



Federal Ministry  
of Education  
and Research

# Dual Training at a Glance



**EDUCATION**

**Igniting ideas!**

# Federal Ministry of Education and Research (BMBF)



## **Mission: Education – Research**

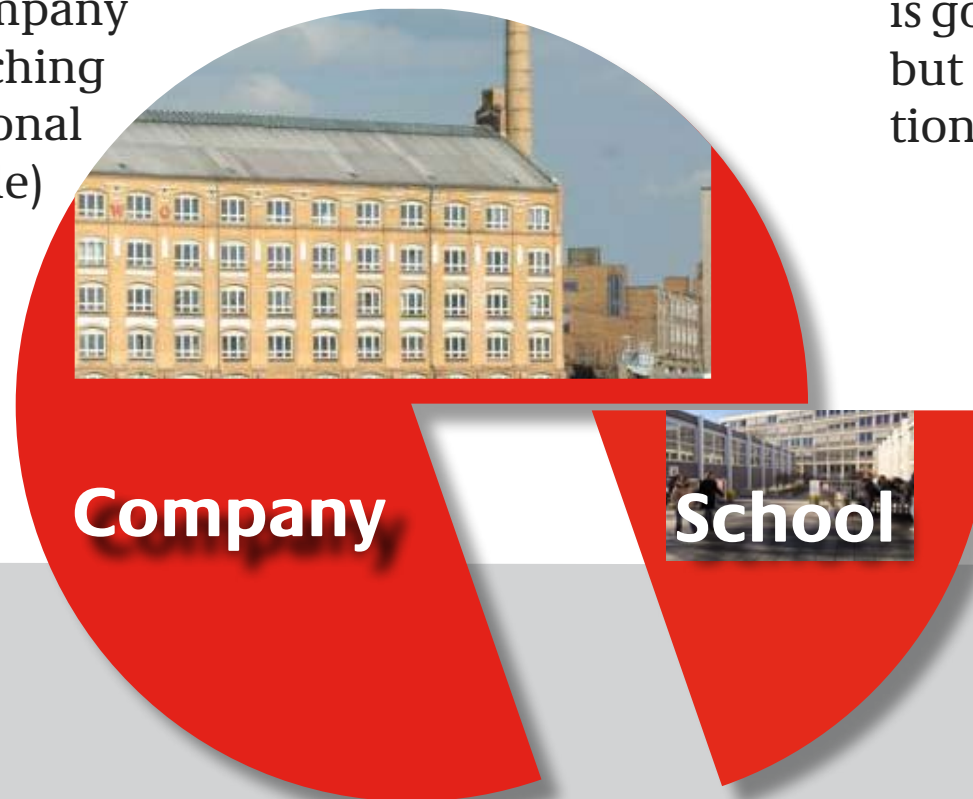
- Overall responsibility for vocational training within the Federal Government
- Securing and developing dual training
- Research policy to enhance Germany's attractiveness
- Support for innovation



# 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.



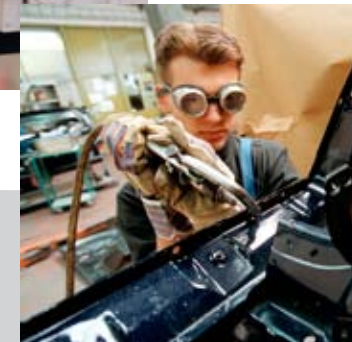


# Dual Training



**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

The training contract covers the following in particular:

- Training period: as stipulated in the training regulations
- Beginning and end of training: the duration of training can be shortened or extended under certain conditions
- Training contents: A company training plan forms part of the contract (to which it is annexed)
- Termination of employment: trainees are largely protected against dismissal after the probationary period has expired
- Allowance paid to the trainee: amount is determined by the applicable collective agreement

