

# DUAL VOCATIONAL EDUCATION AND TRAINING SYSTEM OF GERMANY AND LESSONS LEARNT FOR VIETNAM

## ARTICLE 2: GERMAN DUAL VET SYSTEM (Cont.)

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*Study trip “The dual system of vocational training in Germany” from September 16-22 in Bonn, Berlin and Potsdam*

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Following the first article giving an overview of the German dual VET system and how it works, this article analyses the success factors of this system and discusses lessons learnt for Vietnam.

### **1. Close cooperation between the Government and companies/the industry**

In the German dual VET system, the cooperation between the Government and the industry/companies is reflected by the investment of both sides in the dual VET system and their coordination with the trade union organisation to develop training programmes, building training standards and organising examination. In order to assist companies in training, the Government also invests in inter-company training centers. These centers are managed by the Chambers of Crafts to provide additional training for companies that cannot provide in-company training according to training standards in businesses [1]. This cooperation ensures the practicality of the training as well as agreement among stakeholders and the community on any decision related to VET. Obviously, this cooperation benefits both parties. The Government wants companies to participate in vocational training to meet the market’s need for human resources and reduce the investment budget for vocational training. Companies participate in training in order to have a qualified labor force, save recruitment costs, and do not have to retrain. On the other hand, companies benefit from the contribution of trainees during the training and also perform their cooperate social responsibility.



*Representatives from 16 countries attended the Study trip “The dual system of vocational training in Germany” from September 16-22 in Bonn, Berlin and Potsdam*

The lesson for Vietnam is to further strengthen the cooperation with enterprises and social organisations in VET, promoting direct involvement of enterprises in training, encouraging the establishment of in-company training institutes to make training meet with the market’s demand for labor supply... The Government needs to research on additional training mechanisms for trainees when companies don’t have enough training capacity to follow the training standards. This mechanism will encourage businesses to boldly participate in training and increase training scale. It is also necessary to encourage TVET institutes to implement training according to enterprises’ orders. It is also important to enhance the cooperation between the Government and the industry/companies in developing occupational standards and national occupational skill standards; promote the cooperation between TVET institutes and companies in the implementation of training (such as developing training programmes, inviting representatives from enterprises to teach at TVET institutes, participating in examination and assessment process...). It should be noted that effective cooperation between the Government and the industry/companies or the cooperation between companies and TVET institutes must be based on the practical benefits of the stakeholders.

### **3.2. In-company training:**

In dual VET model, with 70% of training time at companies, trainees have a lot of chances to practice in the real world of work. This motivates trainees to study and to strive to take on business' tasks, to reduce the dropout rate and to promote social inclusion. Nowadays most trainees in Vietnamese vocational schools have to wait until the last semester to experience and practice in company, so the amount of training in the working environment actually only accounts for about 20% of the education and training programme. In order to improve the training quality, schools need to create conditions for students to experience in-company training more and earlier, besides the final internship session as prescribed. Schools need to have close coordination with companies so that the internship and in-company training time is maximised. When it is difficult to arrange practical experience at the company for the trainees, it is still difficult to improve the effectiveness of practical training at vocational schools. It is necessary to create a practical environment at school like a working environment in companies, from the layout of factories, equipment, hygiene and safety requirements, industrial manners to the guidance and supervision, assessment of the practical results for trainees.

### **3.3. National training regulations**

In dual VET system, National training regulations ensure the quality of qualifications of training in different companies and different areas. This creates more job opportunities for trainees, facilitating labor mobility and promoting lifetime learning. According to the 2014 Law on Vocational Education and Training of Vietnam, TVET institutes are proactive in developing curricula, but they must ensure the minimum amount of knowledge and skills for trainees to achieve after graduation (stipulated in Circular No. 12/2017/TT-MoLiSA), which can be understood as training standards for each occupation. The lesson for Vietnam is to pay special attention to the participation of the industry/company when developing new training occupations or building training standards, focusing on the methods, how to develop training standards in order to ensure the quality of training standards and the cooperation between training standards and the national qualification framework. Within each training standard, it is necessary to research and supplement training instruction plans, distribution structure of content and training schedule, learner assessment requirements for each standard set for each occupation (currently not available in the provisions of Circular No. 12 above). In addition, each set of training standards issued has to include specific guidelines and suggestions for TVET institutes to implement. More focus should be on updating and supplementing training standards for each occupation so that training really meets the current and future requirements of the industry.

### **3.4. Qualifications and competencies of VET teachers**

In-company trainers and VET teachers are considered as the "backbone" of German VET dual system. Vet teachers or in-company trainers (full-time) must meet very high requirements for qualifications, professional skills, pedagogical skills and working experience. Part-time in-

company trainers do not have to meet the requirements for qualifications but must have good technical skills. The lesson here is that the capacity of teachers is always one of the most important conditions to ensure the training quality. When the requirements for VET teachers in Vietnam are currently not as high as in Germany, it is necessary to focus on training and retraining teachers, especially on pedagogical skills, technical skills and working experience. Particularly for pedagogical skills, TVET institutes need to effectively implement peer - coaching, intensify the time to comment and share experiences among teachers ... The State needs to study and adjust the regulations that require all teachers and in-company trainers to have a pedagogical certificate. This provision has prevented TVET institutes from mobilising trainers from companies to train, equip and update knowledge and practical skills for trainees. Another noteworthy point is that VET teachers in Germany must reach a high level to be able to teach but in return they are entitled to the same remuneration as public servants. Therefore, along with the high requirements for qualifications and capacity of vocational teachers, the State should also have appropriate remuneration policies to motivate teachers to contribute to vocational training.



**3.5. Focus on research on VET and the labor market** BIBB is a federal government agency that researches VET and topics related to the labor market. The data and information on German dual VET and the labor market are systematic, detailed and updated. It is obvious that the research on VET and the labor market is the foundation for policy making to have suitable solutions for VET. This success factor of German dual VET suggests a great lesson to Vietnam, especially when Vietnam has a lot to do with demand-oriented training compared to Germany

because there are very few companies in Vietnam participating in vocational training. The Government should soon issue a set of significant analytical statistics in VET field and develop a vocational education information system from basic level to management agencies at all levels. An information system about the labour market also needs to be invested and developed. TVET institutes need to deploy the internal management information system, first of all the system called key performance indicators – KPIs for each training programme (number of applicants to the course, student enrollment rate, student completion rate, graduation rate, student employment rate after graduation). TVET institutes also need to effectively conduct surveys among employers and graduates to have timely and appropriate solutions to constantly improve the training quality and meet the requirements of the labor market.

In addition, training contracts signed between the company and the trainee in in-company training (supervised and managed by the Chamber of Crafts) ensures the benefits and responsibilities of both parties during the training period. Vietnam should learn from this mechanism to guide and advise companies participating in vocational training and to apply in projects that are piloting the cooperative training model.