

Country report

Contents

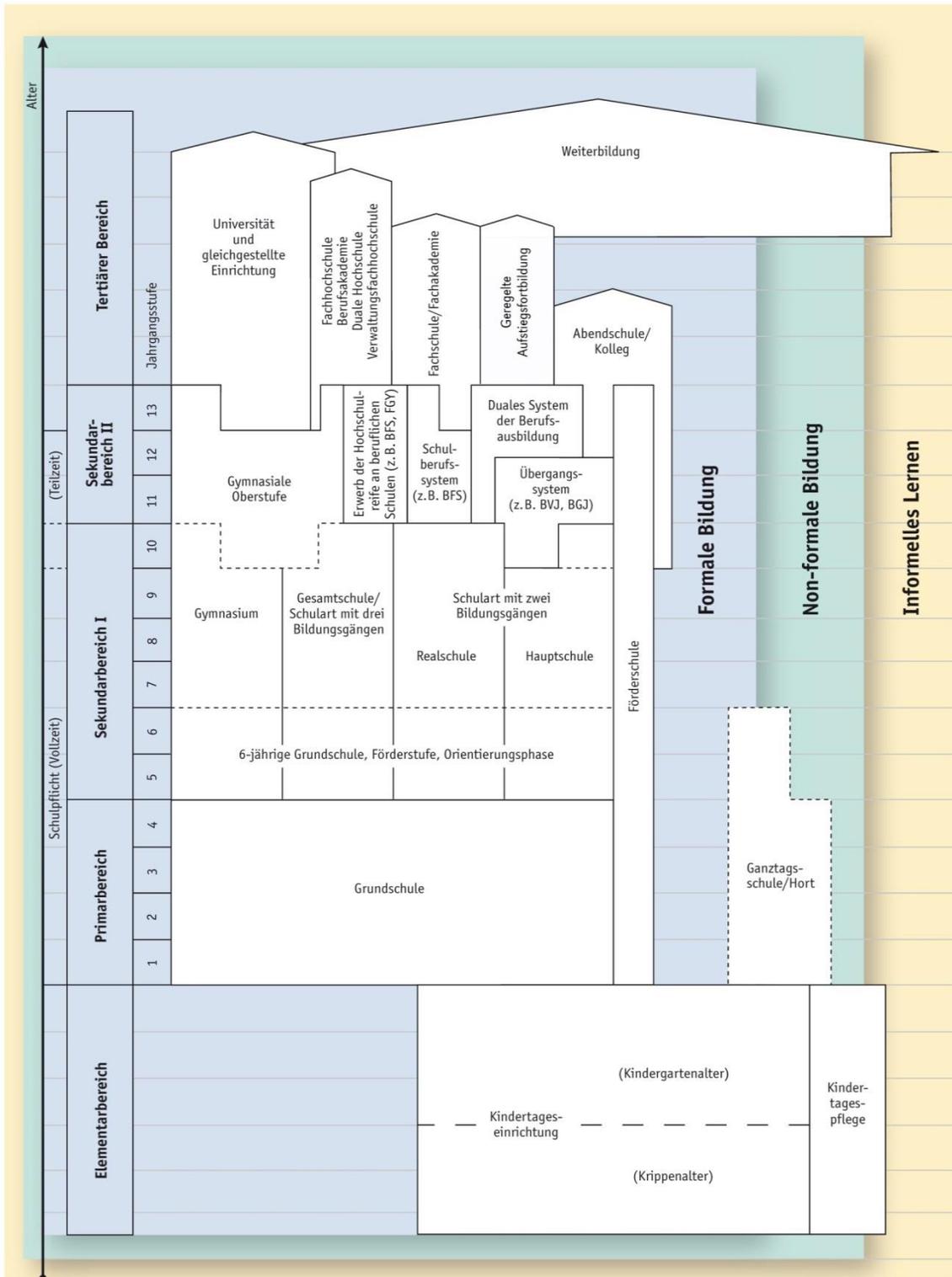
1. German education system in general
2. Vocational education and training in Germany
3. Description of two apprenticeships in the automotive sector
4. Status quo of the learning outcome orientation in the German vocational system
5. Conclusion

