

VET in practice –

The efforts of dual VET for employers, companies,  
professional schools and youngsters

VI. Dikli Forum, May 28

# The parties to the dual system



berufsorientierung und -beratung bergmann

before the

vocational training

afterwards



**Two** partners in the foreground:

vocational school

company

**Several** parties that act in the background:

-employer's association

-trade unions

-chamber of skilled crafts

-Chamber of commerce and industry

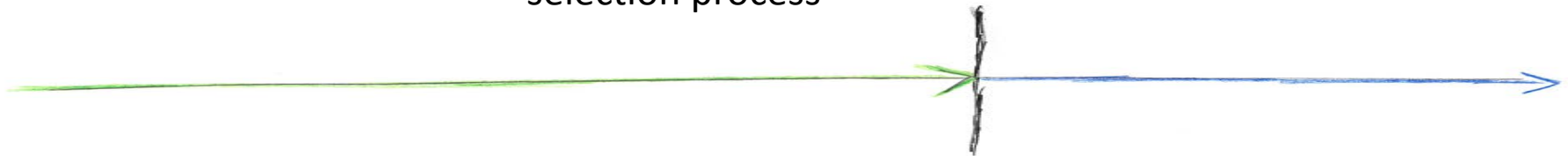
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# Before the vocational training



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application for a training position  
tender of a training position  
selection process



## Company: (tender of a training position)

- are there changes (technological, operational ...) we have to respond to?
- which profession, to which extent will I train?
- what education should the candidate have?
- which personal characteristics should have the applicant?
- what skills should the applicant have?

- ⇒Development of the image of suitable candidates
- ⇒Tender an appropriate training position

## Company: (selection process)

- as I want to make the selection process?
- when I start the process?
- which selection criteria (competencies and....) are important for us?

⇒ there are enough competent people and tools which can be used

# Before the vocational training

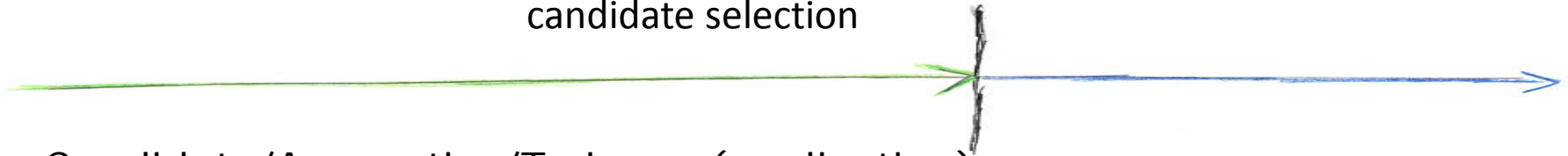


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application for a training position

tender of a training position

candidate selection



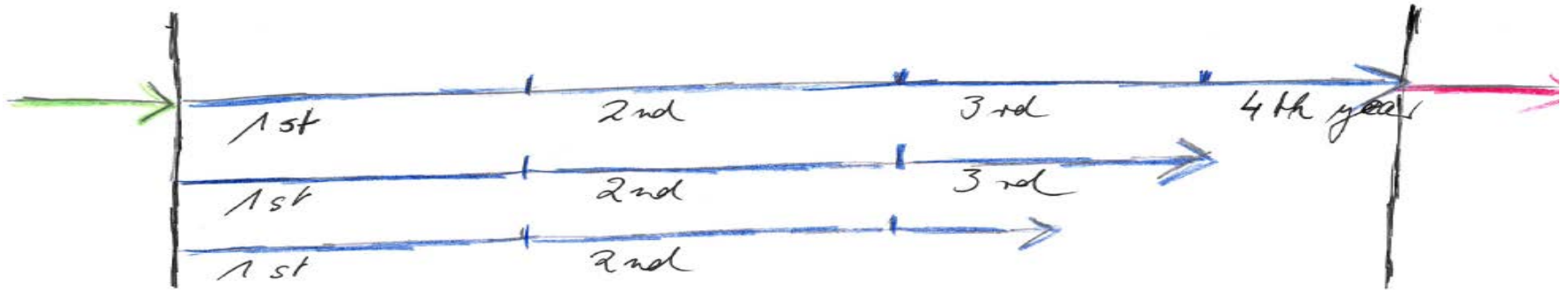
## Candidate/Apprentice/Trainee: (application)

- what are my interests?
- what am I good at?
- in what work environment do I want to work ? (craft or manufacture / industry)
- which jobs will suit me?
- in which areas of work can I work with that profession?