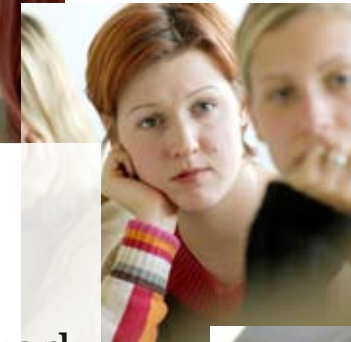


# Dual Training



**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

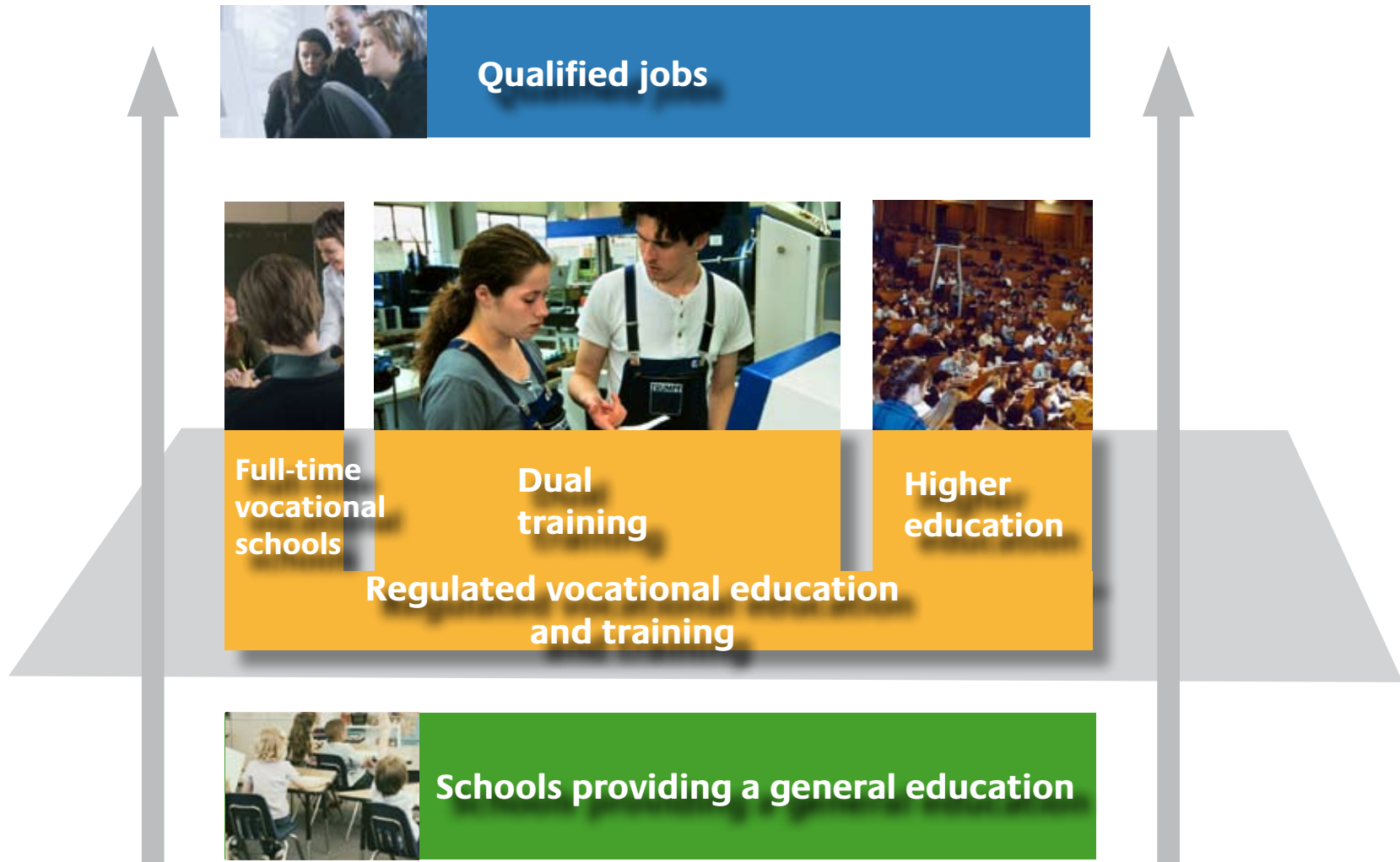


- Vocational subjects (two thirds).
- General subjects (one third).
- Teaching follows an activity-based approach in fields of learning.





