Welcome To GAB München – Association for Research and Development in Vocational Training and Occupations

Work-integrated Learning

GAB München’s Approach to Vocational Training in Companies

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Visit of the King Prajadhipok Institute Thailand

Our “Tour” in the next hour:

• GAB München at a glance
• The German dual system of vocational training
• The situation of vocational training in German companies
• Our Approach: work integrated learning and learn process facilitation
• Some examples of our work

Please feel free to ask questions any time
GAB München at a glance

- Research - Innovative Solutions in Practice
- Consulting - Promote Creativity and Initiative
- Training - Work integrated Learning and Qualification

Main focus:

- Vocational and Personal Learning facing a Changing World
- Learning-supportive Organizational Structures and Processes
- Quality Development and Management

GAB München - Association for Research and Development in Vocational Training and Occupations

- Founded in 1980
- Independent Institute
- 15 Scientists and Consultants, 2 Administrative
- Typical customers:
  - Regional, national and European institutions
  - Companies of all sizes and branches
  - Social and educational institutions
  - Universities, research institutions, training providers etc.
Education and Training System in Germany (in Theory):

- **Primary schools**
- **Lower secondary school**
- **Intermediate school**
- **Full-time vocational schools (approx. 12%)**
- **Upper secondary grammar school (approx. 37%)**
- **Company / part-time vocational school (approx. 51%)**
- **Dual VET-System**
- **Continuing vocational training (Company / training centre etc.)**
- **Labour Market**
- **University**

- **Tertiary level over 19 years**
- **Secondary level II 15 to 19 years**
- **Secondary level I 10 to 15/16 years**
- **Primary level 6 to 10 years**
Main Focus of GAB München:

- Continuing vocational training (Company / training centre etc.)
- University
- Secondary level II
- Secondary level I
- Tertiary level

Primary level: 6 to 10 years
Secondary level I: 10 to 15/16 years
Secondary level II: 15 to 19 years
Tertiary level: over 19 years

Dual VET-System:
- Upper secondary grammar school (approx. 37%)
- Full-time vocational schools (approx. 12%)
- Lower secondary grammar school
- Intermediate school
- Lower secondary school
- Primary schools
- Labour Market

The dual System of vocational training – cooperation between private & public sector:

- organised by
  - Private Sector: companies
  - Public Sector: part-time vocational school
- conducted in
  - Private Sector: companies
  - Public Sector: part-time vocational school
- carried out as
  - Private Sector: training at the workplace (mainly)
  - Public Sector: claasroom tuition
- on the basis of
  - Private Sector: training contract
  - Public Sector: compulsory attendance
- regulated by
  - Private Sector: federal Government
  - Public Sector: States (Bundesländer)
- supervised by
  - Private Sector: chambers
  - Public Sector: school supervision bodies
### The dual System of vocational training – advantages and challenges:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Challenges</th>
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<tr>
<td>orientation on work competencies</td>
<td>Not all companies offer broad competence range</td>
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<td>Combination of theory and practice</td>
<td>Content in school and company does not always match</td>
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<td>Inclusion of the private sector</td>
<td>VET highly dependent on economic situation</td>
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<td>Economic orientation</td>
<td>Economic orientation</td>
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<tr>
<td>Decentralised and differentiated VET</td>
<td>Quality of VET highly dependent on companies capability</td>
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### The situation of vocational training in German enterprises:

*Results of a study conducted by GAB München on behalf of the German Federal Institute of Vocational Training (BIBB) in 2008:*

- Wide differences in the quality of training between companies
- SMEs tend to have stronger obstacles due to missing resources and pedagogical know-how
- Generally trend to higher technical challenges due to a changing working world
- Generally a trend to higher pedagogical challenges in training
- Need for stronger professionalization of vocational trainers
- Need for competence related learning (rather than only distribution of knowledge)
Competence related learning:
How to „learn“ competencies?

How did you learn to ride a bike?

