of specialization.
- Training occupations are differentiated in keeping with actual needs.
- Training is centred on vocational competence.



Training occupations in the dual system

Training occupations for every sector

348 training occupations



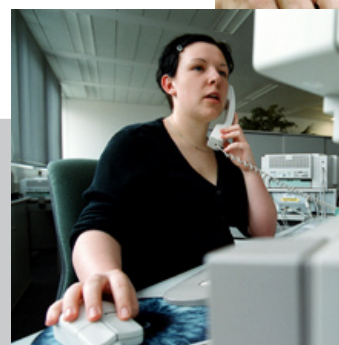
Industry



Commerce



Skilled trades



Office/administration



Health



Agriculture

Training occupations in the dual system

Changes in training occupations

Altogether
**348 training
occupations**

45 of these newly
created since 2001

163 modernized
since 2001



Examples of new or modernized training occupations:

- Specialist in market and social research (Fachangestellte/r für Markt- und Sozialforschung)
- Geomatician (Geomatiker/Geomatikerin)
- Machine and plant operator (Maschinen- und Anlagenführer/in)
- Safety and security specialist (Fachkraft für Schutz und Sicherheit)
- Recycling and waste management technician (Fachkraft für Kreislauf- und Abfallwirtschaft)
- Health services administrative assistant (Kaufmann/Kauffrau im Gesundheitswesen)
- Microtechnologist (Mikrotechnologe/Mikrotechnologin)



Training occupations in the dual system

**Training occupations
show different degrees
of specialization.**

←

- Specialized occupations



e. g. custom tailor
(Maßschneider/in)



e. g. biology laboratory
technician
(Biologielaborant/in)

- Specialized but
broadly employable skills



e. g. industrial clerk (Indus-
triekaufmann/kauffrau)

- Occupations cutting across
different branches

→

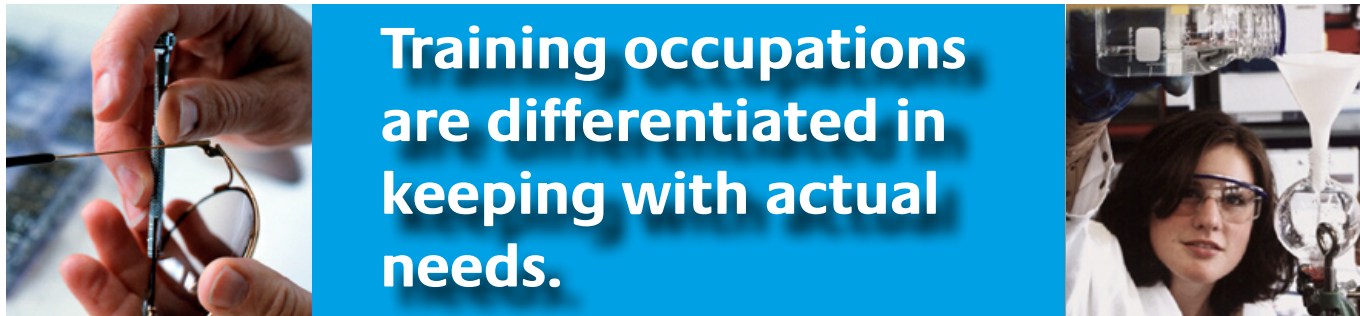


e. g. mechatronics techni-
cian (Mechatroniker/in)



e. g. office clerk
(Bürokaufmann/
kauffrau)

Training occupations in the dual system



- Uniform structure



e. g. optician
(Augenoptiker/in)

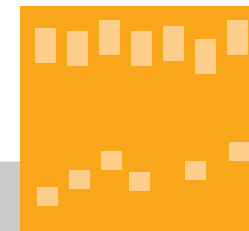
- Specialization

wholesale trade clerk (Groß-
handelskaufmann/kauffrau) ^{or} foreign trade clerk (Außen-
handelskaufmann/kauffrau)



e. g. wholesale and foreign
trade clerk (Groß- und Außen-
handelskaufmann/kauffrau)

- Different options



e. g. chemical laboratory
technician (Chemielaborant/in)