**AIM:** Acquisition of trainees in a long-term employment

(no acclimatization period, no risk in filling vacancies, knows corporate values)

# Syllabus and timetable for the training



duration 2 up to 3,5 years:

The training time is set depending on the profession, the educational background and the personal commitment

⇒ Rules which can be adjusted individually

clear structure:

(defined application areas , timetables, examination dates, possible additional qualifications)

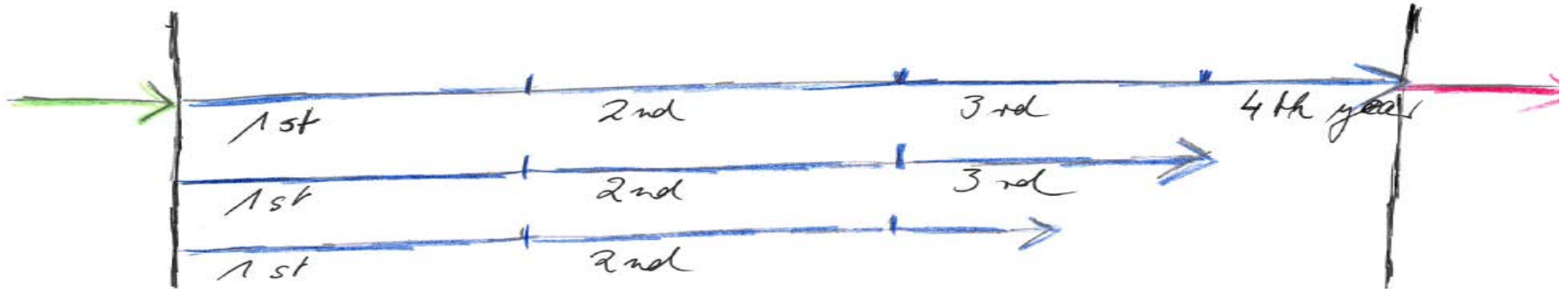
⇒ Transparency for the company , the trainees and vocational school

Timetable:

3 to 4 days a week training in the company, 8 to 12 hours of theoretical classes at the vocational school (weekly or blocked)

Fast applying of the teaching material in use: understand , classify , evaluate

# Syllabus and timetable for the training



ongoing contact with the trainers and masters:

optimal design for the individual training

Knowledge of the trainers/instructors on the latest tech. developments will be constantly updated

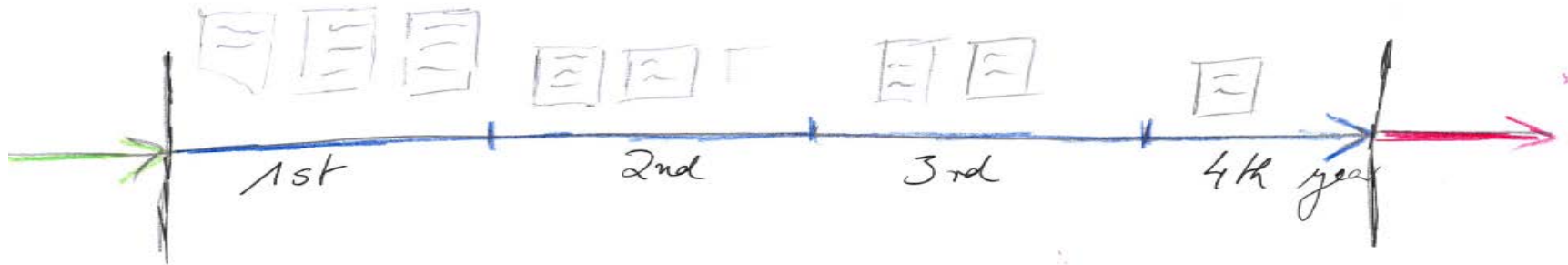
practical implementation of work instructions increases the professional competence and independence of trainees

