Vocational Education and Training as an adequate way to respond on skill deficits

Prof. Dr. Michael Heister
Vocational Education and Training as an adequate way to respond on skill deficits
The Federal Institute for Vocational Education and Training (BIBB)

is the national and international center of competence for initial and continuing vocational education and training in Germany with a staff of 650 experts,

and contributes to the improvement of vocational education and training by means of research, advisory services and development.
Areas of responsibility and tasks of BIBB

- Development and modernisation of initial and advanced training occupations
- Identification of future qualification requirements by early recognition of these
- Investigation of the structural developments on the training places market and within continuing training
- Support of in-company training practice via modern training documentation and media
- Drawing up concepts for the qualification of in-company training staff
- Promotion of modern vocational training centres to supplement in-company initial and continuing vocational education and training
- International research and VET cooperation
The German dual system of TVET

Two venues for learning

In the company

At part-time vocational school

Responsibility of the Federal Government

Responsibility of the Länder

Prof. Dr. Michael Heister, BIBB
Germany’s Providers of Vocational Education and Training

Dual system is parallelism of practical and theoretical Vocational Education & Training at three locations of learning

<table>
<thead>
<tr>
<th>Vocational School</th>
<th>Companies</th>
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<tr>
<td>▪ Public Sector / Owned and operated by the State</td>
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<tr>
<td>▪ Emphasis on theoretical learning</td>
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<tr>
<td>▪ After Secondary School (age: 15+)</td>
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<tr>
<td>▪ Corporate sector</td>
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<tr>
<td>▪ Emphasis on practical learning / work process oriented learning</td>
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Inter Company Training Center (ICTC)
Mission of a ICTC

Major target of a ICTC is to ensure equal qualification levels

- ensure equal qualifications levels
- compensate specialization of companies
- disburden companies from expensive training portions
- enhance the companies’ operating efficiency
Why are other countries interested in the German Dual system?

• Fight Youth Unemployment – Low Unemployment Rate (Europe)

• Less theoretical more practical Learning - Workbased Learning within companies (Asia)

• German Companies in abroad focus on in company training environments – dual approach (Worldwide)
Cooperation public sector, business and social partners (stakeholders – demand driven approach)

Trade Unions

Employers

Regional Ministries

Federal Ministries

Researching

Advising

Shaping the future

Cooperation public sector, business and social partners (stakeholders – demand driven approach)

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Dual VET standards based on requirements of world of work

Demand-driven Dual VET standards guiding VET delivery in both learning venues

In-company training standard ("training regulations") includes

- Set of competencies of occupation to be trained (occupational profile/standard)
- How a company must teach this occupation, as minimum requirements (training standard)
- What a trainee needs to know in order to pass the exam (examination standard)

Vocational education standard ("framework curriculum") includes

- Learning objectives and content (structured in “learning fields”) which form the basis for the schooling in vocational subjects in the vocational school
- Vocational subjects provide the vocational theory needed for working in a given occupation
Development of Training Regulations

Problem analyses
- collecting of data on technical, economic and social developments
- presentation of work and training situations
- formulation of working hypotheses

Case studies
- preparation of a questionnaire
- pre-test
- regional or sectorial survey
- evaluation
- definition of job requirements

Job analyses
- examination of representative workplaces
- amendment of working hypotheses
- provision of database for job analyses

Preparation of a draft designation of occupation occupational description structuring of training content formulation of examination requirements
Needs of revisiting a profession documented by research (employers, organizations)

Recognized by referential ministries (labour, economics, health, agriculture)

- Recognition of training ordinance
  - yes
  - no

  Joint proposal

- Ministerial order to BIBB
- BIBB-Team, cooperation with experts nominated by social partners
- Regional teams develop framework plans

Joint process of decision (ministries, trade unions, employer organizations)

Agreement of most important aspects
Key players in VET... looking for orientation and support

TEACHER

&

TRAINER
Thank you for your attention!

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