Paradox of competence related learning:
You learn something by doing it without being able to do it

GAB München approach: to vocational training: Work-integrated learning

Using real-work tasks for learning:
**to learn what you need to learn for doing a job by doing the job!**

Is related to:

- A special way of learning: discovering experience-based learning
- A special role of the trainer: from teacher to learn-facilitator
- A special methodical approach: learn-process-facilitation
A special way of learning: discovering experience-based learning

• Learning on real work tasks under real conditions
• Self guided search for problem solution by learner
• Learner determines speed and individual focus of learning
• Try and error – accompanied and supported by a facilitator
• Practice first – theory second
• No learning without reflection.

A special role of the trainer: from teacher to learn-facilitator

• Learn-facilitator creates situations in which the learner can make his own experiences
• He holds back and lets the learner find out
• Critical but constructive assistance: mistakes are the basis for learning
• It’s more important to let the learner find out than to tell him what to do.
A special methodical approach: learn-process-facilitation

Identify individual learning needs and objectives

Develop learning approaches

Come to a learning agreement

Redesign task for learning

Assist learning process

Reflect and evaluate learning process

Some Examples of our Work – Learning in SMEs

NETIMM – Creating SME Networks – Innovative Ways to Increase the Competitiveness and Adaptability of Romanian SMEs

• Together with the Romanian Association of Small and Medium Enterprises (CNIPMMR)
• Networks of SMEs in 3 Regions in 3 branches (consulting, construction, tourism) and respectively 1 intersectional network on questions of human resources
• Methodological approach: Learning with the own problem – the entrepreneurs learned by solving the problems they had anyway, supported by an expert as learn facilitator
• Task of expert: supporting by asking questions, by giving information when gets asked, promoting the process of self-reflection.
• Exchange on experiences, mutual use of experts, common projects
Some Examples of our Work – Learning in SMEs

COMPSERV - Competencies Development through Self-learning in Services SME / EUFACINET - European Facilitators Network – A Network to Promote Professional Facilitation of Work Integrated Learning

- 2 consecutive projects on behalf of the European Commission with partners from 10 European Countries focusing on continuing vocational training in Service SMEs
  - Step 1: requirements analysis in all partner countries
  - Step 2: Development of a Facilitation Guide for Self-learning processes in SMEs consisting of tools for identifying learning needs and a training for facilitators
  - Step 3: Development of Instruments for Competence assessment and validation
  - Step 4: Transfer of these tools to other European Countries

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Some Examples of our Work – Learning in SMEs

Grassroots Quality Development and Assurance in vocational training

- Challenges: promoting quality of vocational training in SMEs by focusing on the interaction between Facilitator/Trainer and Learner and supporting frame conditions
  - 3 Tools
    - Development of a general principle for vocational Training in this company
    - Guide for dialogical steering of the learning process between trainer and learner
    - Guide for regular quality assessment and development meetings
  - All tools have been successfully implemented in SMEs
Some Examples of our Work – Learning in SMEs

**flexKom – Competencies for a Selfguided and Flexible Career Development**

- Project with SMEs from craft, trade and repair businesses
- Competencies for a biographic development of the own vocational career
- 4 Elements:
  - Promoting learn competencies
  - Development of biographical perspective
  - Assessment of Competencies
  - Self-Marketing
- Training concept for Trainees in SMEs

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Some Examples of our Work

**Certified Vocational Trainer – a new profession in Germany**

2004 – 2007  Development of an extensive training for full-time vocational trainers
2009        Regulation of 2 new professions in Germany
Since 2011   Master in vocational Training
Some Examples of our Work

Certified Vocational Trainer – a new profession in Germany

**AdA-Schein:**
Compulsory certificate to all companies involved in vocational training

**Gepr. Aus- und Weiterbildungspädagoge (certified trainer for vocational training):**
Full-time trainers in companies. Focus: modern methods of Learn Facilitation, developing, planning, application and evaluation of Learn processes

**Gepr. Berufspädagoge (certified business educator):**
Managers and specialists in vocational Training. Focus: management of training systems and processes, human resources development, consulting

**Master betriebl. Berufspädagogik (Master in Vocational Training in companies):**
Focus: Scientific competencies in dealing with issues of vocational training

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Thank you very much for your attention!!

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...and enjoy your time in Munich