## 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](http://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

349 training occupations



Industry



Commerce



Skilled trades



Office/administration



Health



Agriculture



## Training occupations in the dual system

### Changes in training occupations

**Altogether  
349 training  
occupations**

**82 of these newly  
created since 1996**

**230 modernized  
since 1996**



Examples of new training occupations:

- Specialist in market and social research (Fachangestellte/r für Markt- und Sozialforschung)
- Geomatician (Geomatiker/Geomaticerin)
- 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

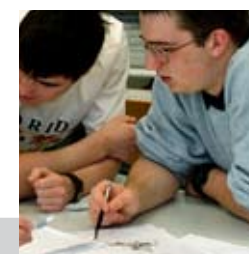


e. g. industrial clerk (Indus-  
triekaufmann/kauffrau)

→  
● Occupations cutting across  
different branches



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



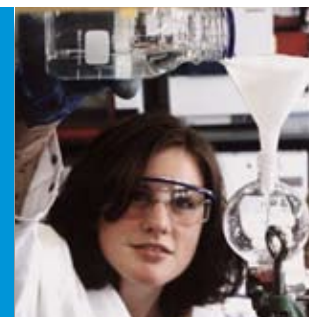
e. g. office clerk  
(Bürokaufmann/  
kauffrau)



## Training occupations in the dual system



**Training occupations  
are differentiated in  
keeping with actual  
needs.**



- Uniform structure



e. g. optician  
(Augenoptiker/in)

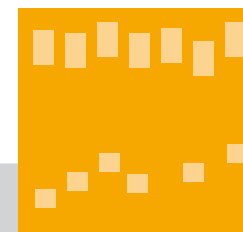
- Specialization

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)