1. German education system in general

The education system is structured in educational sectors (general education, vocational education and training, higher education and continuing education), in educational levels (elementary, primary, secondary and tertiary levels) and in courses of education, which are in turn allocated to different education institutions. The following diagram presents the structure of the education system of Germany in line with this categorization. The size of the fields in the diagram does not reflect any quantitative conditions.

Figure: Places of Learning and Spheres of Learning in Germany

(Source: Bildung in Deutschland 2012 [Education in Germany 2012], p. XI; slightly amended)



Glossary: Places of Learning and Spheres of Learning in Germany

BFS = Berufsfachschule	full-time vocational school at upper secondary level
BGJ = Berufsgrundbildungsjahr	basic vocational training year
BOS = Berufsoberschule	full-time / part-time vocational school at upper secondary level
BVJ = Berufsvorbereitungsjahr	pre-vocational training year
Duales System der Berufsausbildung	dual system of vocational education and training
Elementarbereich	pre-school education
Fachhochschule	University of Applied Science
FGY = Fachgymnasium	school at upper secondary level including both general education and career-oriented subjects leading to the general higher education entrance qualification
Förderschule	special school
Formale Bildung	formal education
FOS = Fachoberschule	two-year vocational school at upper secondary level leading to the qualification to study at a University of Applied Science
Geregelte berufliche Aufstiegsfortbildung	regulated further vocational training
Gesamtschule/ Schulart mit drei Bildungsgängen	comprehensive school/ school offering three types of course of education
Grundschule	primary school
Gymnasium	school type of general education covering lower and upper secondary level leading to the general higher education entrance qualification
Hort	establishment offering care and supervision of schoolchildren outside of lessons
Informelles Lernen	informal learning
Kindergartenalter	kindergarten age
Kindertageseinrichtung	pre-school education
Kindertagespflege	child day-care
Krippenalter	crèche age
Non-formale Bildung	non-formal education
Primarbereich	primary education
Schularten mit zwei Bildungsgängen	schools offering two types of course of education
Sekundarbereich	secondary education
Tertiärer Bereich	tertiary education sector
Übergangssystem	transitional sector
Universitäten und gleichgestellte Hochschulen	universities and equivalent institutions of higher education
Verwaltungsfachhochschule	University of Applied Science for public administration

Vollzeit	full-time
Vollzeitschulpflicht	compulsory full-time schooling
Weiterbildung	continuing education

2. Vocational education and training in Germany

In Germany the vocational education and training system is of central importance. The middle qualification segment of vocational education and training is exceptionally strong and makes a major contribution to the skilled training of large parts of the working population. The generation of higher qualifications in Germany is the responsibility not only of academic education but also of vocational training. This contributes significantly to the strength of the German innovation system.

Training in the dual system, i.e. training in companies and in the *Berufsschule* (part-time vocational school), has a leading role. This form of training is complemented by a range of school-based forms of vocational training.

In Germany, access to many occupational fields is achieved through dual vocational education and training where other countries require education at a higher education institution. This means that the share of higher education graduates in the workforce is lower in Germany compared to other European countries. For that reason, further training qualifications such as *Meister* (master craftsman) and *Techniker* (technician) are comparatively more important. Individuals with these further training qualifications – like academics – are regarded as highly qualified workers and make up 10 per cent of the overall working population. Basic and further vocational education and training are closely interlinked and build upon each other.

The German vocational education and training system has divided into three major sectors each with their own institutional structures: the dual system of in-company and school-based training as the largest sector in quantitative terms, the vocational school system, and the transitional sector between general education schools and regular vocational education and training, in which different types of vocational preparation competences are taught rather than a full vocational qualification.

