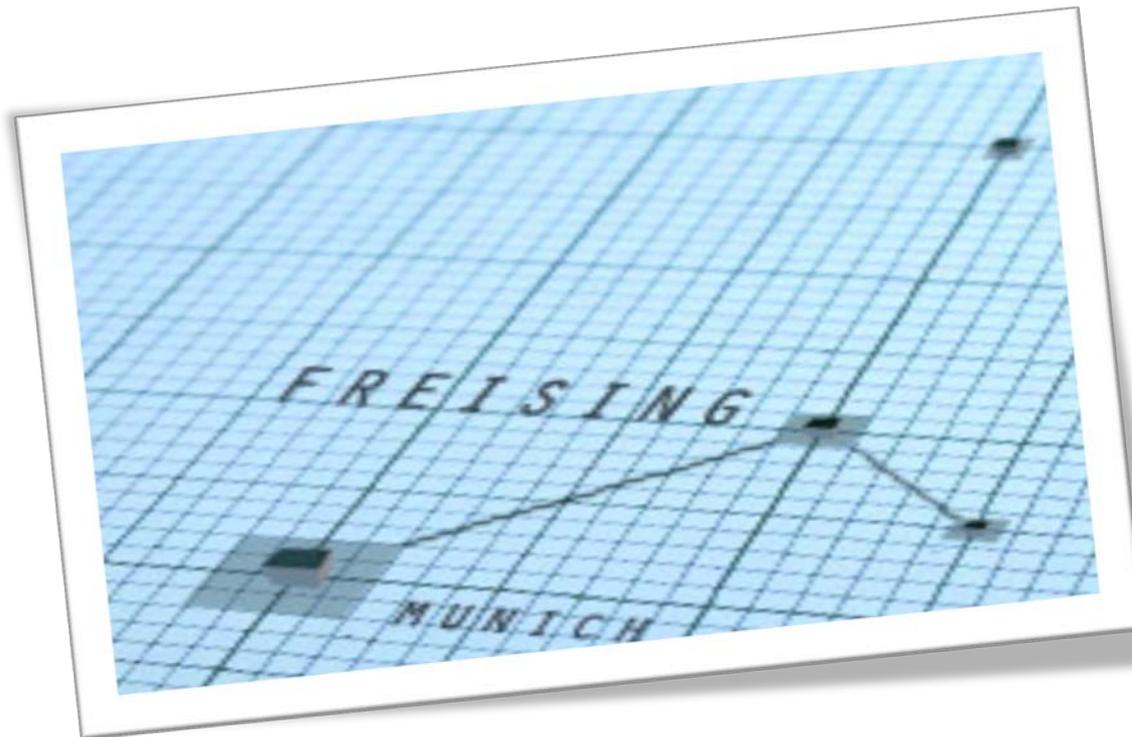


Kick-off Meeting- 08.12.2009



Dr. Thomas Letzel
Competence Pool Weihenstephan
Technische Universität München

Agenda

A decorative graphic on the left side of the slide consists of three concentric semi-circles. The outermost semi-circle is dark blue, the middle one is a medium blue, and the innermost one is a light blue. They are all centered vertically and extend from the left edge of the slide towards the right.

Introduction and Conception

German Dual VET System

European Apprenticeship Training for
Chemical Laboratory Assistants

European Apprenticeship – EU CHEMLAB

Competence Pool Weihenstephan - der Nukleus für ein umfassendes Netzwerk der Wissenschaft und Lebensmittelindustrie

Date: Tuesday, 08. Dezember 2009
Location: Technische Universität München
Seminar Room at the Chair for Chemical-Technical Analysis
Weihenstephaner Steig 23, 85354 Freising, Germany

Registration via E-Mail
until **10th November 2009** at the
Competence Pool Weihenstephan:
T.Letzel@wzw.tum.de

