



Federal Ministry
of Education
and Research

Ten Guidelines for the Modernization and Structural Improvement of Vocational Education and Training

– Innovation Circle on Vocational Education and Training –



EDUCATION

Igniting ideas!

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Ten Guidelines for the Modernization and Structural Improvement of Vocational Education and Training

– **Innovation Circle on Vocational Education and Training** –



The German system of dual vocational training enjoys an excellent reputation worldwide. Its closeness to work practice and employment ensures that a high percentage of training graduates enter gainful employment, and thereby secures an adequate supply of skilled labour for industry. Vocational training provides trainees with employable skills and offers them good career prospects in the medium and long term. This is the prerequisite for self-determined participation in social life. Dual vocational training is the best preventative measure against youth unemployment.

Dual training makes an important contribution to Germany's competitiveness and innovative capacity. Structural change in industry and society, the demographic development and increasingly close international ties are challenges to which vocational training must adapt.

In addition to securing an adequate supply of training places today, which is

the focus of the National Pact for Training and Skilled Manpower Development in Germany, we must also pursue more far-reaching objectives and improve the structures and interfaces of the vocational training system. This was the mission of the Innovation Circle on Vocational Education and Training (Innovationskreis berufliche Bildung, IKBB) established in April 2006. I would like to take this opportunity to thank its members for their great commitment. They contributed to the debate by presenting the different aspects and views of vocational training.

The eight meetings of the Innovation Circle were supported by working groups which prepared, specified and developed the relevant topics and positions. On 16 July 2007, the Innovation Circle concluded its work by presenting its recommendations and proposals for action in the "Ten Guidelines for the Modernization and Structural Improvement of Vocational Education and Training". These recommendations provide a good basis for further action. We must now act quickly in the interest of young people in our country.

A handwritten signature in black ink, appearing to read "Annette Schavan". The signature is fluid and cursive.

Dr. Annette Schavan, MP
Federal Minister of Education and Research

“Innovation Circle on Vocational Education and Training”

Chair:

Dr. Annette Schavan
Federal Minister of Education and Research

Länder:

- Conference of *Länder* Ministers of Education (KMK):



Helmut Rau
Minister of Culture,
Youth and Sport;
Baden-Württemberg



Prof. Dr. E. Jürgen Zöllner
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Federal Ministry of
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Technology



Dr. Reiner Haseloff
Minister for Economic
Affairs and Labour
Saxony-Anhalt

- Conference of Länder Ministers of Economic Affairs (WiMiKo):

Industrial Associations:



Peter Clever
Member of the Executive Board
Confederation of German Employers' Associations (BDA)



Hanns-Eberhard Schleyer
Secretary-General of the German Confederation of Skilled Crafts (ZDH)



Dr. Martin Wansleben
Chief Executive,
German Chambers of Trade and Industry (DIHK)

Trade Unions:



Klaus Feuler
Vice-President of the German Chambers of Crafts and Skilled Trades' Council, Dortmund Chamber of Crafts and Skilled Trades (nominated by the Confederation of German Trade Unions (DGB))



Dr. Regina Görner
Executive Member of the Managing Board of the Metal Workers Union (IG Metall)



Ingrid Sehrbrock
Vice-Chair of the Confederation of German Trade Unions (DGB)

Federal Employment Agency (BA):



Raimund Becker
Member of the Board of the Federal Employment Agency (BA)

Federal Institute for Vocational Education and Training (BIBB):



Manfred Kremer
President of the Federal Institute for Vocational Education and Training (BIBB)

Companies:



Susanne Bergmann
DaimlerChrysler
Training Policy and Staff
Development



Prof. Dr. Claus E. Heinrich
Managing Director
Representing Employees
SAP Deutschland AG &
Co. KG



Eva Maria Roer
Managing Partner and
Owner
DT&SHOP GmbH

Part-time Vocational Schools:



Lothar Scheffel
Headmaster of the
Joseph-DuMont-Vocatio-
nal College Cologne



Dr. Frank Wehrmeister
Headmaster of the Julius-
Weisbach Vocational
School Centre for Tech-
nology and Commerce,
Freiberg (Saxony)

