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**Contribution by**

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Germany**

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

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The views presented here are the contributor's and do not necessarily reflect the views and the position of the United Nations or the United Nations Conference on Trade and Development

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



# The Federal Institute for Vocational Education and Training (BIBB)

Federal Institute for  
Vocational Education  
and Training

**BiBB** ▶

- ▶ Researching
- ▶ Advising
- ▶ Shaping the future

- ▶ 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



Foto: BIBB/ES

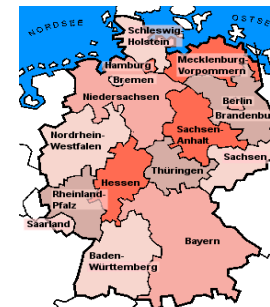
At part-time  
vocational  
school



Foto: SIEMENS Professional Edukation



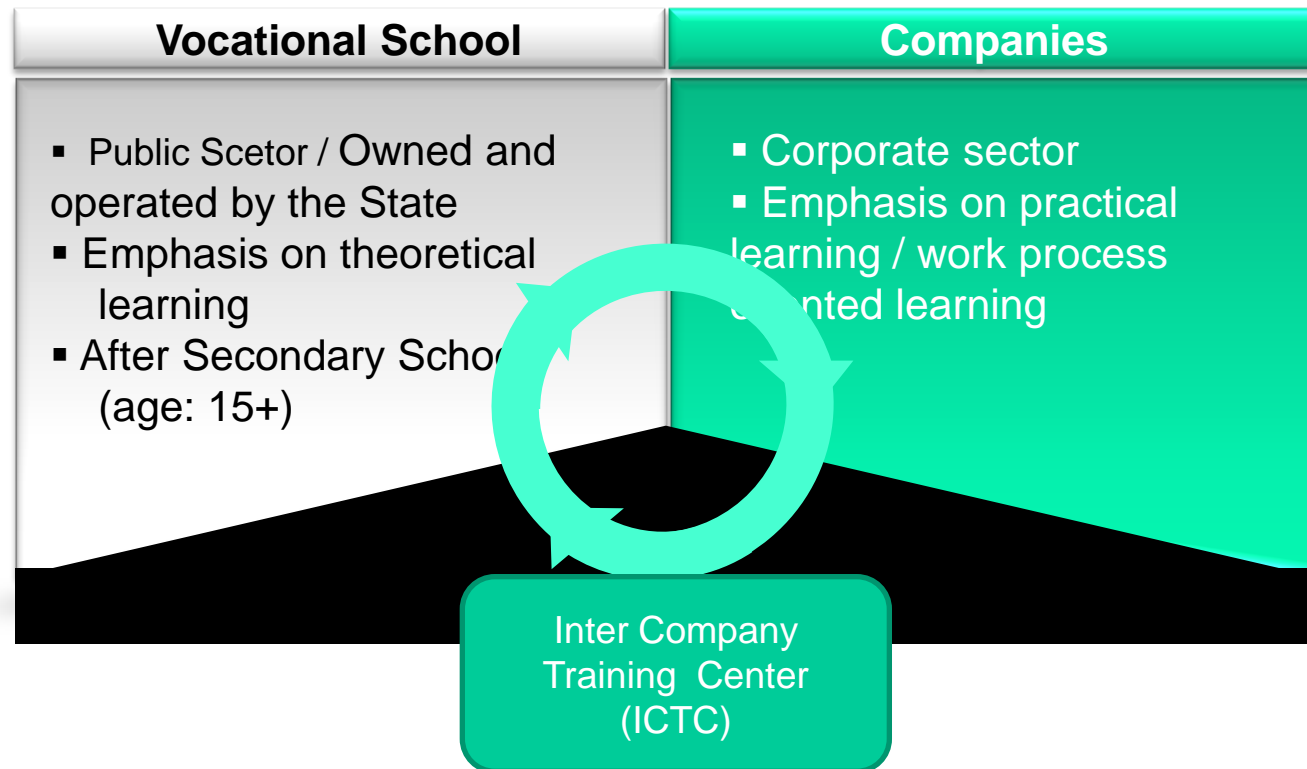
Responsibility  
of the Federal Government