- 10:00 a.m. Welcome and Introduction
*Prof. Harun Parlar / Dr. Karl Glas
Competence Pool Weihenstephan*
- 10:30 a.m. Introducing the
Dual VET Concept of Germany
Suggestions for the conception of the
EU CHEMLAB
*Dr. Thomas Letzel
Competence Pool Weihenstephan*
- 11:30 a.m. Lunch
- 12:30 p.m. **Presentations of the Representatives**
from each participating country
*Greece/Georgia/Poland/Czech Republic/Turkey
currently 30 min each (20 min pres. + 10 min discussion)
(additional presentations up to eight, i.e. Slovakia/Slovenia/The
Netherlands, then 25 min each, i.e. 20min + 5 min discussion)*
- 15:00 p.m. **Discussion**
(or 15:50 p.m.) about the concrete program and common strategy
Finalizing the declaration of intent for the
Realization of the EU CHEMLAB
- 17:30 p.m. End of meeting
(optional gathering at the 'Freisinger Christkindl-Markt')

Kick-off Meeting regarding the European Apprenticeship Training for Chemical Laboratory Assistants

- Collecting information about education in Natural Sciences (in educational schools, industry and universities)
- Exchanging experiences for VET in Natural Science (preferably Chemistry)
- Discussing the options for a unified strategy and realization
- Approving the future concept

Organization

Competence Pool Weihenstephan
Technische Universität München
Weihenstephaner Steig 23
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E-Mail: cpw@wzw.tum.de
Internet: www.wzw.tum.de/cpw

2009-2011 co-financed by

Leonardo da Vinci Partnership
Part of the European Commission's
Lifelong Learning Programme

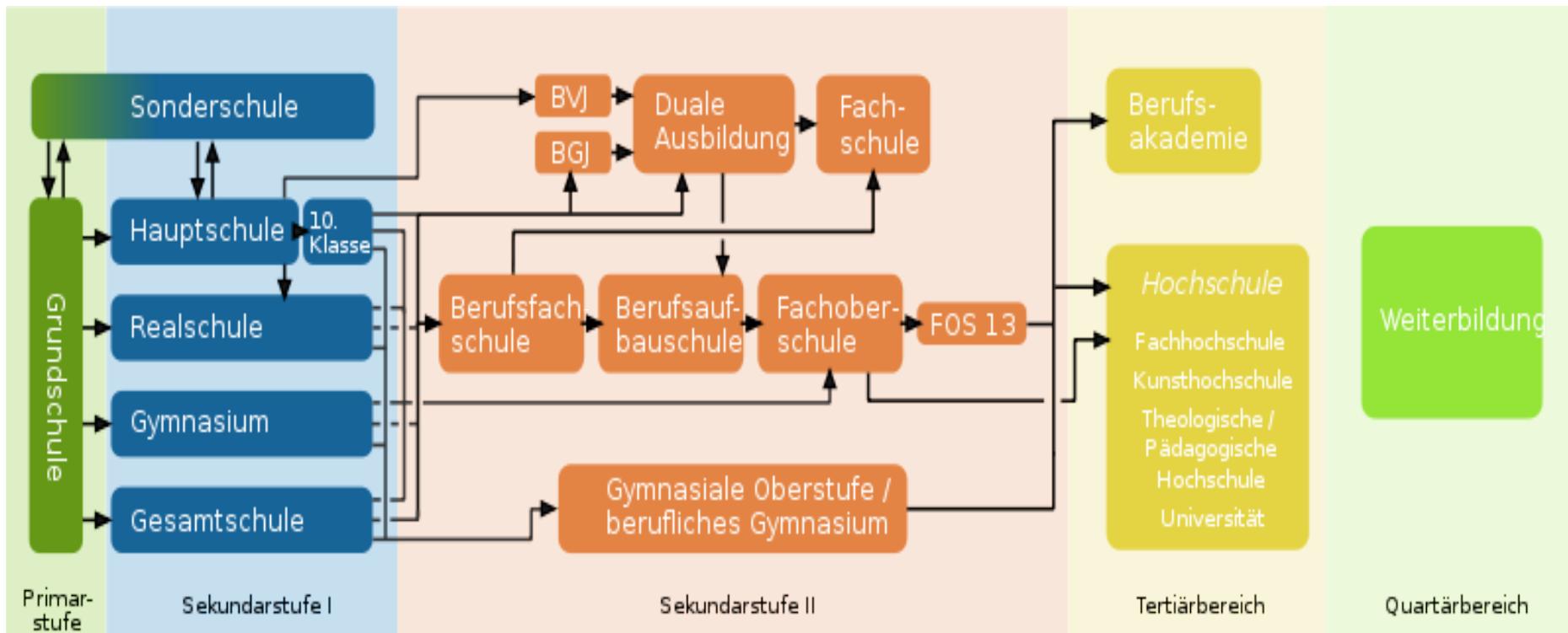
Up to 14 'mobilities' in between
Germany, Greece and Turkey are
financed for each country.
Currently, the other 'mobilities' have
to be self-financed.

