

Dual Vocational Training System of Germany: Can be a model for Bangladesh?

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The new EU targets for vocational training up to 2020, which primarily focus on national training system reforms, are based on the principle of the dual training system. This is due not only to the relative stability of the dual system during the global economic and financial crisis, but also to Germany's top ranking in terms of high skills levels, good transition into the job market after training and low youth unemployment (EUROSTAT, in July 2012). This has sparked off a debate on the structure of education and employment systems in other countries as well.

The dual system, this so-called dual system has received much international attention, for instance in the US, UK, or Spain. The youth unemployment has increased enormously in the last years in many (European) countries this has not been the case in Germany. From the outside, therefore, it may look as if Germany's low youth unemployment rate is to be credited to the dual system.

The framework conditions for initial vocational training differ in the various European Union (EU) Member States. The forms of initial vocational training are also similar, but there is variation, as is the manner in which they are regulated. Comparing the initial Vocational Education Training as example one can say:

- The British system of national vocational qualifications as an example of a training system which in many important ways is largely regulated by the market

- School training in France as an example of a state based training system regulated by the state and

- The dual system in Germany as an example of an enterprise-based training system regulated in a corporation act
www.medicum.de/2005/11/02/berufsausbildung-und-system/
Dual System:

Representatives of the Federal Government

Federal Minister of Education and Research
Labor as Economics, Interior

Representatives of the Employer's Associations

Organisations of Employers in Industries, Chambers

The most well known element of German Vocational Education and Training is the "dual system". It is described as a "dual system" because training is carried out on two places of learning: at the employer (company) and in a vocational school (Berufsschule). An essential characteristic of the dual system is that the cooperation between largely private companies and public vocational schools complement each other (public private

partnership). This cooperation was set up on the basis of an agreement and is regulated by law since 1972. The term "dual" also stand for a specific constitutional situation in Germany, where the Federal Government is responsible for vocational training in the companies (practice), and the Federal States (Länder) for the vocational schools (Berufsschule) where the students are taught theory.

Both institutions are independent of each other. Approximately 2 to 3 days of the training period is of a practical nature (company) on the basis of training regulations and within the framework of training contracts. The remaining 1 to 2 days is theoretical in vocation school (Berufsschule) is taught general & vocational knowledge within the framework of compulsory education. Specialists from the companies play the greatest part in the trainees' process of "learning on the job". They are heavily involved in the designing of training regulations - defining the technical content of the training course, the company and setting examination requirements. This plays a major part in ensuring that these regulations meet with acceptance in the companies.

Other countries are starting to notice. Germany, through its Chambers of Industry and Commerce (DIHK), has launched pilot programs all over the world, including in Madagascar. Emphasis should be that the model must be adapted to meet the needs of individual markets. The general concept should be maintained from place to place as a solution to the mismatch between the supply of students and the demand of employers.

Partnership for the Dual VET System in Germany are (A) strategic and (B) legal commitment:

A. Strategic commitments
- clear consensus on society to provide ALL school leavers with vocational education and training
- a powerful strategic concept for training young

workers in cooperation with the enterprises

B. Legal commitment
- a strategic top-down decision made by the government and the employer sides to implement a covenant system

- the willingness of the public sector (government, schools) to accept the private sector as an equal partner in vocational education and training

- the willingness of the private sector to accept quality control of its education and training activities

Representatives of the States

State Minister of Education, Economics, Labour and Interior

Representatives of the Trade Unions

Organisations of Employees in Industries, Chambers

ties
- a fundamental Vocational Education and Training Act which regulates the roles of the stakeholders

B. Legal commitment: (The Vocational Training Act: In the area of VET, the (Vocational Education and Training Act (BIBB) is of central importance.

The Act of 2002 reforming vocational education and training comprehensively amended and combined the 1969 Vocational Education and Training Act and the 1981 Act for Vocational Trainees Act. The aim of the reform was to safeguard and improve training opportunities and high-quality vocational training for all young people, irrespective of their social or regional origin).

Private-public partnership: determines the role of the stakeholders, their rights and duties

- Clear financing rules: enterprises cover their own training costs (e.g. apprenticeship pay, cost of training, material), government funding of schools,

- research in the field of vocational education and training and training promotion programmes
- Organisational infrastructure through the chambers: accreditation of training companies, registration of training and work experience agreements, examinations and certification

- Core elements of vocational education and training: necessary components of vocational training standards; rules for the training agreement; rules for recognition of previous learning; apprenticeship pay etc.