Training occupations in the dual system

Vocational competence

Specialized skills

Vocational
compe-
tence

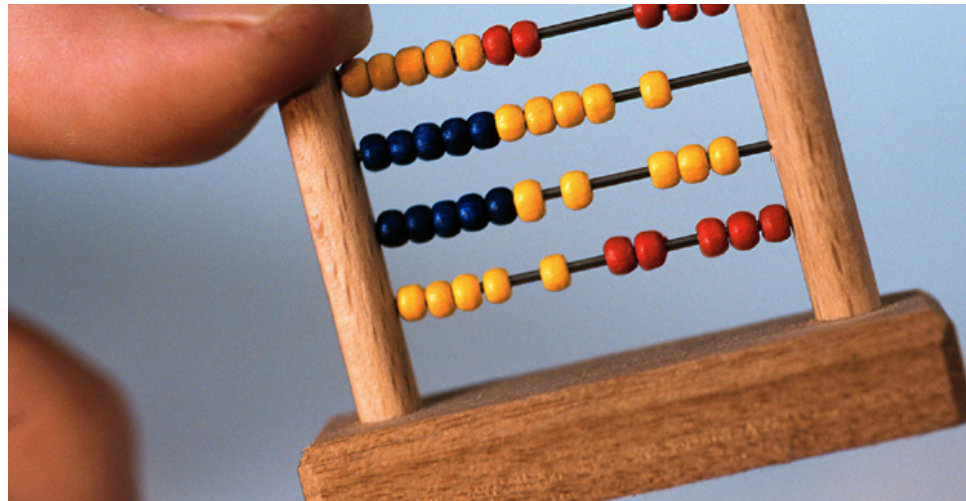
Method-
ical skills

Social skills

“Vocational training shall, through a systematic training programme, impart the vocational skills, knowledge and qualifications (vocational competence) necessary to engage in a form of skilled occupational activity in a changing working world. It shall also enable trainees to acquire the necessary occupational experience.”

Section 1, para (3) Vocational Training Act (BBiG)

Arguments in favour of dual training



**Advantages
for industry**



**Advantages
for young
people**



Arguments in favour of dual training



Advantages for industry

- Secures the skilled labour needed
- Reduces cost of settling-in
- Increases motivation and loyalty to company
- Job-specific qualification
- Productive performance of trainees





