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

Work-integrated Learning

GAB Münchens 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 

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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.

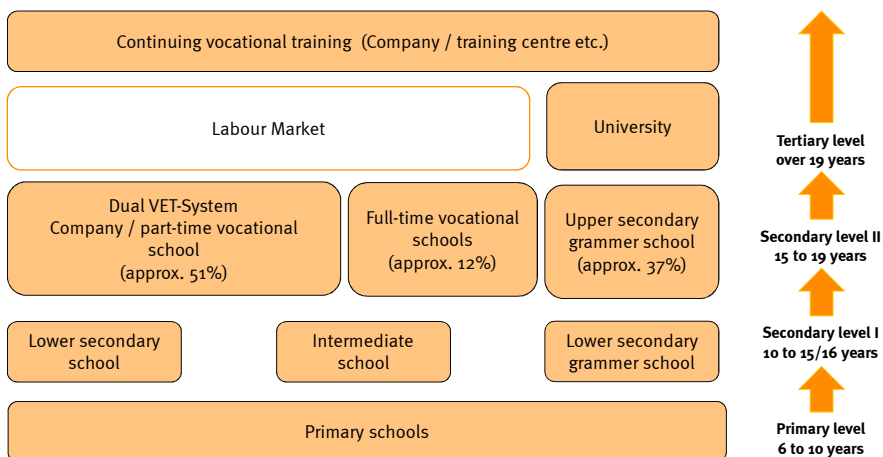
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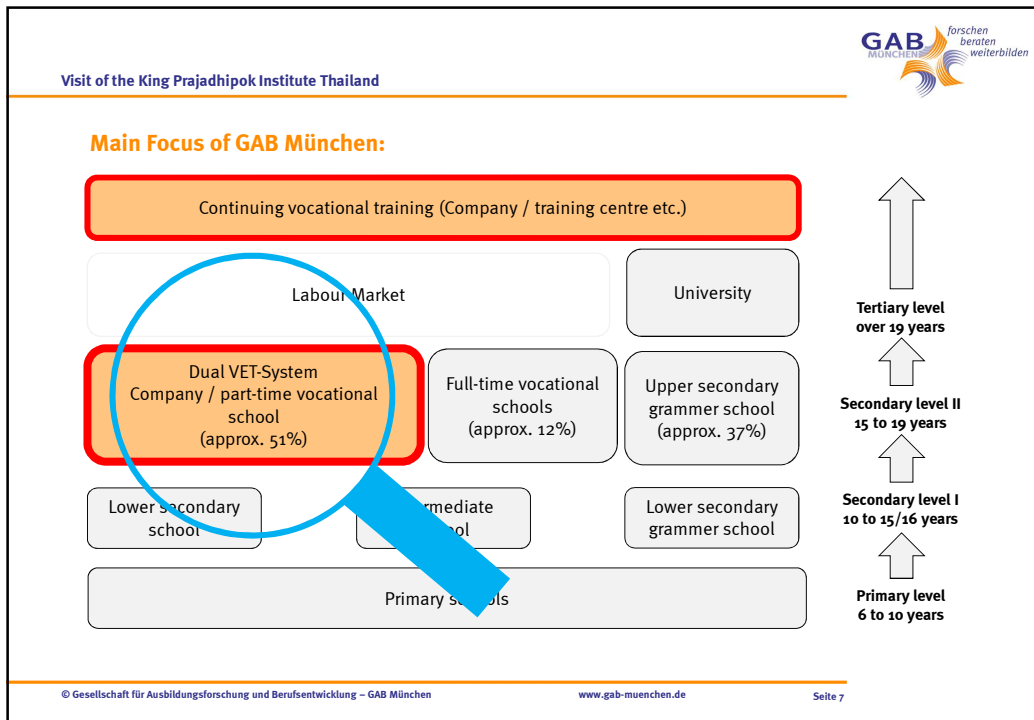


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Education and Training System in Germany (in Theory):





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

	Private Sector	+	Public Sector
organised by			
conducted in	companies	+	part-time vocational school
carried out as	training at the work-place (mainly)	+	classroom tuition
on the basis of	training contract	+	compulsory attendance
regulated by	federal Government	+	States (Bundesländer)
supervised by	chambers	+	school supervision bodies

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The dual System of vocational training – advantages and challenges:

Advantages	Challenges
orientation on work competencies	Not all companies offer broad competence range
Combination of theory and practice	Content in school and company does not always match
Inclusion of the private sector	VET highly dependent on economic situation
Economic orientation	Economic orientation
Decentralised and differentiated VET	Quality of VET highly dependent on companies capability

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!

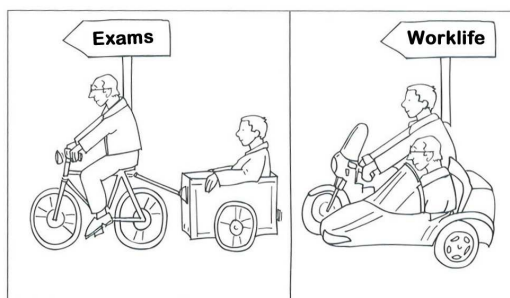
Is related to:

- 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

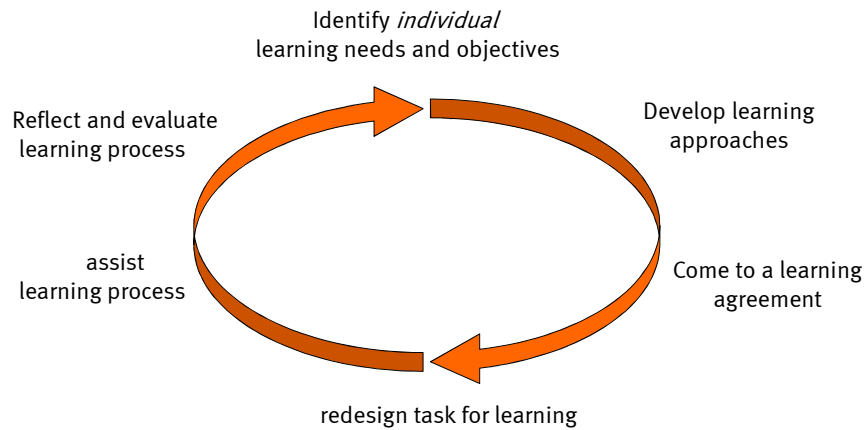
- Learning on real work tasks under real conditions
- Self guided search for problem solution by learner
- Learner determines speed and individual focus of learning
- Try and error – accompanied and supported by a facilitator
- Practice first – theory second
- No learning without reflection.

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



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

COMPSEV - 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

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

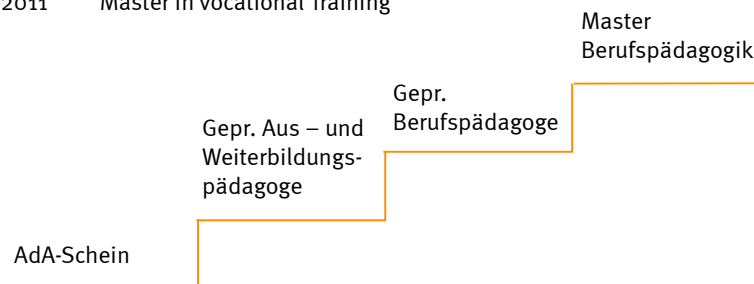
flexKom – Competencies for a Selfguided and Flexible Career Development

- 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

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

Thank you very much for your attention!!



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...and enjoy your time in Munich