Science:



Prof. Jutta Allmendinger,
Ph.D, President of the
Social Science Research
Center Berlin
(formerly IAB)



Prof. Dr. Dieter Euler
Director
UNISG – Institute of
Business Education
University of St. Gallen



Nader Djafari
Director INBAS
– Institute for Vocational
Training, Labour Market
and Social Policy GmbH



Prof. Dr. phil. habil.
Andrä Wolter
Head of Department HIS
– Hochschul-Infirma-
tions-System GmbH,
Hannover

Participants in related areas:



Prof. Dr. Volker Gehmlich,
Osnabrück University of
Applied Sciences



Prof. Dr. Eckart Severing,
Forschungsinstitut
Betriebliche Bildung
(f-bb)

Innovation Circle on Vocational Education
and Training*

Ten Guidelines for the Modernization and
Structural Improvement of Vocational
Education and Training

Recommendations and Proposals for Action

Berlin, 16 July 2007



* *Innovationskreis berufliche Bildung*: a group of stakeholders in VET set up by Minister Schavan and composed of representatives of politics and the social partners

Ten Guidelines for the Modernization and Structural Improvement of Vocational Education and Training

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I. In addition to the National Pact for Training and Skilled Manpower Development, which was extended on 5 March 2007 and focuses primarily on securing a sufficient supply of training places, Germany needs structural improvements in the vocational training system which become effective in the medium term and enable education policy to adapt to new demographic, economic, technological and international developments and challenges at an early stage.

The mission of the Innovation Circle on Vocational Education and Training, which was set up in April 2006, was to draft recommendations and proposals for action in this field. A focus was on the creation of better opportunities for transfer between the dual system and other subsystems of vocational training and between vocational training, schools and universities. New approaches to innovation were discussed and concrete recommendations and proposals for action developed on the basis of analyses, facts and surveys. These are presented in the form of Ten Guidelines for the Modernization of Vocational Education and Training.

The members of the Innovation Circle on Vocational Education and Training were appointed as public figures on the basis of their special expertise in vocational education and

training and thus not necessarily as representatives of their institutions. The intention was to ensure that they could contribute different aspects and viewpoints with regard to the further development of vocational training. Although the open discussions revealed somewhat different attitudes, they were conducted with the goal of achieving a consensus among the members on joint guidelines.

II. The Innovation Circle on Vocational Education and Training shares the following general view:

Vocational education and training in Germany is attractive and broadly recognized. The dual system awards high-quality vocational qualifications, provides for high rates of transfer to the labour market and reduces youth unemployment – all clear advantages compared with other vocational training systems.

Our dual system of vocational education and training is flexible. It keeps adapting to changed demographic, economic, technological and education policy challenges.

Demographic situation:

The demand for training places in the old, West German *Länder* will continue to increase up until 2012/2013 as the number of school-leavers is increasing. A marked decrease can already be observed in the new, East German *Länder*, where the number of school-leavers will drop dramatically by 2011. For training this means that pressure on the training market will ease in East Germany while demand continues to be high in West Germany, and this will have an impact on the regional supply of training programmes, their institutional infrastructure and funding.

Structural change:

The industrial society is transforming into a knowledge and service society at an increasingly rapid pace. While production-related branches and employment in the primary and secondary sectors are on the decrease, the tertiary sector shows high growth rates (e. g. in company-related and personal services). This has a direct impact on the demand for skilled labour to which we must adapt. Furthermore, politics and industry are required to identify branches with new or changing employment potentials at an early stage.

Demand for qualifications and skilled labour:

Against the background of the demographic situation as well as structural and economic change, an increasing demand for skilled labour is the emerging trend especially in economic areas where employment is growing. We need more education and qualification today in order to face this trend and use existing opportunities for employment.

Lifelong learning:

The half-life of knowledge and skills is decreasing as a result of rapid technological change. At the same time, people will stay in employment for longer. Sound vocational training must continue to provide a broad basis which secures not only individuals' employability but also their ability to engage in lifelong learning. This means that both initial and continuing training are becoming increasingly important. These two areas must be more closely interlinked in order to promote lifelong learning.