- Federal Institute of Vocational Education and Training (BIBB): platform for dialogue by decision-makers, development and research institute, carries out research, development and advisory activities for politics and practice
German concept is very simple:

After students complete their mandatory years of schooling, usually around the age of 16/17 years, they apply to a private company for a two or three year training contract. If the company and the government supplements the trainee's on-the-job learning with more broad-based education in his or her field of choice at a publicly funded vocational school. Usually, students spend 3 to 4 weeks at work and one to two days in the classroom. At the end, the theory goes, students come out with both practical and technical skills to compete in a global market, along with their peers.

Upon completion of the training, the student receives on the nature of their profession. They also receive a state certificate for passing company exams, designed and administered by industry groups. The certificate is given to similar to graduates of businesses should the training company not retain them beyond the initial contract. To be sure, the German dual system does have its merits. It offers youth without university entrance diploma opportunities to learn a trade and to move quite smoothly into skilled work.

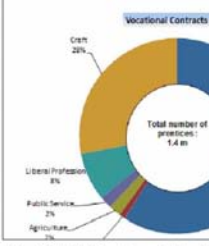
In Germany, about 60 percent of the young people of any one-year age group (erborn) undergo vocational training in the "Dual System" (Duales Ausbildungssystem) over 2-3/4 (2014). All training occupations are state-recognized and constant-ly revised: Since 2002, 44 new occupations have been created and 187 have been modernized. The Duration of occupations requiring formal training (anerkannte Ausbildungsberufe) for the two or three years, depending on the respective occupation: - as Doctor, as Doctor, as Doctor (Diplom, as Over) etc.

The precise skills and their content are taught as strictly regulated and defined by national standards: An Industrial Manager (Industrie Kaufmann) has always acquired the

same skills and taken the same courses in production planning, accounting and controlling, marketing, Human Resource Management, trade laws, etc. In addition, as full-time vocational school, Berufsschulen offer a wide range of courses of education.

In the training of technical assistants, there are 33 specializations to choose from with different occupational titles, ranging from state certified assistant for automation and computer technology (Staatlich geprüfter Assistent für Automatisierung- und Computer-technik) and

Germany's apprenticeship system provides 344 certified training occupations. More than 549,600 vocational contracts were signed in 2012



state-certified assistant for environmental technology (Staatlich geprüfter Umweltschutztechnischer Assistent). These standards are a central element of the German vocational training system. Although they are incorporated in state law, trade and industry also play a decisive part in their formulation.

Germany's apprenticeship system provides more than 346 certified training occupations. More than 549,600 vocational contracts were signed in 2012. The vocational contracts by area of profession can be taken from below diagram. About 60% of the apprentices were enrolled in Industry and Trade sector. In the sector Craft 28% apprentices contracted.

In Germany, around two thirds of every academic year opt to undertake training within the dual system. A total of 1.5 million young people are currently in training. The dual system of vocational training offers the following advantages: Advantages of the Dual System for the industry partner (Business):

- Secures the skilled labour needed
- Lower induction costs for new appointments
- Increases motivation and loyalty to the company
- Trainee receives job specific qualifications needs of business
- Trainees contribute to the productivity of the company

- Advantages of the Dual System for the Apprentice:
 - Recognized Industry Certification (Good job market prospects)
 - Recognised qualifications
 - Skills of practical relevance
 - Certain degree of independence through an

"earn while you learn" program (Remuneration)
- Increased prospects for employment upon completion (Career opportunities)
- Theory and practical application of curriculum, Rapid integration into the company

Advantages of the Dual System for the State:
- Possibility of offering all school leavers vocational training
- Private sector contribution saves the burden of public budgets
- Finding partners for developing competitive national training standards

Integrating Germany's "Dual Model" Vocational Education Training (VET) System in Bangladesh will produce a highly-skilled workforce, smooth transitions from school to work, and some insurance against the high youth unemployment rates. Bangladesh German Chamber of Commerce & Industry (BGCCI) will be the perfect partner for cooperation with the government. The involvement of German Embassy and GIZ in Dhaka can accelerate different process for implementation. Newly established German Vocational Education and Training Institute will welcome introducing German "Dual Model" of Vocational Education Training System in Bangladesh. GIZ has a great interest and is ready to cooperate where ever necessary with expertise.

So far I know, an initiative has already been taken by the Bangladesh German Chamber of Commerce and Industry (BGCCI). The President and General Secretary of the Chamber Dipl.-Ing. Abu Sakawat and Dipl.-Oeco. Mr. Daniel Seidl are working to facilitate the cooperation work.

Presently, the slow but steady development of Bangladesh indicates that in 10 years Country will be a land of Middle and Small Enterprises (MSE). Young people trained under German dual vocational training system will be an excellent method for qualifying skilled workers. The young well trained and able to work will cost less to go for establishing his/her own business or will be absorbed in their specialized field get jobs in inland and foreign countries. The Government will also be benefited by earning foreign currency.

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