Of those pupils who have acquired the *Allgemeine Hochschulreife*, around one-fifth complete vocational education and training in the dual system or in the school-based

occupation system, i.e. the system of school-based training for recognised training occupations. Three-quarters commence a higher education degree course.

Most pupils who leave school with a *Mittlerer Schulabschluss* transition into the dual system or the school-based occupation system, while only a small percentage of them go into vocational preparation schemes offered by the transitional sector.

For a large proportion of those graduating from the *Hauptschule* the path leads to vocational education and training through the transitional sector. This applies particularly to pupils leaving without a secondary general school certificate.

New entrants into the three sectors of the vocational education and training system in 2010 were divided as follows:

- dual system: 48.9 %
- school-based occupation system: 20.4 %
- transitional sector: 30.7 %

The following table lists the different courses of education and the main places of learning in the vocational education and training system. The subsequent sections describe in detail the basic and further vocational education and training systems which build upon each other.

Table 3: Overview of courses of education and qualifications in vocational education and training

Vocational course of education	Qualification/acquired entitlements	Legal basis/special features
Dual system of vocational education and training		
Dual vocational education and training (in-company + part-time in vocational schools)	<p>Skilled worker [<i>Facharbeiter</i>], journeyman [<i>Geselle</i>], specialised employee [<i>Fachangestellter</i>] <i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i> (university of applied sciences)] following an additional examination Admission to higher education for vocationally qualified applicants without a higher education entrance qualification</p>	<p>Vocational Training Act [<i>Berufsbildungsgesetz</i>] or Handicrafts Code [<i>Handwerksordnung</i>] Federal training ordinances Framework curricula for the <i>Berufsschule</i> (part-time vocational school) in accordance with the Resolution of the Standing Conference Länder ordinances on the <i>Berufsschule</i> Agreement on the acquisition of the <i>Fachhochschulreife</i> in vocational courses of study (Resolution of the Standing Conference of 5 June 1998 as amended on 9 March 2001) Higher education admission for vocationally qualified applicants without a higher education entrance qualification (Resolution of the Standing Conference of 6 March 2009)</p>
Regulated vocational further training		
Further training examinations through the competent authorities (chambers)	<p>e.g. Master Craftsman in Industry [<i>Industriemeister</i>], Business Management Specialist [<i>Fachwirt</i>], Commercial Specialist [<i>Fachkaufmann</i>] Admission to higher education for vocationally qualified applicants without a higher education entrance qualification</p>	<p>Vocational Training Act [<i>Berufsbildungsgesetz</i>] or Handicrafts Code [<i>Handwerksordnung</i>] Federal training ordinances The attendance of training courses is not obligatory. Training courses to prepare for the further training examination are offered by private educational providers. Higher education admission for vocationally qualified applicants without a higher education entrance qualification (Resolution of the Standing Conference of 6 March 2009)</p>