Transfer opportunities in the education system:

Lifelong learning also means enabling transfers between the areas of school, transitional system, initial and continuing training and higher education. This is necessary not only in order to guarantee equality of opportunity but also to meet the increasing demand for higher education graduates. To achieve this, improvements must be made particularly at the interfaces, that is, with regard to functioning transfer mechanisms and the recognition of prior learning.

Training opportunities for everybody:

Germany offers a multitude of opportunities. Every individual should be able to benefit from them. We therefore want to give all young people who are willing and able to train a chance to enter initial vocational training and embark on upgrading training. Our common goals not only include increasing the number of higher education graduates and providing for even better development opportunities for particularly high-achieving trainees but also integrating lower attaining young people into training, qualification and employment. The number of school dropouts must be reduced markedly. In particular, we want to offer innovative qualifications programmes and new career prospects for the increasing number of previously unsuccessful training appli-

cants. All this presupposes not only new education policy initiatives and an increase in the efficiency of existing funding instruments but also further structural development and improvement.

III. The Innovation Circle on Vocational Education and Training presents the following recommendations and proposals for action:

1) Encouraging completion of school education – improving training maturity

The vast majority of young people leaving general school enter in-company, extra-company or school-based training or higher education. However, some of the school leavers do not have the required training maturity as companies' experience shows. This is a challenge not only for schools but also for society at large and it must be faced by families, schools and industry alike. At the same time we want to make it clear that vocational education and training is a particularly powerful means of integration even of disadvantaged young people which we want to preserve in the future.

- We support the measures already initiated to improve the training maturity of young people – these efforts must be intensified.
- We want to achieve broad application and use of the guide for action, which was developed by the partners in the National Pact for Training together with the

Conference of *Länder* Ministers of Education, in order to strengthen career orientation and training maturity, and we encourage the application of the set of training maturity criteria developed by the partners in the Training Pact.

- We confirm the goal of reducing the number of school leavers without qualifications by 50 percent by 2010. The Conference of *Länder* Ministers of Education, the Federal Ministry of Education and Research and the Federal Employment Agency are drafting a joint framework for action in this field. The members of the Innovation Circle will support this initiative to the best of their abilities.
- We want to achieve an improved management of transfer between school and training and promote relevant coordinated overall strategies in the regions. In particular the various activities and collaborations between industry and general schools should be further intensified in this connection as these also make a major contribution to young people's career orientation. In concrete terms, this means that partnerships between schools and companies as well as mentoring models must be developed further. In ad-

dition, class sponsorships of companies can arouse young people's curiosity at an early stage, particularly at secondary general school, and they have a positive impact on career orientation, learning success and training maturity. Also, individual support for lower achieving school students who are threatened by failure must be clearly intensified and cover the entire career path from school to training and employment. Teachers too should seek regular contact with companies to obtain first-hand information about company operations and occupational profiles.

- We support the initiatives for improving links between school education and work practice, e. g. by offering practical classes. Education institutions can also be involved in relevant efforts. In this connection, the Federal Ministry of Education and Research considers making systematic use of the existing capacities of intercompany training centres (ÜBS) for offering early career orientation at general schools.
- The measures of the Federal Employment Agency should in our view increasingly pursue the goal of prevention and guidance. This includes

a sufficient number of careers advisors and regular provision of career orientation by advisors at schools. We therefore welcome the planned extension of measures for intensified career orientation of the Federal Employment Agency pursuant to the Fourth Act to Amend the German Social Code (SGB III).

2) Optimizing training preparation for the disadvantaged – reorganizing funding structures

The great variety of measures for supporting disadvantaged young people, particularly in training preparation, must be better coordinated and based on practical requirements so that a consistent and transparent architecture for all funding instruments of the Federal Government, the *Länder* and regions can be achieved.

- We consider regional approaches particularly promising where actors are cooperating on the basis of local conditions. The Federal Ministry of Education and Research will therefore support concerted regional initiatives and networks to optimize and coordinate the local instruments for the promotion of the disadvantaged on a national level from late 2007 onwards.