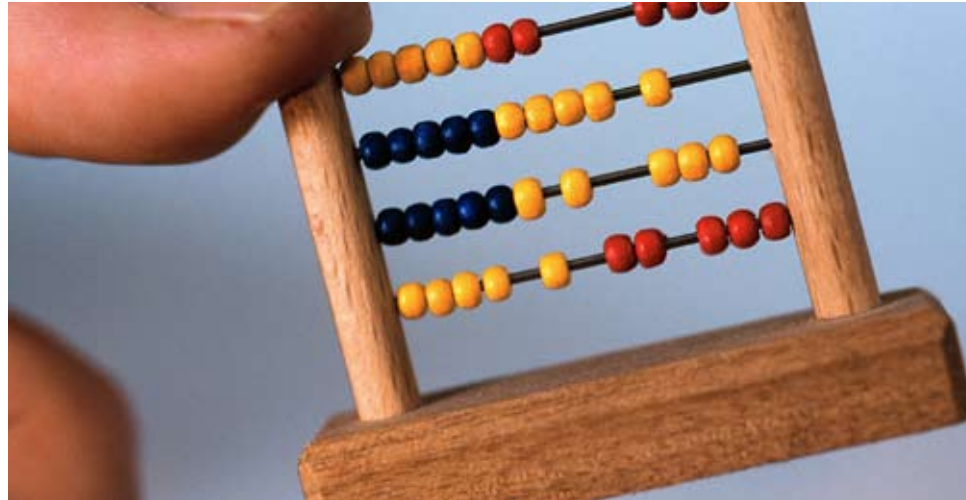


## Training occupations in the dual system





## 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



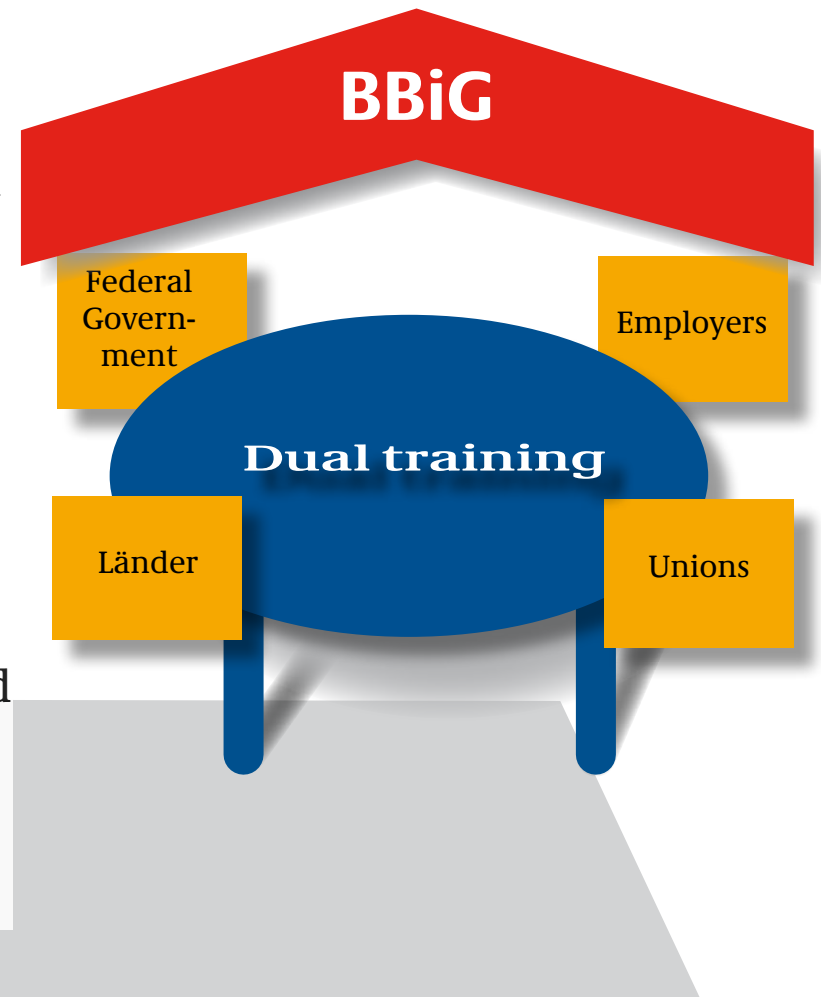
### Advantages for young people

- 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).

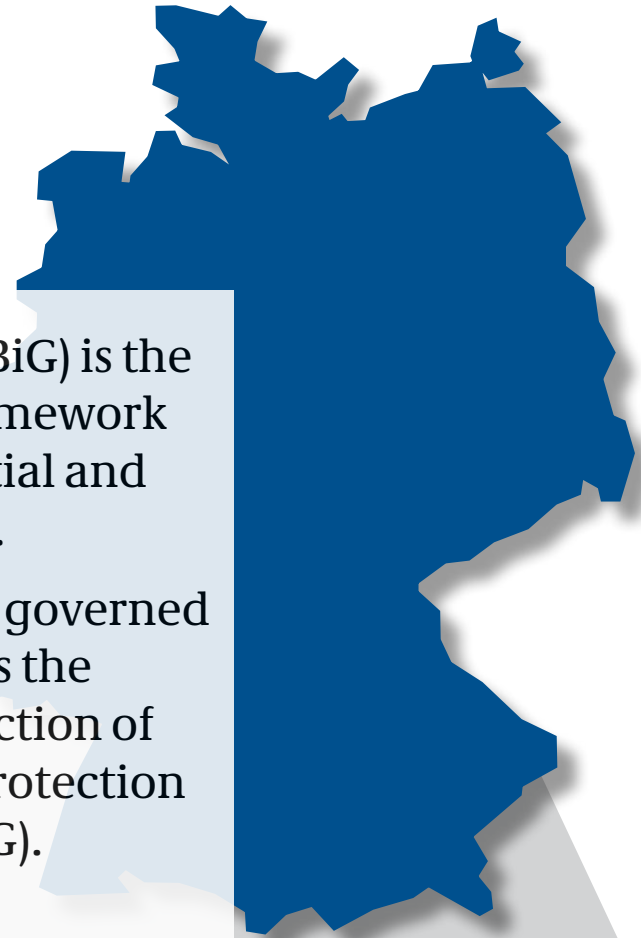




## Division of responsibilities in dual training

### Federal framework legislation

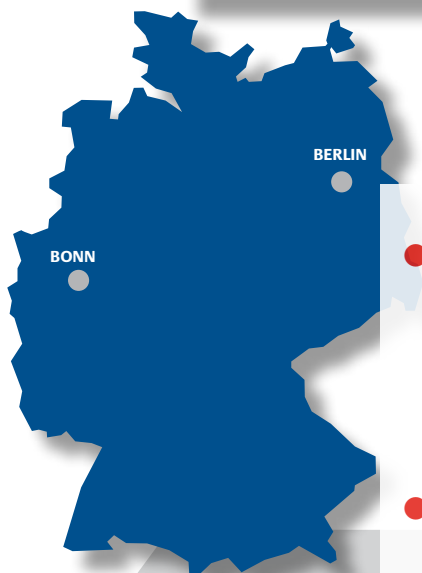
- The Vocational Training Act (BBiG) is the Federal Government's legal framework for all provisions governing initial and continuing vocational training.
- Training in the company is also governed by labour law provisions such as the German Civil Code (BGB), Protection of Young Workers Act (JASchG),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