Vocational education in schools		
Fully qualifying vocational training at the <i>Berufsfachschule</i> (full-time vocational school) under the Vocational Training Act [<i>Berufsbildungsgesetz</i>]	<p>Skilled worker [<i>Facharbeiter</i>], journeyman [<i>Geselle</i>], specialised employee [<i>Fachangestellter</i>]</p> <p><i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i> (university of applied sciences)] following an additional examination</p> <p>Admission to higher education for vocationally qualified applicants without a higher education entrance qualification</p>	<p>Vocational Training Act [<i>Berufsbildungsgesetz</i>] or Handicrafts Code [<i>Handwerksordnung</i>]</p> <p>Federal training ordinances</p> <p>Framework curricula for the <i>Berufsschule</i></p> <p>Regulations for the <i>Berufsfachschule</i></p> <p>Agreement on the acquisition of the <i>Fachhochschulreife</i> in vocational courses of study (Resolution of the Standing Conference of 5 June 1998 as amended on 9 March 2001)</p> <p>Higher education admission for vocationally qualified applicants without a higher education entrance qualification (Resolution of the Standing Conference of 6 March 2009)</p>
Training in assistant occupations in the <i>Berufsfachschule</i> (full-time vocational school)	<p>State-certified assistant</p> <p><i>Fachhochschulreife</i> and/or <i>Allgemeine Hochschulreife</i> (general higher education entrance qualification) following additional examination</p> <p>Admission to higher education for vocationally qualified applicants without a higher education entrance qualification</p>	<p>Ordinances regulated under Land law</p>
Further vocational training at <i>Fachschulen/Fachakademien</i>		
Further training at a <i>Fachschule/Fachakademie</i>	<p>e.g. State Certified Technician [<i>Staatlich geprüfter Techniker</i>], Certified Business Administrator [<i>Betriebswirt</i>]</p> <p><i>Fachhochschulreife</i> following an additional examination</p> <p>Admission to higher education for vocationally qualified applicants without a higher education entrance qualification</p>	<p>Ordinances regulated under Land law</p> <p>Framework Agreement on <i>Fachschulen</i>, Decision of the Standing Conference dated 03.03.2010</p> <p>Agreement on the acquisition of the <i>Fachhochschulreife</i> in vocational courses of study (Resolution of the Standing Conference of 5 June 1998 as amended on 9 March 2001)</p> <p>Higher education admission for vocationally qualified applicants without a higher education entrance qualification (Resolution of the Standing Conference of 6 March 2009)</p>
Transitional sector between general education schools and vocational education		
Basic vocational training year at a <i>Berufsfachschule</i> (full-time vocational school), with some practical in-company training (full-time school/	<p>Basic vocational training</p> <p>Crediting as the first training year in the event of transition into a dual vocational education and training course regulated by Land law</p>	<p>Framework Agreement on <i>Berufsfachschulen</i> (Resolution of the Standing Conference of 28 February 1997 as amended on 7 December 2007)</p> <p>Curricula are regulated by Land law</p> <p>Acquisition of a subject-specific basic vocational training, promotion of the professional ability to act</p>

cooperative)		
Pre-vocational training year at a <i>Berufsschule</i> (part-time vocational school) or through education providers	Parts of the basic vocational training, where applicable the secondary general school certificate	Pre-vocational school study course, regulated by Land law Preparation for entering vocational training or employment
Vocational preparation scheme through education providers	Basic vocational qualification, where applicable the secondary general school certificate	Social Security Code [<i>Sozialgesetzbuch</i>] III Section 51 Preparation for starting vocational training or facilitating professional insertion
Introductory training in companies and at a <i>Berufsschule</i> (part-time vocational school)	Parts of the first year of training for a training occupation, where applicable qualification modules under the Vocational Training Act [<i>Berufsbildungsgesetz</i>]	Social Security Code [<i>Sozialgesetzbuch</i>] III Section 54 a In-company introductory training serves to impart and deepen the basic foundations enabling young people to act in a professional ability. Where in-company introductory training is implemented as vocational training preparation under the Vocational Training Act [<i>Berufsbildungsgesetz</i>], Sections 68 to 70 of the Vocational Training Act apply.

In-company initial and further vocational education and training

Dual system of vocational education and training

A core element of vocational education and training in Germany is training within the dual system. About two thirds of the young people of any one age cohort undergo vocational education in the dual system, taking two to three-and-a-half years, depending on the occupation. It is described as a *dual system* because training is carried out in two places of learning: in companies and in a *Berufsschule* (part-time vocational school). The aim of vocational education and training is to impart, within a structured course of training, the vocational skills, knowledge and abilities necessary to practise a skilled occupation in a changing professional world. Additionally, it is intended to provide the necessary professional experience. Those successfully completing the training are immediately entitled to perform skilled work in one of presently 320 recognised training occupations.