- We welcome the amendments to the SGB III and SGB II which stipulate the necessity of out-of-school educator support for disadvantaged young people preparing for vocational training as well as of introductory training and the administrative and organizational support of small and medium-sized companies in training preparation, vocational training and introductory training for disadvantaged young people. In addition we suggest that the BIBB (Federal Institute for Vocational Education and Training) and the IAB (Institute for Employment Research) should be asked to collect current data on existing funding structures and prepare a survey on the funding programmes, particularly with regard to transfers to training and employment and the cost of training.
 - We will give special priority to the group of young people with a migration background on the basis of what has been agreed in the National Integration Plan and intensify our joint commitment to promote vocational integration. We advocate making appropriate use of public support programmes and developing them further for specific target groups. Furthermore, the growing number of company owners with a migration background should be systematically involved, and activities such as the “Active for Training Places” initiative should be continued and developed further.
- 3) **Optimizing transfers – securing paths to company training**
- We consider that additional, separate measures are necessary for the group of previously unsuccessful training applicants in the transitional system. We must markedly reduce the number of such applicants, who account for more than half of the job seekers registered with the employment agencies. For this purpose, tried and tested tools, in particular introductory training, must be used and new forms of compatible and creditable qualification measures developed.
 - We see the testing of training modules as a means to help previously unsuccessful training applicants find their way into training. A system of training modules will therefore be established in 10 or 12 important occupations in the dual system by October/November 2007 which will help previously unsuccessful training applicants transfer to regular dual training and have their previo-

usly acquired qualifications credited towards the regular training period or will enable their admission as external candidates to chamber examinations. In both cases the aim is the award of training qualifications in the dual system. This is to be achieved through regional coordination between the players in the field of vocational training as well as through the provision of continuous support for previously unsuccessful training applicants by regional coordinators in close cooperation with the chambers. This initiative is accompanied by a new programme of the Federal Ministry of Education and Research which will start testing these training modules in up to 25 pilot regions in Germany in late 2007.

- If successful, the developed training modules can be used in introductory training, training support for unemployed young people without training qualifications and in return-to-learn programmes for adults. The documentation of modules can also be helpful to young people who have not completed their training course or other skilling measures. Furthermore, consideration should be given to the question whether training modules can also be used in pro-

grammes offered by the Federal Employment Agency to support disadvantaged young people.

- In our view, increasing the number of practical placements for introductory training from 25,000 to 40,000 including the possibility to use training modules for structuring such periods, extending support under the SGB III to include company training, and offering training support for unemployed young people without training qualifications are further measures to supplement the integration of unsuccessful training applicants which should have a positive impact already in 2007/2008.

4) Strengthening the occupation principle – making vocational education and training more flexible

We want to strengthen the dual system; the combination of work and learning ensures that training graduates have the special high-level skills they need on the labour market. We propose the following structural improvements to secure the future of the dual system:

- We want to achieve structured, vertical and horizontal transfers at the interfaces of the dual system. For this

purpose we will use the new instruments of transfer of vocational school credits and admission of vocational school graduates to chamber examinations, which were introduced by the latest amendment to the Vocational Training Act (BBiG). On the basis of an evaluation of implementation to date and in view of the training market, the Federal Government will decide in 2008 on an initiative for extending these temporary statutory options after consultation with the Länder and the social partners. Furthermore, we want to use the concept of training modules for improving transfer where appropriate.

- We advocate the further development of regulatory policy in the dual system. This means a stronger focus of training regulations on the description of skills in order to improve the action orientation of vocational training.
- In view of the currently 350 training occupations, we also aim to modernize the regulatory framework of vocational training in terms of the number and types of occupations. This is to make the provision of vocational training more transparent, efficient and flexible, *inter alia* by

introducing competence modules, where appropriate, for structuring training content. The aim is to ensure that employers and trade unions consider the possibility of structuring training occupations in related fields to form groups of occupations with common core skills and options for further specialization and to submit relevant proposals. Branch-specific conditions which indicate that single occupations are more suitable will be adequately considered. The duration of training and the related training contracts will remain unaffected. From now on, industry and the unions will consider before reorganizing an occupation whether it can be grouped together with other occupations. This approach is aimed at implementing a marked increase in groups of occupations over the next five years.