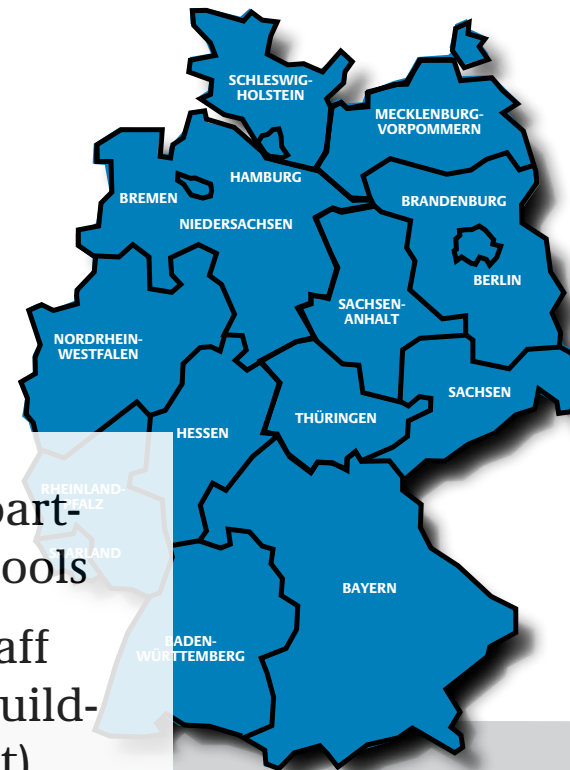


## Division of responsibilities in dual training

### 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)

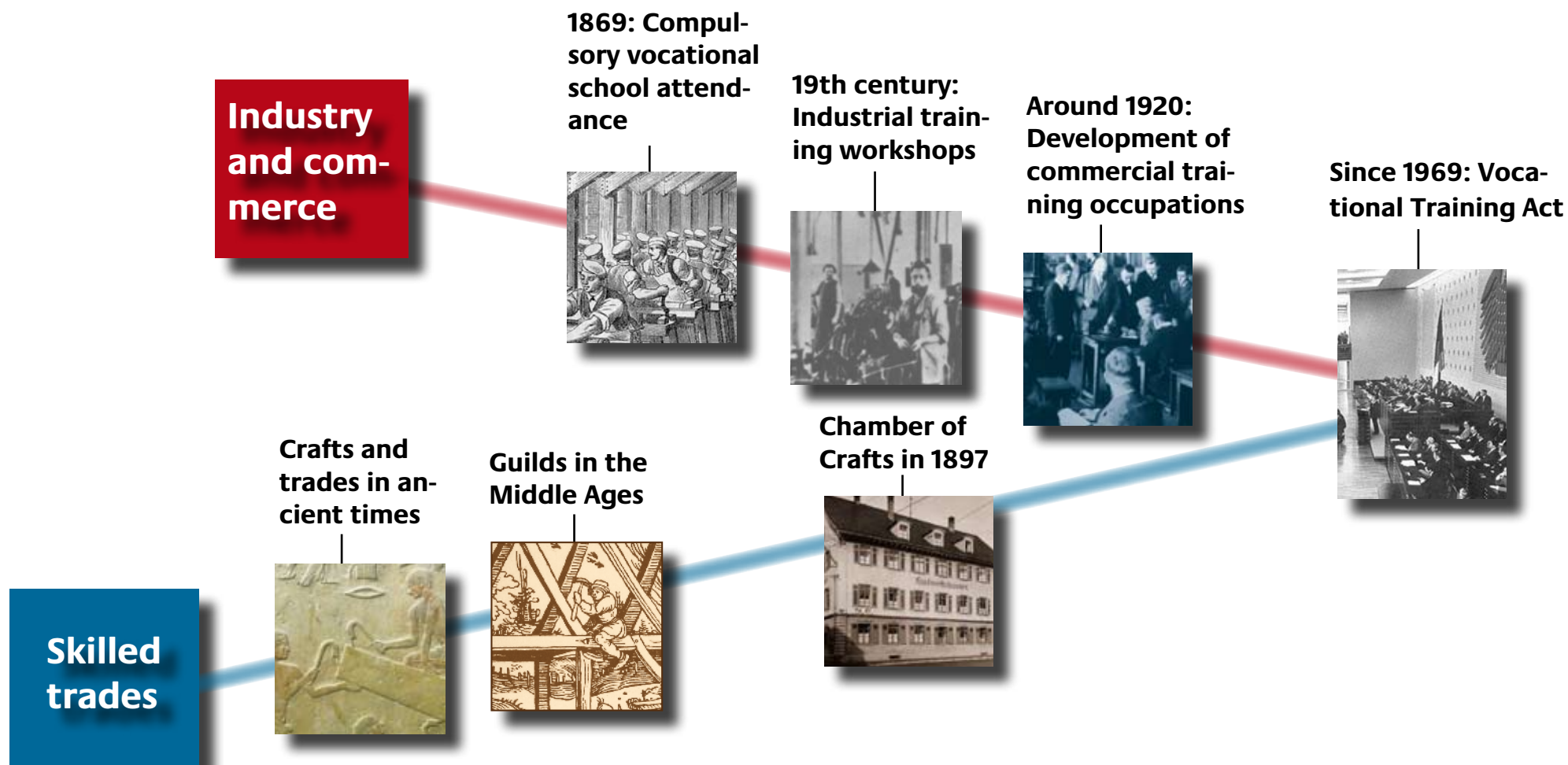
- advise the stakeholders in training
- supervise training in the company
- verify the aptitude of companies and training instructors
- register training contracts
- administer examinations.







