The German Dual System
Erasmus+ KA2 B.L.U.E. training mobility

Hamburg 03-08/10/2016

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DIRBEC
Agenda

- The Project
- The Mobility
- The German Dual System
- A training pathway: *Matthias’s experience*
ERASMUS PLUS KA2 VET B.L.U.E.
The **B.L.U.E. project**

**OBJECTIVES**

- description of **professional profiles** emerging in the **blue economy** (logistics/tourism)
- definition of specific **competencies**
- training on the **dual system** and on national training systems
- creation of a shared **model of governance** for institutions, schools and companies
- definition of a shared **system of validation** of competencies
- creation of an **online platform** to match labour supply and demand and promote transnational mobility
The partners

USR Liguria (project leader)
Liguria Region
Arsel Liguria
Dirbec (consortium of Ligurian schools)
University of Turku, Finland
Goethe Institut
Associação Magellan, Portugal
Porto Lycée Poinso-Chapuis, Marseille
THE TRAINING VISITS
Hamburger Institut für Berufliche Bildung

- **agency** of the Ministry of Education (2007)
- coordinates **35 vocational schools** in Hamburg
- provides **assistance and consultancy** to vocational schools
- takes part in **Erasmus Plus VET projects** (moved **1000 students** around Europe in 2015)
- **annual revenues:** **282 million euros**
- **annual surplus:** **8.4 million euros**
Staatliche Gewerbeschule Werft und Hafen (G7)

- the oldest **vocational school** in Hamburg (1870)
- courses: **logistics**, harbour mariner, safety
- **1700** students (**1200** in the logistics course), **75** teachers (some trained in the dual system)
- **theoretical** teaching, **validation** of competencies
- contacts: **600 companies** (logistics sector), collaboration between school **tutors** and company **trainers**
Hamburg Chamber of Commerce

- 160,000 registered companies
- collaborates in defining new profiles
- guarantees the dual system standards for companies and trainers
- controls and registers apprenticeship contracts
- organises interim/final exams, validates competencies
- provides consultancy to companies and apprentices, mediates disputes
- coordinates the communication between teachers and trainers
German Shipowners’ Association (1907)

- represents **220 shipping companies**
- 4th mercantile fleet in the world, **480,000** jobs, **1,300** apprentices
- shipping companies annual **revenue**: **30 billion** euros
- annual **contribution** to the dual system: **30 million** euros
The Port of Hamburg

- **110 km** from the mouth of the Elba river
- **Germany’s 1st** container port (73 Km², 43 km of quay, 4 cargo terminals, 3 cruise terminals)
- **Europe’s 3rd** largest container port (9000 ship calls per year, 8.8 million TEUs in 2015)
The terminals

HHLA Terminal (Hamburger Hafen und Logistik AG)

- leading in the shipping sector: 31 container bridges, 126 carriers
- 1000 employees, 200/300 apprentices every year
- goods from: Northern Sea, Baltic Sea, Mediterranean Sea, Black Sea, Eastern Europe
- docks visited: perishable, bulky, dangerous goods.

Wallmann & Co Terminal

- multi-functional terminals
- services: storage, accessory services (special packing)
- docks visited: tobacco, bulky goods (complex machinery)
Kühne Logistics University

• private state-accredited university, sponsored by the non-profit Kühne-Stifung

• **1st** in Germany as regards logistics, supply chain and business management

• **5th** in the world

• collaborates in research projects with more than **50 universities** throughout the world
Education and on-the-job training

(chosen by over 50% of German young people)

in the workplace 70-80%

at school 20-30%

duration of the pathway: 2.5/3 years

• it is regulated by the labour market trends
Access to the system

at different ages:

- average age: 20

- entry and exit selection

- open to immigrants and disabled

- 15/16 (43%)
- 18/19 (33%)
- university students (21%)
- no qualification (4%)
Main features of the Dual System

- It combines past + future.
- It matches supply with demand and is flexible.
A synergy between public and private institutions

Federal Government

Chambers of Commerce

Companies Associations of Entrepreneurs Syndicates

Vocational Schools

Landers

Federal Agencies

The Dual System
The outcomes of the synergy

Legislation regulating the German dual system (BBIG 23-03-2005)

Guidelines: agreed, but different for schools and companies (defining objectives, regulations, procedures, roles, responsibilities)

Curricula based on competencies: updated and detailed for each profile (350 profiles in Germany – 240 in Hamburg)
Competencies to be developed at the work place

- **defined by:** the Ministries of Culture and Research, of Labour and Social Affairs and by those of each specific sector