Compulsory full-time schooling must be completed before commencing vocational education and training. There are no other formal prerequisites for admission to training in the dual system; training in the dual system is generally open to everyone. The training is based on a training contract under private law between a training company and the trainee. The trainees spend three or four days a week in the company and up to two days or in blocks of one or several weeks at the *Berufsschule*. The training companies assume the costs of the on-the-job training and pay the trainee a training allowance which, as a rule, is regulated in accordance with a collective bargaining agreement. The amount of the allowance increases with each year of training and is, on average, about a third of the starting salary for a specialist trained in the corresponding occupation.

The vocational skills, knowledge and abilities to be acquired in the course of in-company training are set out in the training regulation, the particulars of which are specified by the training company in an individual training plan. A framework curriculum is drawn up for vocational *Berufsschule* classes for each recognised training occupation as set out in the training regulations, structured along learning fields.

Examinations in vocational education and training are of major importance for the labour market. For businesses, they are helpful in determining if the applicant has the necessary competences for the job vacancy in question. For the applicant, they provide evidence of the

competences acquired and therefore of suitability for the post. The examination system in the dual system is regulated consistently in federal law by part 5 of the Vocational Training Act [*Berufsbildungsgesetz*] (Sections 37-50). This stipulates that final examinations must be carried out for recognised training occupations. The final examination is to determine whether the candidate has acquired the professional ability to act and has the necessary vocational skills, knowledge and competences. The basis is provided by the respective training regulations.

The final examination is taken by examination boards of the competent authorities (chambers), consisting of at least three members [representatives of employers, employees and *Berufsschulen* (part-time vocational schools)]. The members must be knowledgeable about the examination areas and suitable to participate in the examination system. The competent authority adopts an examination regulation for the final examination. The Board [*Hauptausschuss*] of the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung – BIBB*] has adopted guidelines for this.

The further training qualifications regulated by Federal law under the Vocational Training Act [*Berufsbildungsgesetz*] and Handicrafts Code [*Handwerksordnung*] are closely connected to the vocational qualifications of the dual system and build upon these (see Section 2.4.1.2 on regulated further education under the Vocational Training Act and Handicrafts Code).

In-company training

Vocational training places are available in companies in industry and in the civil service sector, in independent professions and, to a lesser extent, also in private households. The training companies are contractually committed to impart to the trainees the vocational skills, knowledge and abilities (professional ability to act) laid down provided for in the training regulations for the respective recognised training occupation. The trainees assume tasks in the company and learn through *well thought-out and systematic work experience*. This takes up at least 50 per cent of the training time. The cooperation between the two places of learning, i.e. company and school, as the basic principle of dual vocational education and training is based on the understanding that every occupation has to be learned through experience. The basis is provided by a vocational education and training plan spanning the places of learning.

The companies take responsibility for ensuring that trainees are successful in their learning. The binding training regulations have been established to set uniform national standards that are independent of the companies' current operational needs and meet the requirements in the respective occupation. Training may only be provided in training companies in which the competences demanded by the training regulation can be imparted by training personnel with the necessary personal and specialist expertise. This aptitude usually has to be demonstrated through a special examination. The suitability of training companies and in-company training personnel is monitored by the competent authorities (chambers). The chambers also monitor the training to make sure it is conducted properly. The training should correspond to the requirements of the training regulations in terms of both content and time, but can deviate from them if required by practicalities within the company and if the communication of all remaining training contents is guaranteed.

Training at the *Berufsschule*

The *Berufsschule* (part-time vocational school) works together on an equal footing with the companies participating in vocational education and training. The educational function of the *Berufsschule* within the framework of the dual system of vocational education and training is to enable the acquisition of a basic and specialised vocational education and at the same time to expand the previously acquired general education. Training in recognised training occupations [*anerkannte Ausbildungsberufe*] is directed at the acquisition of professional ability to act and includes preparation for active participation in economic and social life. As a rule, teaching at the *Berufsschule* takes up four periods per week in general education subjects in line with the framework curricula of the Länder, namely German, social studies and economics, religion and sport, regardless of the training area, and eight periods per week in work-related teaching on the basis of the coordinated framework curricula in line with the training regulations. Foreign languages are included in vocational education and training where they are likely to be of importance in the pupils' future career.