- The reorganization of training occupations should be based on specific structural principles. These include, *inter alia*, the teaching of employable skills on the basis of a broadly designed occupational profile, the option of acquiring additional qualifications, and the openness of reorganized occupations for close interlinkage between initial and further training.

- We want to make greater use of company-specific know-how in the administration of examinations. On the one hand, this is to be achieved by organizing examinations in such a way as to ensure that company experts will continue to cooperate in examination boards on an honorary basis. On the other hand, the chambers and companies cooperating with them should make greater use of the possibility of soliciting expert opinions, which was introduced for examination boards by amendment of the Vocational Training Act (BBiG).
 - We want to further enhance the qualification of training instructors and examiners. The Federal Ministry of Education and Research is already conducting a number of programmes and initiatives to this end. High-quality vocational training depends on training instructors with the necessary specialist and teaching skills. Together with industry and the social partners, the Federal Government will decide on the future of the temporary suspension of the instructor aptitude regulations (AEVO), taking into account the results of the evaluation of this instrument.
- 5) Broadening the training basis – making effective use of training capacities
- We welcome collective agreements in which labour and management stipulate rules for securing, promoting and increasing in-company training. We recommend that further regulatory efforts be made in this respect to ensure the necessary supply of skilled workers, particularly in view of the current demographic trend.
 - Structural training support must, in our view, be designed in close cooperation with companies. With this in mind, the Federal Ministry of Education and Research will develop the JOBSTARTER programme further; the funding endowment of this programme has already been increased to approx. € 125 million (including ESF share). In this connection, targeted support during training is to be provided for SMEs and young companies in the regions.
 - We want the dual training culture to become a permanent feature of new, innovative and research-related branches as well as of growth sectors, particularly of the services sector, by launching specific branch campaigns.

- A closer look should be taken at ongoing and new programmes for the promotion of training to find out how parts of existing training capacities can be better used for qualification purposes. New options regarding inter-company training centres should be identified and used, particularly for training in the skilled crafts and trades.
- We support the initiative for establishing new training foundations in line with the currently booming donors' activities as well as efforts to motivate existing foundations to increasingly focus their activities on vocational training, which is currently not among the major purposes of foundations. The primary aim is not to shift the core responsibilities of today's players in vocational training to the new foundations, which would then have to provide regular support, but to promote innovation and regional development as a contribution to economic and social security. The Federal Ministry of Education and Research will initiate a national donors' conference to be held in spring 2008.

6) Enhancing transfer opportunities – securing the employability of vocational skills

It is a task for education policy to create adequate and equal education opportunities, to improve links between initial and continuing vocational training and to enhance transfer opportunities between educational sectors.

- We suggest that additional qualifications be developed further at the interfaces between initial and continuing training in order to give talented young trainees an opportunity to acquire creditable skills and qualification modules already during their training course.
- We consider that further training provides scope for quicker career advancement. The Federal Government will take the initiative – involving the social partners – in order to reduce the number of years of work experience which are currently required for admission to further training. In addition we are planning an increasingly modular and skills-oriented structure of further training regulations to achieve better credit transfer possibilities.

- We consider that opportunities for transfer from vocational training to higher education are insufficient in Germany, also by international standards. This applies not only to the admission to higher education studies but also to the crediting of previously acquired qualifications – all the more so as non-academic training prevails in Germany in many areas where other countries provide academic training. Our aim is to create additional, differentiated opportunities for transfer and skills crediting. We support a stronger focus on practical work in higher education. Dual study courses are a suitable instrument to achieve this goal.
 - We consider a more transparent and open system for the admission of vocationally qualified people to higher education to be an important means for improving career opportunities. The Conference of *Länder* Ministers of Education (KMK) will discuss this topic with a view to agreeing on a common basis which can then be adapted to the specific conditions in each Land.
 - We call on the institutions of higher education to develop study courses which take vocational qualifications into account, to draft entrance, recognition and crediting procedures for the vocationally qualified together with industry and to provide for favourable conditions. The Federal Government, the *Länder* and the social partners suggest holding a high-level meeting soon in this connection.
- 7) “Second chance” education – promoting qualifications for young adults
- Semi- and unskilled young adults, including a high percentage of young people with a migration background, need a second chance for acquiring vocational qualifications. The existing funding instruments are not sufficiently known and therefore not fully used.
- We support the introduction of statutory training support for unemployed young adults without training qualifications under the SGB III. The aim of this new instrument is to promote these young people's integration into the employment system by offering new qualification pathways which lead to the acquisition of vocational qualifications, using *inter alia* the newly developed training modules mentioned above. In addition, the Federal Government will consider the feasibility of tempo-