Responsibility  
of the Länder

# Germany's Providers of Vocational Education and Training

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



**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?

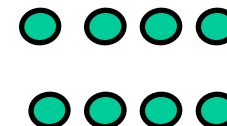
- Fight Youth Unemployment – Low Unemployment Rate (Europe)
- Less theoretical more practical Learning - Workbased Learning within companies (Asia)
- German Companies in abroad focus on in company training environments – dual approach (Worldwide)



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



Trade Unions

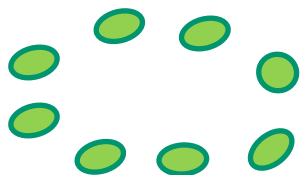


Employers

Federal Institute for Vocational Education and Training



- ▶ Researching
- ▶ Advising
- ▶ Shaping the future



Regional Ministries

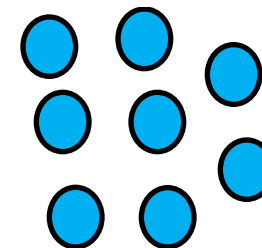


Federal Ministry of Economics and Technology



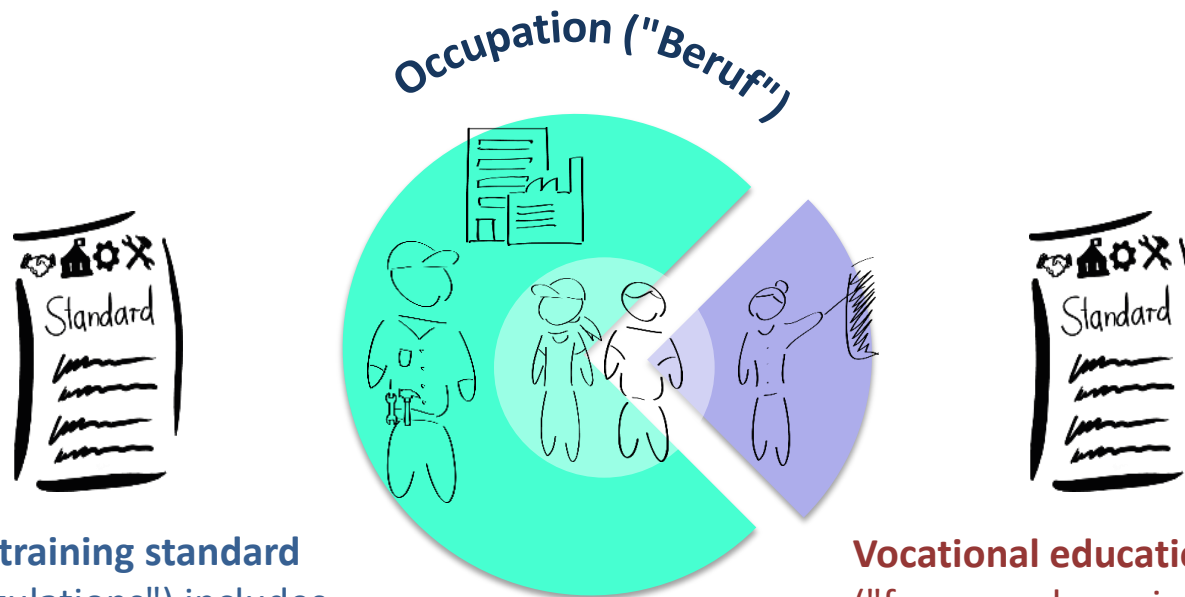
Federal Ministry of Education and Research