learning on real tasks, be in daily work and recognize meaningfulness of work

Promote the motivation of the trainees by the alternation of school and company

the productive labor of the apprentices reduces the cost of training

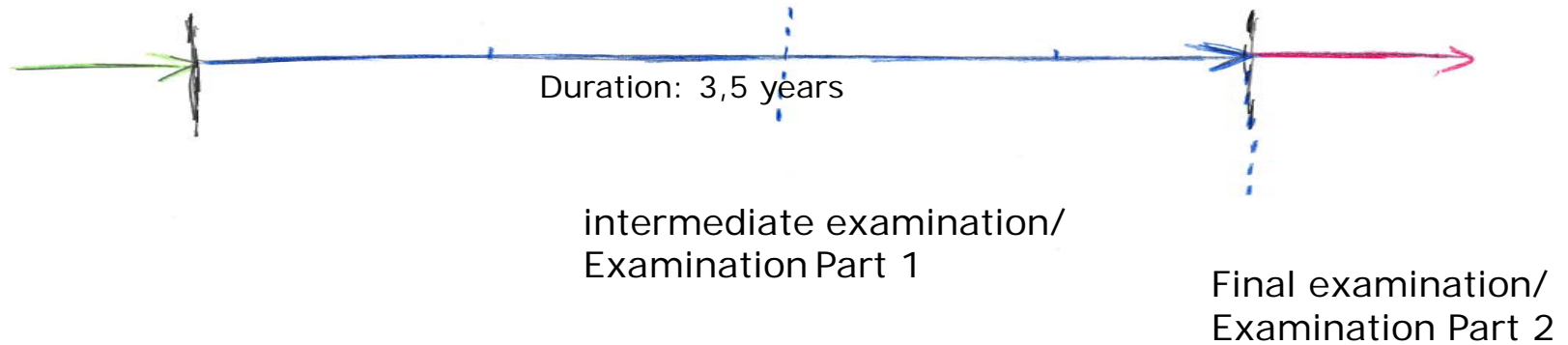
# Regulations for vocational training



- Training regulations
- Trainer aptitude examination
- Requirements that the examination must satisfy
- Centralized exams
- Curriculum framework
- Vocational Education Act
- Examination Board

- Objectivity
- comparable test results
- Possibility of classification of test results
  - for each trainee
  - for each company
- Practice of the profession in Germany

# Examinations



=> Development of intermediate and final exam towards the "stretched" examination

Examination Part 1

Examination Part 2

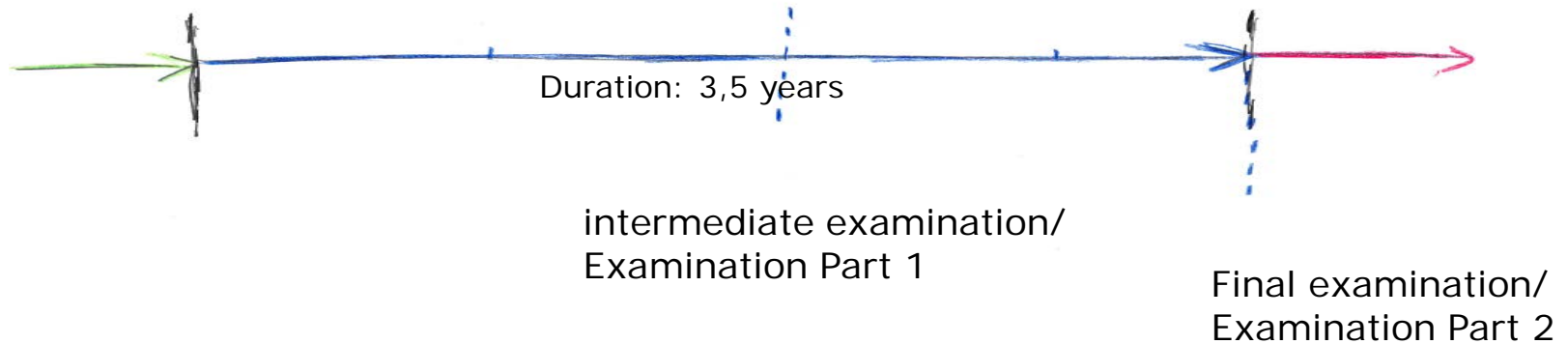
40% of the exam

+

60% of the exam



# Examinations



=> Development of intermediate and final exam towards the "stretched" examination

⇒ the central relevance of the first part of the examination shows that learning from the beginning is necessary

⇒ the second examination takes the form of operational tasks

- Cost reduction, because no extra parts for the exam are made

- Knowledge of the trainee that he has now arrived to 100% in the everyday work

# Further education



there are many opportunities for further development

- training is the first step of the career
- further qualification for master craftsmen, technicians are usual and recognized
- internal operating qualification are offered if necessary
- the entry requirements to study without High School have been created in recent years, therefore studying is a 3<sup>rd</sup> way of development
- Further qualification is in most cases in the sense of the company and the employee. This situation often leads to the fact that there is a win-win situation:
  - financial support of the employer
  - temporal responsiveness
  - Reemployment