3. Description of two apprenticeships in the automotive sector

I. Example for a description of an apprenticeship lasting two years:

Example	<i>Duale Berufsausbildung</i> <i>Industrieelektriker/Industrieelektrikerin</i> [Dual vocational education and training Industrial Electrician]
Qualification	Skilled worker [<i>Facharbeiter</i>] (industry), journeyman [<i>Geselle</i>] (skilled trades), skilled employee [<i>Fachangestellter</i>] (public service) State-recognised vocational training under Section 4, paragraph 1 of the Vocational Training Act [<i>Berufsbildungsgesetz</i>].
Certifying authority	Chamber (e.g. chamber of industry and commerce, chamber of handicrafts)
ISCED 97	3 B
Admission requirements	In principal – as in the case of all recognised training occupations regulated under the Vocational Training Act [<i>Berufsbildungsgesetz</i>] or the Handicrafts Code [<i>Handwerksordnung</i>] – no specific schooling or prior vocational learning is required (can start only after completing full-time compulsory education).
Degree	Vocational qualification (chamber examination) Leaving certificate from the <i>Berufsschule</i> [part-time vocational school] Equivalence with the lower secondary level leaving certificate if the corresponding grades are achieved
Connectivity	Under Section 5, paragraph 2, point 4 of the Vocational Training Act [<i>Berufsbildungsgesetz</i>], after successfully completed vocational training in the two-year training occupation ‘Industrial Electrician’, specialising in industrial engineering or in devices and systems, vocational training can be continued in accordance with the rules of the third and fourth year of training in the following occupations: <ul style="list-style-type: none"> • Electronics Technician for Automation Technology • Electronics Technicians for Building and Infrastructure Systems • Electronics Technician for Aviation Systems

	<ul style="list-style-type: none"> • Systems Informatics Technician. <p>After completing initial vocational education and training and acquiring relevant professional experience there is the option of entering a technician's or master craftsman's further training course.</p> <p>Admission to a higher education institution is regulated. <i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i> (university of applied sciences)] on passing the additional examination.</p>
Place of learning	<p>Company</p> <p><i>Berufsschule</i> [part-time vocational school]</p>
Duration of learning	<p>Two years (full-time)</p> <p>960 hours of schooling</p>
Legal bases, curricula etc.	<p>Recognised training occupation under Section 4, paragraph 1 of the Vocational Training Act [<i>Berufsbildungsgesetz</i>] and Section 25, paragraph 1 of the Handicrafts Code [<i>Handwerksordnung</i>]</p> <p>Ordinance on vocational training as an industrial electrician [<i>Verordnung über die Berufsausbildung zum Industrieelektriker</i>], Federal Law Gazette 2009, Part I, No 29, 4 June 2009</p> <p>Framework curriculum for the <i>Berufsschule</i> [part-time vocational school], Resolution of the Standing Conference of 23 April 2009</p>
DQR/EQF level	3
Summary of reasons for the level allocation	<p>Graduates possess essential prerequisites for skilled employment. They are in possession of competences for the autonomous fulfilment of technical requirements within a field of study or field of occupational activity which remains clear whilst being openly structured in some areas.</p>

