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Country Case Study “Germany” for the Cedefop Project  
“The changing role of VET”

**VET in the 21<sup>st</sup> Century – Future trends  
and priorities**  
***Cedefop, Thessaloniki 20-21 February  
2018***



# Preliminary remarks/structure

- most important qualitative and quantitative changes 1995 until today
- vocational education, occupations and qualifications respectively are(still) strongly characterizing the German labour market
- changes of concepts
- changes in quantitative developments in supply and demand
- potential relationships to global technological and labor market developments
- summary and conclusion



# Specificities of German VET

- A unique feature of German apprenticeships is that they are (legally) integrated into the formal secondary education system (around 2/3 of an age cohort)
- Combines status of secondary/post-secondary (vocational) student with employment contract
- Apprenticeships are an attractive route to a variety of students with different levels of achievement and qualifications and across all occupations
- Apprentices include students with no, lowest and highest qualifications from the secondary educational system accordingly

- can refer to jobs for which qualifications required come from the designated vocational education system or jobs that are associated to academic qualifications, such as medical doctor, teacher, engineer, lawyer etc.
- Relatively clear distinction between “job” and “Beruf”
- endogenous changes in society
- “imported” notions on education and employment patterns such as globalised HRD concepts
- Migration
- changing educational choices and aspirations
- general trend towards more flexible employment relationships



# Historical developments in a nutshell

- VET law after 50 years in 1969
- Only in the 1990s: reorganization and modernization of occupations had led to the necessity of reforming school based instruction
- 1991: Ministers of education adopt a joint resolution on the goals of vocational schools: Vocational education shall prepare for exercising a profession and shaping the world of work and society
- Vocational Competence (Berufliche Handlungsfähigkeit) as overarching goal for vocational pedagogy
- Introduction of curricular re-organization in schools (Lernfelder)