- **common** to all the enterprises training the same profile

- corresponding to **years, modules and weeks**

- all the listed **skills** must be developed

<table>
<thead>
<tr>
<th>No.</th>
<th>Part of occupational profile</th>
<th>Core and necessary skills that are to be imparted in the initial training (in parenthesis the number of weeks and modules)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. <strong>Habit and values of the workplace</strong></td>
<td>a) explain the influence of the workplace on employees' spirit, duties and behavior (2 hours, 1 week) b) relate the three main rights and obligations of the employees on the workplace agreement c) describe the purpose of the workplace training d) explain professional and ethical rules in the workplace industry e) name the main elements of the workplace agreement f) describe the administrative and financial aspects of the workplace agreement (2.5 hours, 2 weeks) g) describe the main functions of the workplace and its contacts with other companies carrying out the training h) explain the impact of the workplace on the welfare of the employees (2 hours, 1 week) i) name the rules connected with the abuses of choice and agent j) explain the compensations by i) other sources of income (2.5 hours, 1 week)</td>
</tr>
<tr>
<td>2</td>
<td>2. <strong>Structure and organization of the workplace</strong></td>
<td>a) explain the structure and organization of the workplace company and its functions (2 hours, 1 week) b) explain the main features of the workplace company such as assurance, insurance  c) describe the various features of the workplace company carried out by employees d) describe the basic principles, rules and way of working of the workplace company in training the workplace</td>
</tr>
<tr>
<td>3</td>
<td>3. <strong>Health and safety at work</strong></td>
<td>a) explain the duties of the employees on health and safety at work, the characteristics of the workplace and the workplace organization (2 hours, 1 week) b) explain the general principles and rules of health and safety at work, the workplace organization (2 hours, 1 week) c) explain the rules and methods of the workplace company in the workplace d) name some of the main features of the workplace company in the workplace e) describe the general rules and methods of the workplace company in the workplace f) name some of the main features of the workplace company in the workplace (2 hours, 1 week)</td>
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SEE-BAV 10/09/2013
The school syllabus

- **defined by**: the Ministries of Culture and Research, of Labour and Social Affairs and by those of each specific sector

- **common** to all the schools offering the same vocational courses

- corresponding to **years, modules and weeks**

- all the listed **skills** must be developed

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<td>Planning and preparation of workplace as well as organization of the work</td>
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<td>2</td>
<td>Teaching, supervision and monitoring of vocational outcomes</td>
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<td>3</td>
<td>Managing and ensuring of safety and work hygiene</td>
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<td>5</td>
<td>Social duties</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Others</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>Others</td>
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<td>9</td>
<td>Others</td>
<td>30</td>
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<tr>
<td>10</td>
<td>Others</td>
<td>40</td>
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<tr>
<td>11</td>
<td>Others</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
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*Target time for the eventuality that the skills and knowledge related to the training are to be observed in the normal working context.*

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THE TRAINING PATHWAY
Matthias’s experience.

- Matthias has got a high **school certificate/qualification** and **basic knowledge**
- **seeks a company** through: the Internet / Employment Office / Chamber of Commerce
- is selected by the company on the basis of his **school marks** and **attitude**
- completes a 2/3-week **probationary period**
- signs an **apprenticeship contract** at the Chamber of Commerce
- is included in a **dual training pathway**
The apprenticeship contract

contract parties

probation

occupation

length of training

salary

training plan

vacation days
On-the-job training

- **3/4 days** a week or **blocks of weeks** (40 weeks in total)
- **24 days** of vacation
- at small /medium companies (80%)
- shifts: **8 hours** a day, possible **night** or **weekend shifts**
- at the **same company** during the whole training pathway
- **trainers**: certified (AEVO) and authorized by the Chamber of Commerce
- the company addresses the trainee to a **vocational school**
School education

- compulsory
- provides theoretical teaching
- 1/2 days a week, 4/8 hours, or blocks of weeks (12 weeks in total)
- curriculum: German, English, Spanish, Social Studies, Physical Education and vocational subjects
- teaching methods: based on problem solving
- tutor: monitors the apprentice, collaborates with the company tutor
Competencies to be acquired

TECHNICAL

METHODOLOGICAL

SOCIAL
Validation of competencies

- **exams**: interim and final exams organized by the Chamber of Commerce

- **tests**: written, oral/practical

- **examiners**: at least 1 representative of the employers, 1 of the employees, 1 teacher

- **results**: documented by the Chamber of Commerce and by the school

- **certification** of competencies: valid throughout Germany
Advantages for Matthias

- **chooses** the job he prefers
- undergoes **specific** and **highly qualified training**
- has **good chances** to be either hired by the same company or to find a job
- is **remunerated**
- is **protected** against dismissal during the training period
Advantages for the company

• workforce:
  o selected, directly trained, skilled, matching the company requirements
  o immediately inserted in the productive process
  o faithful

• reduction of the costs of selection and training
• increased competitiveness
• positive feedback
Advantages for the Government

REDUCTION OF:

• **costs** of vocational training and job placement
• **unemployment rate**
• **early school-leaving**
• **welfare spending**
Sources

• Hamburger Institut für Berufliche Bildung (HIBB)
• Verband Deutscher Reeder (VDR)
• Staatliche Gewerbeschule Werf und Hafen (G7)
• Handelskammer Hamburg (HK)
• Khüne Logistics University; www.the-KLU.org
• Germany Trade and Invest: www.gtai.de
• Dualvet: www.dualvet.eu
• Maritime Vocational Training Ordinance 10/09/2013
• Seafarers‘ Competencies and Proficiencies Regulations 08/05/2014
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This PowerPoint has been created with non-commercial purposes and is addressed to teachers and trainers under the Erasmus plus B.L.U.E. project.