Arguments in favour of dual training



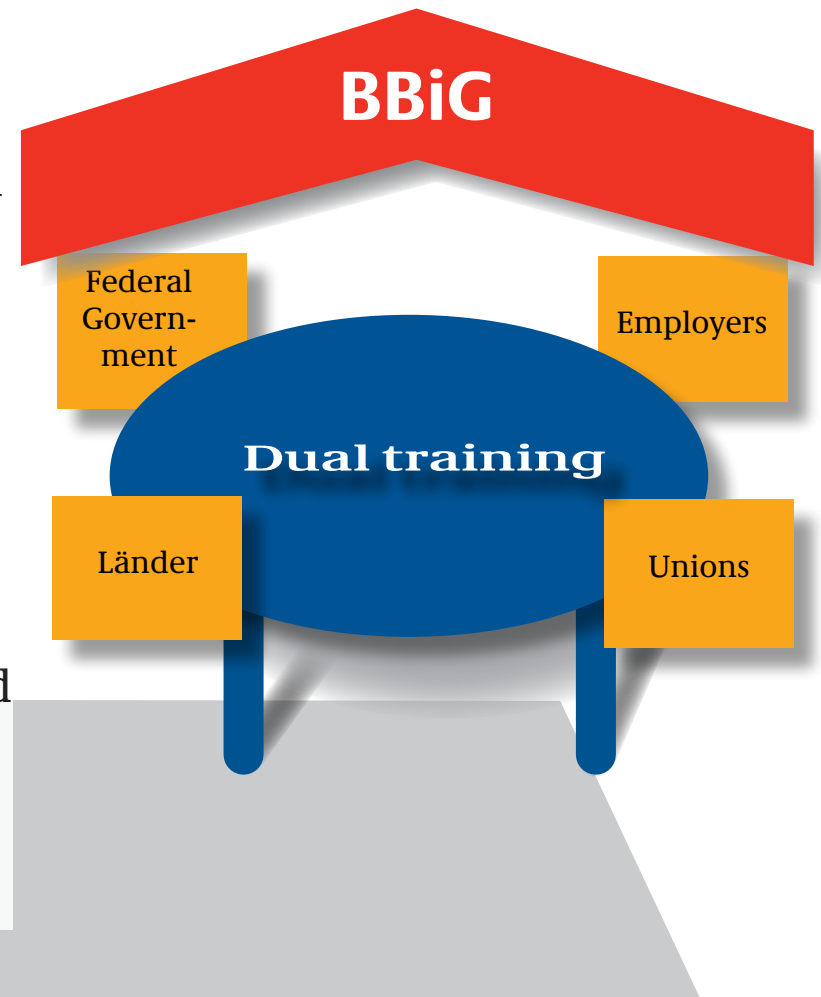
Advantages for young people

- Good prospects on the labour market
- Recognized certificate
- Practical orientation
- Payment of an allowance



Division of responsibilities in dual training

- The most important developments in dual training are discussed jointly by the Federal Government, the Länder and industry.
- Results on which a consensus can be achieved are put into practice by all stakeholders in their respective spheres of competence.
- Action by all stakeholders is governed by statutory federal framework legislation, in particular the Vocational Training Act (BBiG).





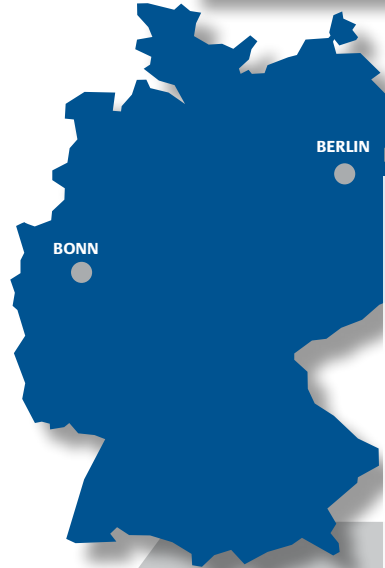
Division of responsibilities in dual training

Federal framework legislation

- The Vocational Training Act (BBiG) is the Federal Government's legal framework for all provisions governing initial and continuing vocational training.
- Training in the company is also governed by labour law provisions such as the German Civil Code (BGB), Protection of Young Workers Act (JASchG), Protection of Working Mothers Act (MSchG).

Division of responsibilities in dual training

Federal Government



- recognizes training occupations by ordinance and stipulates binding requirements for training and examinations in the training regulations
- promotes measures to support dual training
- promotes vocational training research.

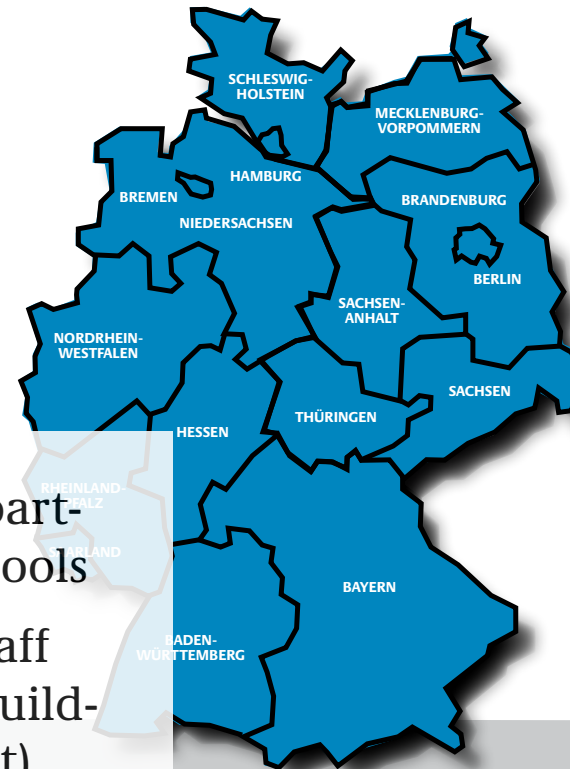


Division of responsibilities in dual training

Länder



- issue curricula for part-time vocational schools
- finance teaching staff (local authorities: buildings and equipment)
- supervise chamber activities.