II. Example for the description of an apprenticeship lasting three and a half year

Example 2	<p><i>Duale Berufsausbildung</i> <i>Elektroniker für Automatisierungstechnik</i> [Dual vocational education and training Electronics Engineer for Automation Technology]</p>
Qualification	<p>Skilled worker [<i>Facharbeiter</i>] (industry), journeyman [<i>Geselle</i>] (skilled trades), specialised employee [<i>Fachangestellter</i>] (public service)</p> <p>Under Section 4, paragraph 1 of the Vocational Training Act [<i>Berufsbildungsgesetz</i>] state-recognised vocational training.</p> <p><i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i> (university of applied sciences)] following an examination</p>
Certifying authority	Chamber (e.g. chamber of industry and commerce, chamber of handicrafts)
ISCED 97	3 B
Admission requirements	<p>In principal – as in the case of all recognised training occupations regulated under the Vocational Training Act [<i>Berufsbildungsgesetz</i>] or the Handicrafts Code [<i>Handwerksordnung</i>] – no specific schooling or prior vocational training is required (can start only after completing full-time compulsory education).</p>
Degree	<p>Vocational qualification (examination by the competent authority)</p> <p>Leaving certificate from the <i>Berufsschule</i> [part-time vocational school]</p> <p>Equivalence with the lower secondary level leaving certificate if the corresponding grades are achieved</p> <p><i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i> (university of applied sciences)] on passing the additional examination.</p>
Connectivity	After completing initial vocational education and training and acquiring relevant professional experience there is the option of

	<p>entering a technician's or master craftsman's further training course.</p> <p>Admission to a <i>Fachhochschule</i> [university of applied sciences] or university is regulated.</p> <p><i>Fachhochschulreife</i> [higher education entrance qualification for the <i>Fachhochschule</i>] on passing the additional examination.</p>
Place of learning	<p>Company</p> <p><i>Berufsschule</i> [part-time vocational school] (1,680 hours of schooling)</p>
Duration of learning	three and a half years
Legal bases, curricula etc.	<p>Recognised training occupation under Section 4, paragraph 1 of the Vocational Training Act [<i>Berufsbildungsgesetz</i>] and Section 25, paragraph 1 of the Handicrafts Code [<i>Handwerksordnung</i>]</p> <p>Ordinance on vocational training as an electronics engineer for automation technology [<i>Verordnung über die Berufsausbildung zum Elektroniker für Automatisierungstechnik</i>], Federal Law Gazette 2009, part I, No 31, 3 July 2003</p> <p>Framework curriculum for the <i>Berufsschule</i> [part-time vocational school], Resolution of the Standing Conference of 23 April 2009</p>
DQR/EQF level	4
Summary of reasons for the level allocation	<p>Graduates possess essential prerequisites for skilled employment. They are in possession of competences for the autonomous planning and processing of technical tasks assigned within a comprehensive field of study or field of occupational activity subject to change.</p>

4. Status quo of the learning outcome orientation in the German vocational system

Learning outcome orientation in Dual vocational education and training

With its guiding objective of promoting a professional ability to act, vocational training in the dual system has followed a competence-oriented approach from the outset. In recent years competence orientation has, however, also gained further importance here. Continual changes in the working world and new developments in information and communications technology mean that people are continually confronted with changing learning requirements. This makes it necessary for them to constantly update their individual competences.

Conceptually, the starting point is the idea of comprehensive professional action (i.e. the ability to plan, execute and evaluate independently). On the vocational school side of dual education and training, a first concept to implement competence orientation has been introduced as a regulatory basis. With the learning field concept in 1996 the Standing Conference of the Ministers of Education and Cultural Affairs laid down an understanding of competence that serves as a means of orientation for learning and teaching in the Berufsschule [part-time vocational school]. The aim of learning here, too, is to develop “the ability to act”; this is defined as the readiness and ability of the individual to act in vocational, social and private situations in a manner which is properly thought through and individually and socially responsible. Professional competence, human competence and social competence are considered as dimensions of the ability to act.

The Vocational Training Act [Berufsbildungsgesetz] requirements are general and apply to all occupations. The wording “to carry out a skilled professional activity” and “in a structured course of training” (section 1, paragraph 3 of the Vocational Training Act [Berufsbildungsgesetz]) makes it clear that the professional ability referred to is to be achieved in a specific area and within the framework of a specific profession.