Federal Ministries



# 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



## Job analyses

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



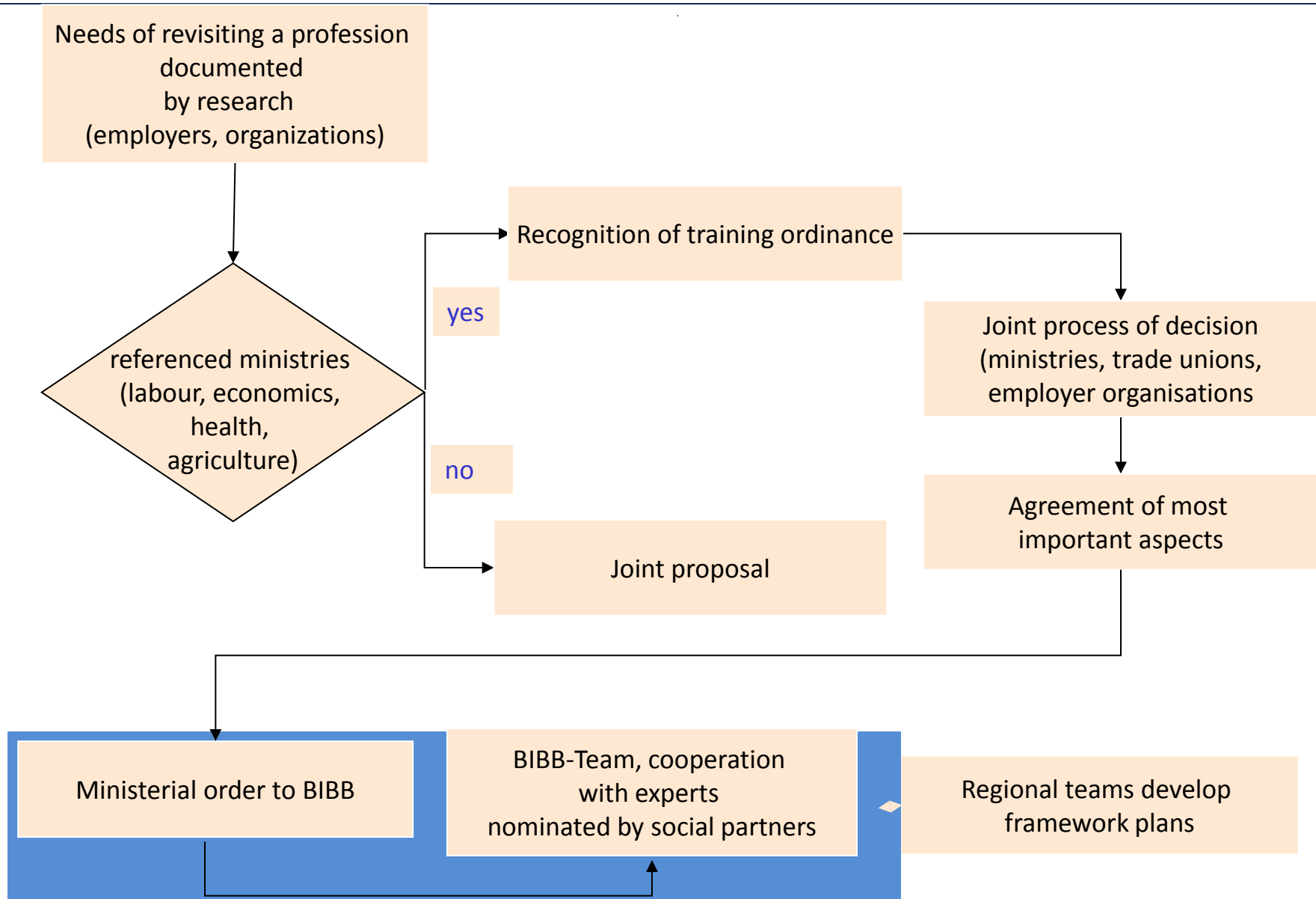
## Case studies

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



Preparation of a draft  
designation of occupation  
occupational description  
structuring of training content  
formulation of examination  
requirements

# Revising process - Updating



# Key players in VET... looking for orientation and support

TEACHER



&

TRAINER





# Thank you for your attention!

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