Division of responsibilities in dual training

Industry

Employers and unions

- draft proposals for the creation of new and the updating of existing training occupations
- nominate experts for participation in the drafting of training regulations
- negotiate provisions in collective agreements, for example, concerning the amount of allowance paid to trainees.



Division of responsibilities in dual training

Industry

Self-governing bodies (chambers)

- advise the stakeholders in training
- supervise training in the company
- verify the aptitude of companies and training instructors
- register training contracts
- administer examinations.





Facts and figures



Dual training – a model for success

- A majority of young people learn in the dual system
- Open to all school leavers
- Financed mainly by the companies



Facts and figures

**A majority of young people
learn in the dual system**



**School
students**

a good 66%



**Dual
training**

Currently about
1.6 million trainees
in 348 training
occupations




Facts and figures

Open to all school leavers



No school leaving
certificate: 4%


Level of school-
ing completed
by trainees
when starting
training



Higher education
entrance quali-
fications: 20%



Secondary gen-
eral school leaving
certificate: 33%



Intermediate
school leaving
certificate: 43%



Facts and figures

Financing of dual training

Companies
2007:
€15.3 billion
gross expenditure,
€3.6 billion net
expenditure

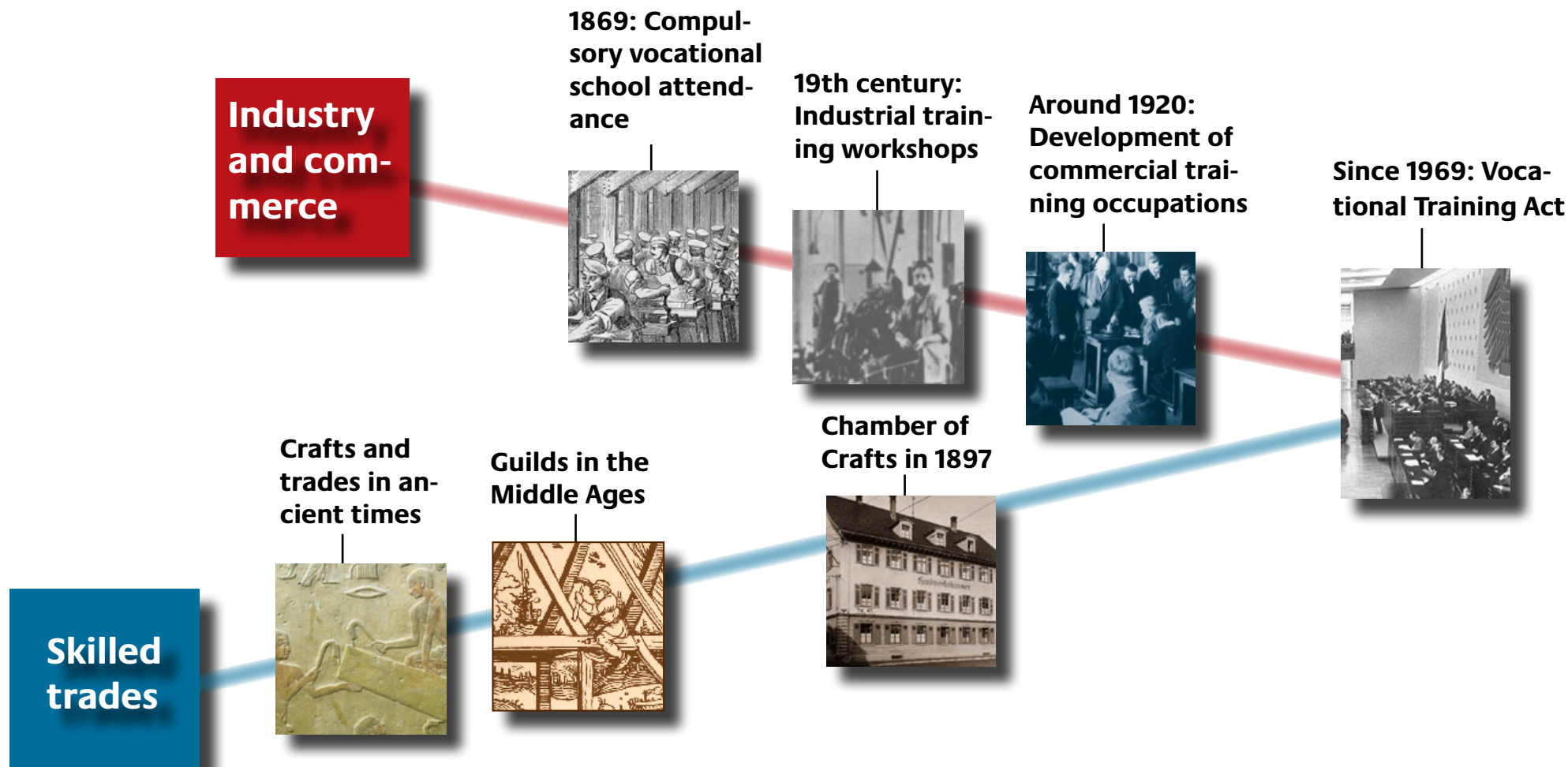


Länder
2007: €2.9 billion,
2010: €3.1 billion





The history of vocational training





The history of vocational training

Ancient times

Crafts and trades develop in many cultures; some of them still exist today.





The history of vocational training

Middle Ages

In the German trade centres, the first guilds are formed which inter alia organize training.

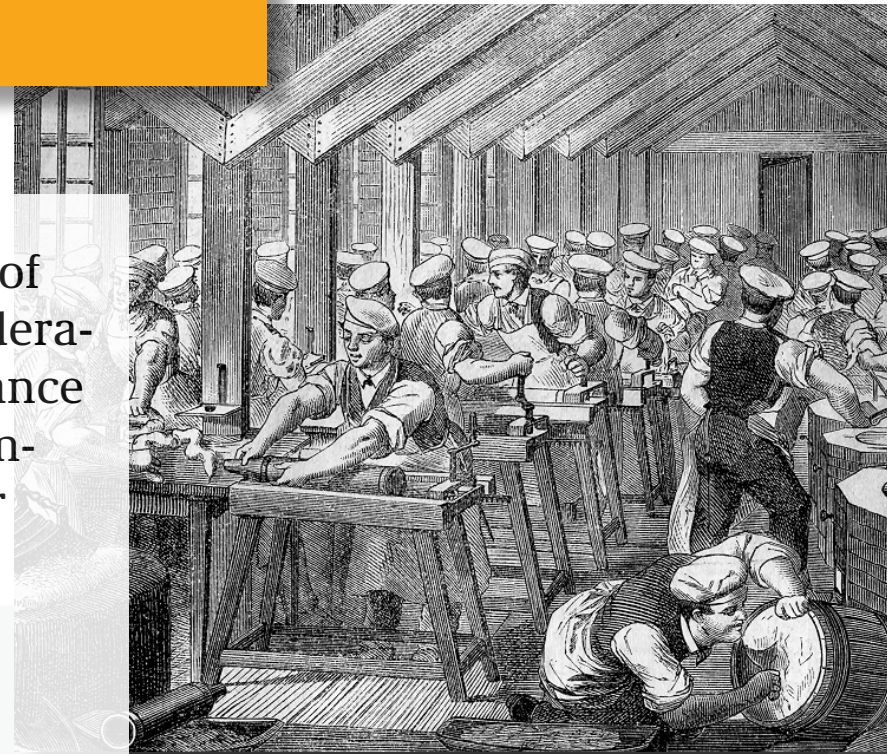




The history of vocational training

1869

The Trade Regulation Act of the North German Confederation provides that attendance at vocational school is compulsory for workers under 18 years of age.





The history of vocational training

19th century

In the second half of the 19th century, large mechanical engineering companies start providing systematic training in specific trades in their own training workshops.





The history of vocational training

1897

The Craftspeople Protection Act provides that the Chambers of Crafts shall be responsible for supervising the training of apprentices and journeymen.





The history of vocational training

Around 1920

Dual training is introduced for commercial occupations modelled on training in the crafts.





The history of vocational training

Since 1969

The German Bundestag adopts the Vocational Training Act* as a national legal framework for all provisions governing dual training.



* At the same time, the Crafts Code is amended accordingly.