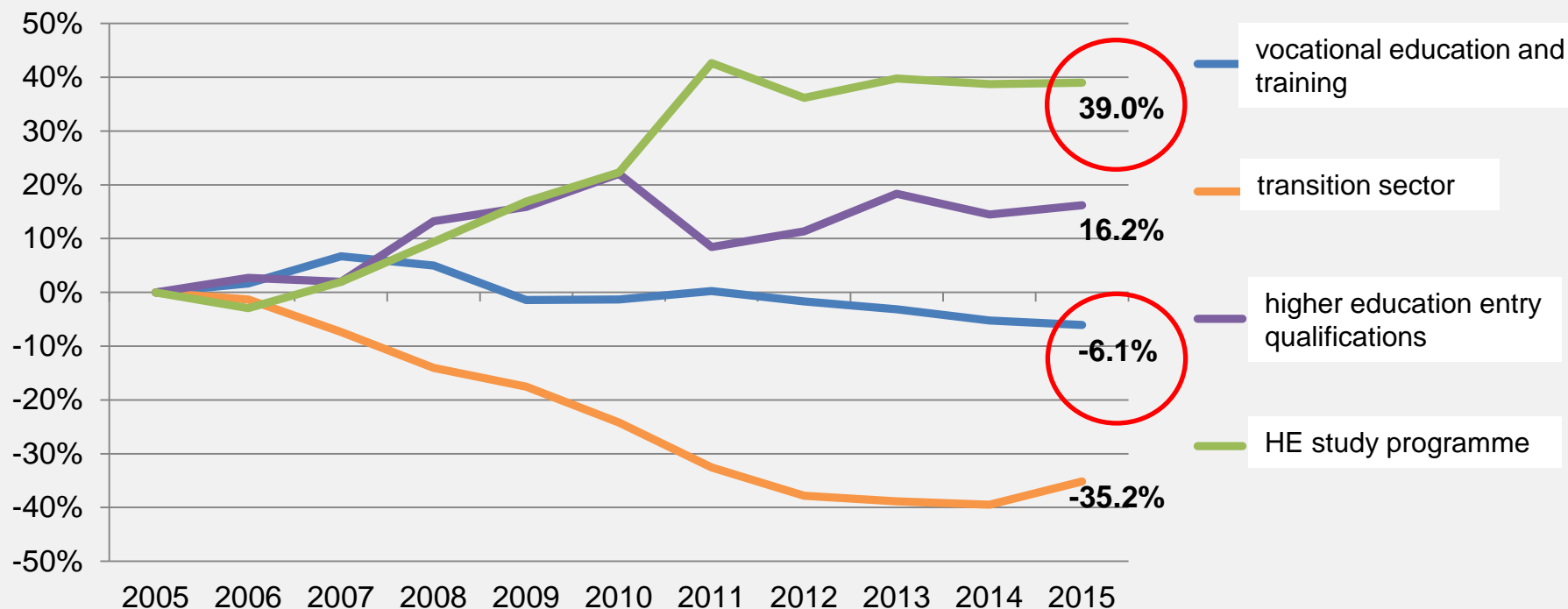
## Late 1990s to 2000s

- “Consolidated balance” of education and employment logic
- “Crisis” of the Dual System
- Quantitative expansion of the so-called transition system (vocational preparation and waiting loops)
- Individualisation/Modularisation of the standard system
- Europeanisation
- European instruments (especially EQF)
- Bologna

## Integrierte Ausbildungsberichterstattung (iABE)

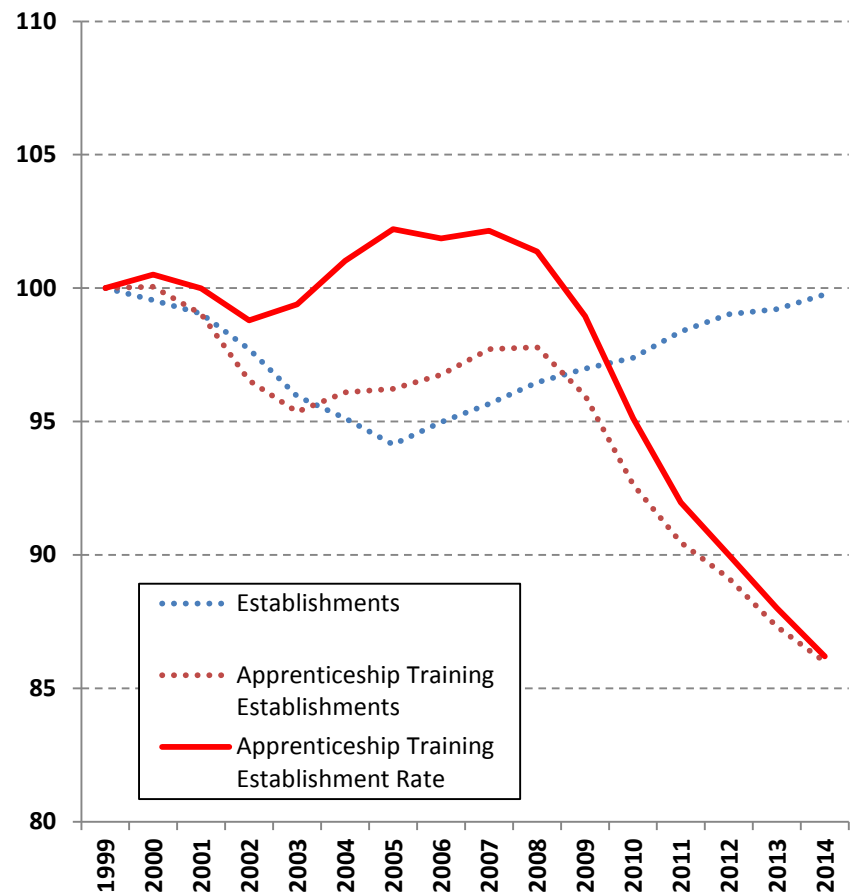
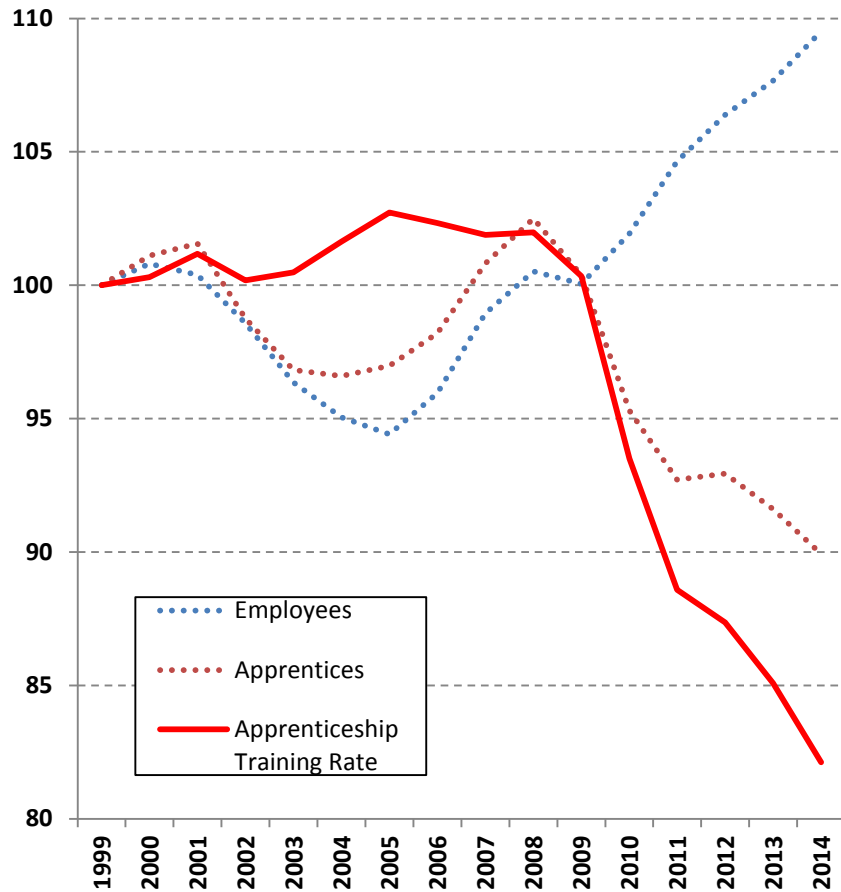
### Development of entrants according to sectors 2005-2015