rary assistance (combined teaching) for the integration of applicants who have not succeeded in entering training due to personal or other obstacles.

- We believe that new pathways are required for modular second-chance training during employment, particularly for training dropouts. The Federal Ministry of Education and Research is preparing an initiative for combining public support instruments with companies' requirements planning in pilot regions throughout Germany in order to provide the different target groups with individual and flexible pathways to final qualifications which also take into account actual skill requirements and work practice.
- We aim to considerably reduce the number of training dropouts and career switchers of currently approx. 20%. To achieve this, we must, on the one hand, strengthen career orientation and promote training maturity during general education in order to better prepare young people for the requirements of working life. On the other hand, support for companies and young people during vocational training must be extended and actively used. The new

special funding programme of the Federal Ministry of Economics and Technology, which focuses on SMEs, aims to contribute to reducing training failure by ensuring adequate placement of trainees and thus constitutes an important step towards achieving this goal. Furthermore, the Federal Government will consider opening the instrument of assistance during training pursuant to the SGB III in order to use it more actively in dual training. We expect that a marked reduction in the number of training dropouts will also have a positive impact on the number of training places offered.

8) Greater openness towards Europe – improving mobility and recognition

As an export-oriented nation with few mineral resources situated in the heart of Europe and bordering on nine countries, Germany is particularly interested in ensuring a European and international dimension in national vocational training programmes. We want to promote such opening with a set of measures:

- We support the joint activities of the Federal Government, the KMK, the HRK (German University Rectors' Conference), industry and the social

- partners to develop a German Qualifications Framework (GQF). It is desirable that companies, training staff, learners and others should be involved in this process at an early stage. The aim is to ensure that the GQF takes learning results into account and is compatible with the European Qualifications Framework and at the same time improves transfer opportunities between different sectors of the education system and thus promotes lifelong learning. The Federal Ministry of Education and Research has commissioned a study, which will be submitted in late summer 2007. Work to design the GQF has already started and will possibly be concluded by 2010.
- We will follow and support the efforts to test a National Credit Point System in vocational training: In the context of the deliberations of the Innovation Circle on Vocational Education and Training, the Federal Ministry of Education and Research initiated a programme for testing a credit point system over the period 2007–2010 which will take the special features of the dual system into account and serve to improve transfer at the interfaces. At the same time, the programme accompanies the EU initiative for creating a European Credit System for Vocational Education and Training.
 - We consider the European opening of national training and further training regulations to be an important instrument for ensuring internationally sustainable qualification. When developing new training regulations and modernizing existing ones, the Federal Government and the social partners will pay increasing attention to international demands on initial and further vocational training and they will draft a check list and guide for the development of overall training plans and further training regulations by 2008. In addition, we want to enhance the attractiveness of dual training and further training in specific occupations and, where appropriate, supplement it by European/international additional modules labelled as “EU” qualifications. Finally we want to develop joint transborder final examinations further on the basis of the experience gained with existing models.
 - We believe that doubling the vocational qualifications earned abroad by 2015 will contribute to ensuring the competitiveness of employees and companies in the

long term. The Federal Government will furthermore extend the duration of funded exchanges programmes to cover a period between six weeks and three months so that 5,000 exchanges will be conducted annually in vocational training by 2010. In the same period we want to improve transborder collaborative training and establish 100 long-term and permanent transborder collaborative training networks. These goals will be realized in particular via national priority-setting in the implementation of the new Lifelong Learning Programme of the EU with its greatly increased funds. In addition, the Federal Government, the Länder, industry and the unions consider increasing the number of their programmes. And the chambers want to enhance the counselling and services they offer.