# 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.



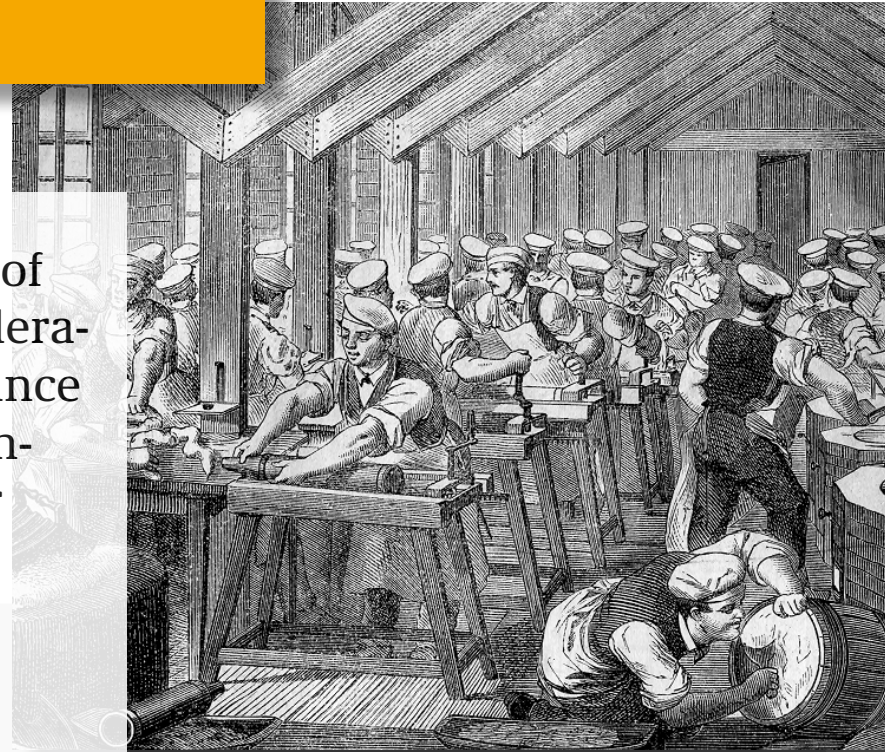




# The history of vocational training

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.



## 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
- Dual training secures employment



## Facts and figures

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



**School  
students**

**Roughly 65%**



**Dual  
training**

Currently about  
1.6 million trainees  
in 349 training  
occupations



## Facts and figures

### Open to all school leavers







## Facts and figures

### Financing of dual training

**Net cost  
borne by the  
companies:  
€5.6 billion**



**Public sector  
e.g. *Länder*  
for part-time  
vocational schools  
€2.9 billion**







## Facts and figures

### Dual training secures employment

Unemployment rate of training graduates 2001  
and its development over the following years

