

## Apprenticeship training system and Qualification Framework

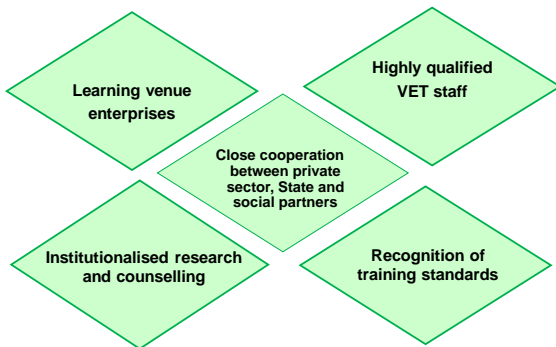
Skills and training ecosystems for local revitalisation  
International innovations in VET and post high-school education for employability in an ageing society  
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Isabelle Le Moullour

## Key facts in brief on apprenticeship

- Number of training contracts newly conducted (sept.11): 570.140
- Year 2011: 1.460.658 young people in dual vocational education and training
- 2011:
  - 42% with intermediate school leaving certificate
  - 33% with completed lower secondary school
  - 23% with university entrance qualification
- Number of enterprises providing training: 468.000 in 2011
- Hiring rates upon completion of training: 66% in 2011

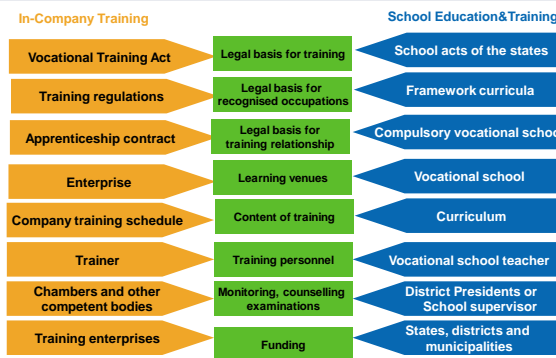
## Factors of success for apprenticeship system in Germany



## The German Dual System of IVET



## Duality on different levels



## The German Qualifications Framework

### Objectives

- **Transparency**, reliability, permeability and quality assurance of the German qualifications system
  - Esp. between vocational training and general education on the one hand, and vocational training and higher education on the other
- **recognition** of qualifications in Europe,
- allocate qualifications on the understanding of the **comparability** of general, vocational and higher education,
- promote the **mobility** of learners and employees
- promote **competence-based** approach to qualifications
- promote **learning-outcomes** based approach to qualifications
- improve **validation** of non-formal and informal learning

## Apprenticeship and German Qualifications Framework

### What does this mean?

- **Governance:**
  - A mixed Qualifications Framework Working Group: large range of stakeholders
- **Guiding principles:**
  - A reflection on existing regulated training qualifications
  - Learning paradigm:
    - Bildung,
    - Vollständige Handlungskompetenz (*employability skills, occupational competence*)
  - Two reference systems: education system vs. employment system / labour market
- **Modernisation strategies**
  - Integration strategy: Institutional and curricula integration (general / vocational education)
  - Permeability strategy: Remaining separation between general and vocational education with bridges; permeability
  - Equivalence strategy: Separated but equivalent qualifications

## The German Qualifications Framework

Levels	Qualification types
1	Vocational training preparation (Berufsausbildungsvorbereitung); Employment agency measures; Pre-vocational year
2	Vocational training preparation; Employment agency measures; Pre-vocational year; Introductory training for young people; Basic vocational training (Berufsfachschule)
3	Dual vocational education and training (2yrs); Full-time vocational school
4	Dual vocational education and training (3/3,5yrs); Full-time vocational school (assistant occupations); Full-time vocational schools (full vocational qualifications)
5	Certified IT-specialist; certified technician specialist, recognized advanced vocational qualification
6	Bachelor; Certified commercial specialist (Fachwirt); Certified business management specialist (Meister); Certified operative IT professional
7	Master (MA); Strategic IT professional
8	Doctoral studies

## Example of level within the German QF

Level 4			
Be in possession of competences for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity subject to change.			
Professional competence		Personal competence	
Knowledge	Skills	Social competence	Autonomy
Be in possession of deeper general knowledge or theoretical professional knowledge within a field of study or field of occupational activity.	Be in possession of a broad spectrum of cognitive and practical skills which facilitate autonomous preparation of tasks and problem solving and the evaluation of work results and processes according consideration to alternative courses of action and reciprocal effects with neighbouring areas. Provide transfers of methods and solutions.	Help shape the work within a group and the learning or working environment of such a group and offer ongoing support. Justify processes and results. Provide comprehensive communication on facts and circumstances.	Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.

Thank you for your attention!

### Contact details:

Isabelle Le Moullour  
Federal Institute for Vocational Education and Training (BiBB)  
Head of unit 1.1 " Basic Issues of Internationalisation / Monitoring of Vocational Education and Training Systems"  
Robert-Schuman-Platz 3  
DE - 53175 Bonn

Tel.: +49-228107-1602  
Fax: +49-228107-2963  
E-Mail: lemoullour@bibb.de



- ❖ national and international centre of competence for initial and continuing vocational education and training in Germany,
- ❖ improvement of vocational education and training by means of research, advisory services and development.
- ❖ VET planning; VET practice; VET research community, wider public
- ❖ The BiBB Board is viewed as the 'parliament of the VET in Germany'
- ❖ Founding of BiBB (based on Vocational Training Act of 1969): 1970 with two offices (Bonn and Berlin); relocation to Bonn in 1999; Current basis in law: Vocational Training Reform Act of 2005 (BerBRefG)
- ❖ Financing: Budget 2012: approx. € 38,7 m;  
Federal grant from Ministry of Education and Research in 2012: approx. € 37,8 m.
- ❖ Legal supervision: Federal Ministry of Education and Research
- ❖ Legal form: Public-law institution with its own legal personality