9) Strengthening dual training by European comparison – securing potential on the international education market

- We want to promote the strengths of dual training in Europe even more systematically by joining forces with other countries which apply the dual principle in vocational training, and we want to ensure at an earlier stage that our interests are safeguarded at

the European and international level. The Federal Ministry of Education and Research has already launched a relevant initiative together with other European countries for coordinating the common goals and positions.

- We want to position Germany and the EU as actors on the growing international education market, which is also highly attractive in economic terms, and suggest an extension of the BMBF's existing initiatives for German education marketing abroad to reach out to an international clientele, as well as an initiative for a European marketing strategy with jointly developed education programmes taught in world languages. This will increase Germany's and Europe's attractiveness as providers on the internationally growing education market, forge ties between Germany and Europe and future managerial staff in other world regions, and promote competition in the education market, which has so far been dominated by only a few leaders. At EU level, a programme for vocational training cooperation with fast-growing third countries modelled on Erasmus Mundus should be introduced in this connection.

10) Providing a basis for future-oriented vocational training policy – strengthening cooperation between industry, science and politics

- In our view, it is of increasing importance that we improve the basis for training policy decisions with findings from empirical studies. The Federal Ministry of Education and Research has therefore launched a vocational training research programme which focuses on current training policy challenges; it is based on the principle of competition and is open to all German institutions working in the field of vocational training research.
- We consider closer cooperation between science, the social partners and politics to be a key to the future-oriented design of vocational training. This includes, *inter alia*, enhancing the early identification of branch developments (sector monitoring) and of related qualification requirements. The Federal Ministry of Education and Research plans to launch a branch-related early identification initiative which will be based on previous research in the field and ensure systematic and practical advice and support for policymakers by science with regard to the modernization of initial and continuing training.
- We support consideration of an international comparative study in vocational education and training (similar to PISA). This initiative of the Federal Ministry of Education and Research is the first which plans to compare the different vocational training systems in Europe from the aspect of the results they produce. Reliable findings could improve the status of dual training at international level and make it easier for member states to classify qualifications in accordance with the European Qualification Framework (EQF) using common methods for skills measurement. The comparison of learning results in occupations which are taught at non-academic level in Germany and at academic level in other countries is of particular interest in this connection. Testing methods and questions which take sufficient account of the advantages of action-oriented, practical dual training will be of central importance in such a survey.

The recommendations and proposals for action of the Innovation Circle on Vocational Education and Training will be incorporated into the Federal Government's new National Qualification Initiative which will be presented before the end of 2007 and which, cutting across educational sectors, aims to ensure that the medium-term demand for skilled labour can be met in Germany.

The Four Working Groups

- Modernization/
Greater Flexibility
- Transfer
Opportunities
- Transfer
Management
- European
Openness

In view of the great number of priorities and the short mandate of the Innovation Circle, the topics required thorough preparation in order to meet practical requirements.

The BMBF set up four thematic working groups to support the Innovation Circle in the following priority areas:

- Modernization/Greater Flexibility
- Transfer Opportunities
- Transfer Management and
- European Openness.

These working groups discussed the papers prepared by the BMBF and developed them further by analysing the current situation and need for action and by considering possible proposals for action.

Representatives of the stakeholders in vocational education and training in Germany participated in all of these working groups.

Modernization/Greater Flexibility

- New qualification requirements owing to structural change in the industrial society which is transforming into a service economy, and due to the demographic development
- Creation of a new training culture in innovative branches, growth sectors and research-related branches
- Increasing the flexibility of vocational training, structural improvement of the vocational training system/development of training modules

Transfer Opportunities

- Interlinkage of vocational training and continuing training
- Opportunities for transfer between vocational training and higher education
- Training by stages and employability