Competence models systematise and operationalise the understanding of competence and form a framework for its implementation in curricula. The competence model for vocational training always represents the ability to act in relation to the working and business processes typical of the occupation.

Guiding principles to design competence-based training regulations

The concept developed in 2009 by the Federal Institute for Vocational Education and Training [Bundesinstitut für Berufsbildung – BIBB] to design competence-based training regulations builds on the requirements of the Vocational Training Act [Berufsbildungsgesetz]. It is oriented by the principle of the recognised occupation

(“Berufsprinzip”), describes minimum standards and can integrate existing structural concepts such as disciplines, specialisations and additional qualifications. The concept is based on the following guiding principles to design competence-based training regulations:

- **Orientation to competences**

The training regulations lay down the competences which trainees should acquire in binding form. The competence-based description takes account of the professional, methodical, social and personal dimension.

- **Learning-outcome oriented description of competences**

The training regulations describe competences in terms of learning outcomes. Learning outcome statements describe what a learner knows, understands and is in a position to do after completing a learning process.

- **Orientation to working and business processes**

Working and business processes are the starting point for the content structuring and bundling of training contents/of the competences to be acquired.

These three guiding principles form the conceptional framework in the decision of how to define occupational profiles and which learning contents, i.e. competence descriptions, are to be incorporated in the general training plan. These guiding principles are already laid down in existing training regulations. With the aid of the proposed procedure these approaches can systematically be further developed.

The prerequisite for the design of competence-based training regulations is a generally accepted understanding of competences which can be used as a basis for the concept. This serves above all to define the guiding objective of vocational training under the Vocational Training Act [Berufsbildungsgesetz] – occupational ability to act – and make it transparent. Occupational ability to act can – as in training at vocational schools – be interpreted as ability to act in a vocational capacity.

Within the framework of a development project the Federal Institute for Vocational Education and Training [Bundesinstitut für Berufsbildung – BIBB] has tested the “concept to design competence-based training regulations” in two occupations (toolmaker for the industrial and technical area, and commercial specialist for insurance and finance for the commercial-administrative area). On the basis of the outcomes achieved, the framework and requirements for future training regulations are being discussed and laid down by a working group of the BIBB Board. This is strengthening the competence orientation of dual vocational education and training.

The learning field concept forming the basis of the framework curricula, and the “concept to design competence-based training regulations”, can be linked with each other. Both aim at continued development of the concept of ability to act in a vocational capacity.

The curricula of the Länder for partially and fully qualifying vocational training at school, like the framework curricula of the Berufsschule [part-time vocational school] for dual training occupations, are oriented to learning-outcomes and competences and geared to the requirements of the work and business processes typical of each occupation.

5. Conclusion

Orientation to learning outcomes is increasingly becoming standard in education, vocational training and higher education in Germany. It represents an essential prerequisite for ensuring that acquired competences can be credited in other educational contexts.

The description of qualifications based on learning outcomes facilitates readability and comprehensibility, and therefore also the comparability of qualifications. At various levels (research, curriculum development, school development, further education, test and evaluation culture) a reorientation process has been introduced.

In recent years, approaches involving descriptions of individual learning outcome units based on learning-outcomes or competences have been developed and tested in all areas of the German education system, and in some cases implemented permanently.

In the field of **vocational education and training** the development of the concept of orientation towards the ability to act introduced in the 1990s was continued in the vocational sector, with the aim of developing the professional ability to act and involving the social partners. Competence-based training regulations, framework curricula (Standing Conference of the Ministers of Education and Cultural Affairs) for vocational teaching in accordance with the “learning field concept” and competence-based curricula of the Länder for partially and fully qualifying vocational training at school.

From 2015 all new training regulations in Germany are described competence-oriented, taking into account the competence model of the German Qualifications Framework. A recommendation to the Federal Government was adopted in June. The Challenge for companies/VET providers is to implement this concept into practice.