(Basis = 2005)



Quelle: "Schnellmeldung Integrierte Ausbildungsberichterstattung" und "Integrierte Ausbildungsberichterstattung" auf Basis der Daten der statistischen Ämter des Bundes und der Länder und der Bundesagentur für Arbeit, Datenstand: 10.12.2015 und 04.03.2016

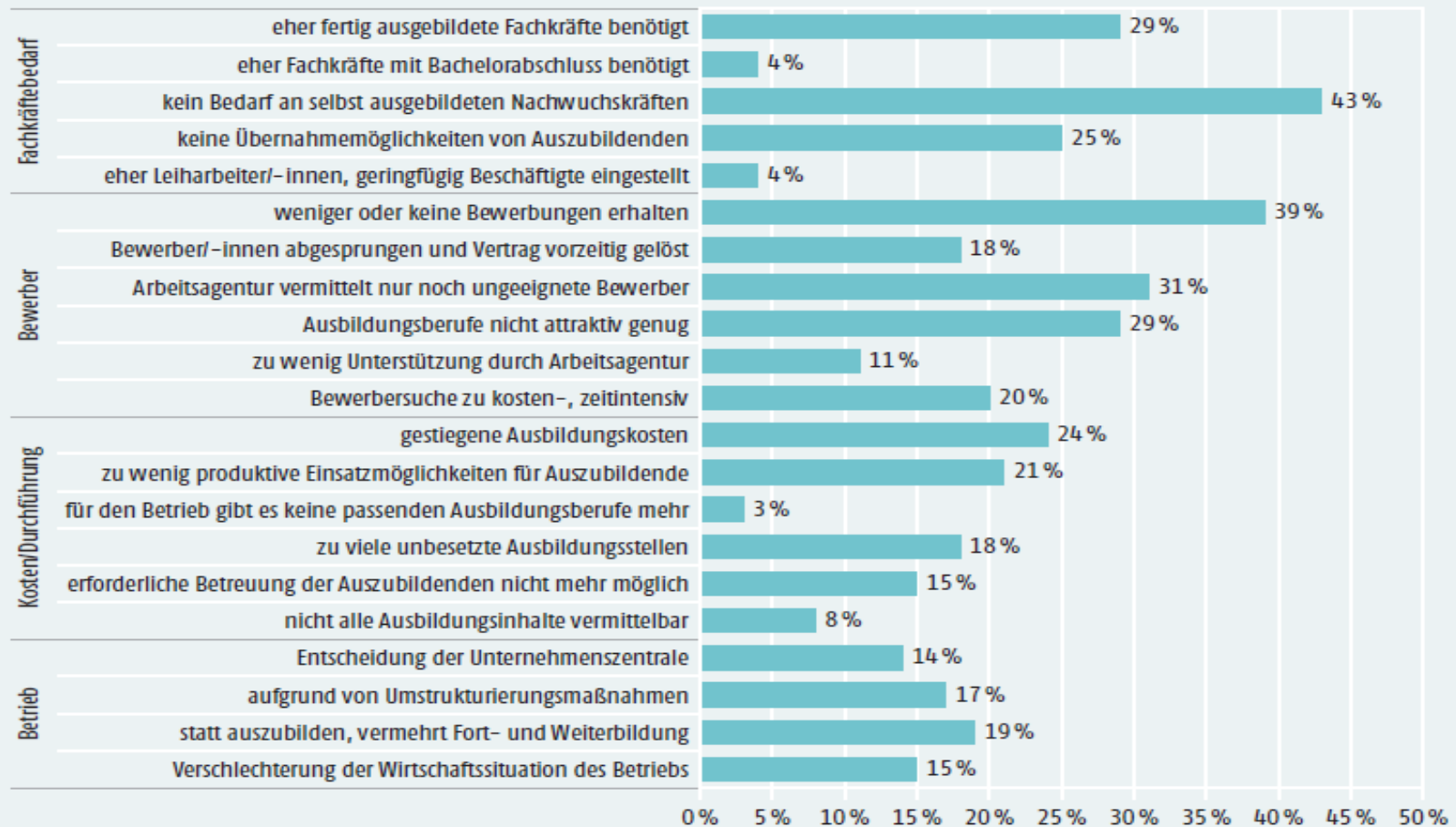
# Changes in Provision: Apprenticeship Training and Training Establishment Rate