Transfer Management

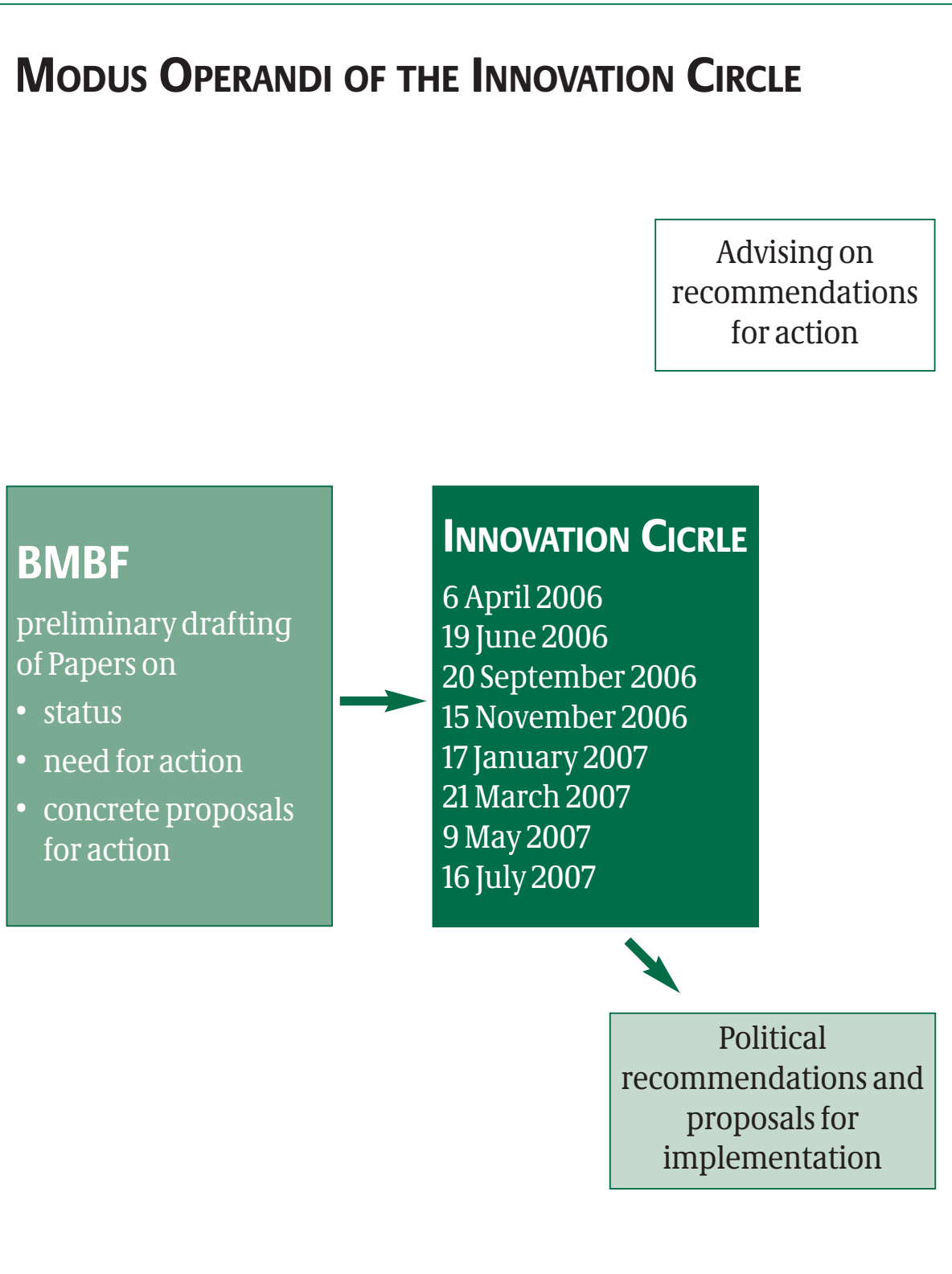
- Improvement of mechanisms for cooperation between vocational schools and company training

- Integration and recognition of prior learning
- Structural improvement of support for disadvantaged young people
- Increasing training participation by migrants and company owners with a migration background
- Second chance programmes for young adults without school leaving or training qualifications

European Openness

- National education reforms taking account of European developments (National and European Qualifications Framework, credit system for vocational education and training, and occupation concepts)
- Increased importance of dual training by international comparison
- Further extension of the scientific basis of vocational training policy/international training assessment programme modelled on PISA

MODUS OPERANDI OF THE INNOVATION CIRCLE



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