# Reasons for not providing training

**Abbildung 3: Betriebe mit rückläufigen Neuverträgen nach Verteilung von ausschlaggebenden Gründen für Rückgänge (In %, Mehrfachnennung)**



Quelle: BIBB-Qualifizierungspanel 2014; nur Betriebe mit Rückgängen oder gar keinen neuen Ausbildungsverträgen, n = 580, gewichtete Daten



# Reasons for not providing apprenticeship training

- Type I: principal commitment but a lack of applications, dissatisfied with applicants mediated the employment agency, applicants that cancelled their contract.
- Type II: no need for internally skilled staff, taking on skilled workers from the external labour market, associated to overarching group company decisions or measures of restructuring
- Type III: mentions all the reasons with specific emphasis on the costs and benefits of apprenticeship training.



# Not reasons for not providing training

- firms are not significantly employing low or no-skilled workers as a substitute to apprentices
- firms do not tend to substitute apprentices with the newly emerging group of Bachelor graduates
- the group that has an affirmative apprenticeship motivation – in terms of enterprise characteristics- includes those companies that are significantly contributing to the German export industry.

MOHR, Sabine; TROLTSCH, Klaus; GERHARDS, Christian: Rückzug von Betrieben aus der beruflichen Ausbildung. Gründe und Muster. Bielefeld 2015



# Digitalisation and technological developments

- effect of increased digitalisation?
- During the 80s and 90s VET and occupational profiles were characterised through the integration of technological developments into existing occupational profiles.
- IT-Sector: profiles were developed that became very attractive among school
- Projections from the eighties and nineties that indicated a substitution of jobs through digital technologies did not prove.
- Recent studies – based on the analysis of firm and employee data as well as on projections - on the effect of the so-called fourth industrial revolution do not indicate a clear trend into the one or other direction, increased or decrease significance of the vocational education and training system (Helmrich u.a. 2016, Troltsch 2016)



# Migration

- Germany has not yet developed a law on (economic) immigration, yet.
- Economic migration is still rather low and in many cases restricted to high-level qualifications.
- Figures in this group of immigrants do not match the projected demands (Geis und Orth 2016).
- There are increasingly measures on how to integrate refugees through becoming part of the vocational education and training system or how to recognise the qualifications that they bring from their home countries. Entry to occupational positions and recognition of individual achievements is intended to be eased by the establishment of a law on the recognition of foreign qualifications (Erbe u.a. 2015).
- Data on qualifications indicates a strong demand for measures of integrating and training refugees over the coming years (Maier u.a. 2016).



# Major themes: Academisation and Migration

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- (regional) mismatch problems on both thresholds of school to work transition
- withdrawal of companies
- increased co-ordinated immigration as a reaction to skill shortages
- orientations of individuals and families towards higher education
- trends that might even mutually reinforce each other.



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# Thanks for your attention

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- However, the reintegration of firm-based training into productive work processes is seen as a potential strength of modernised dual vocational education and training ([Grollmann und Rauner 2007](#)).
- In an econometric study on 85 occupational profiles [Jansen \(2016\)](#) has shown that the increased firm based leeway through the introduction of different options within training regulations might lead to an enhanced take up of apprentices through firms.