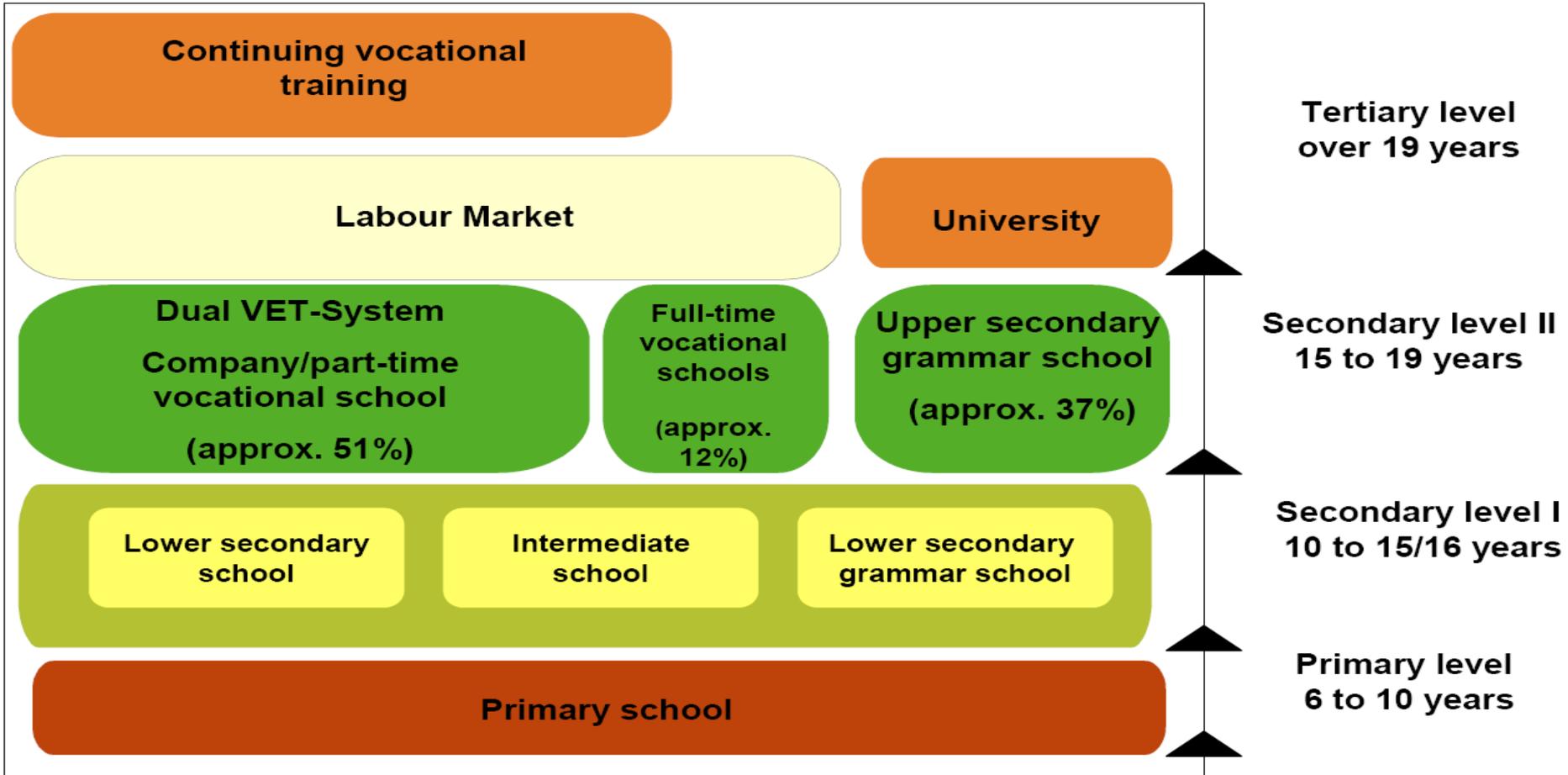
Definition of ‚Dual VET System‘

‘The dual VET system combines apprenticeships in a company and vocational education at a vocational school in one course.

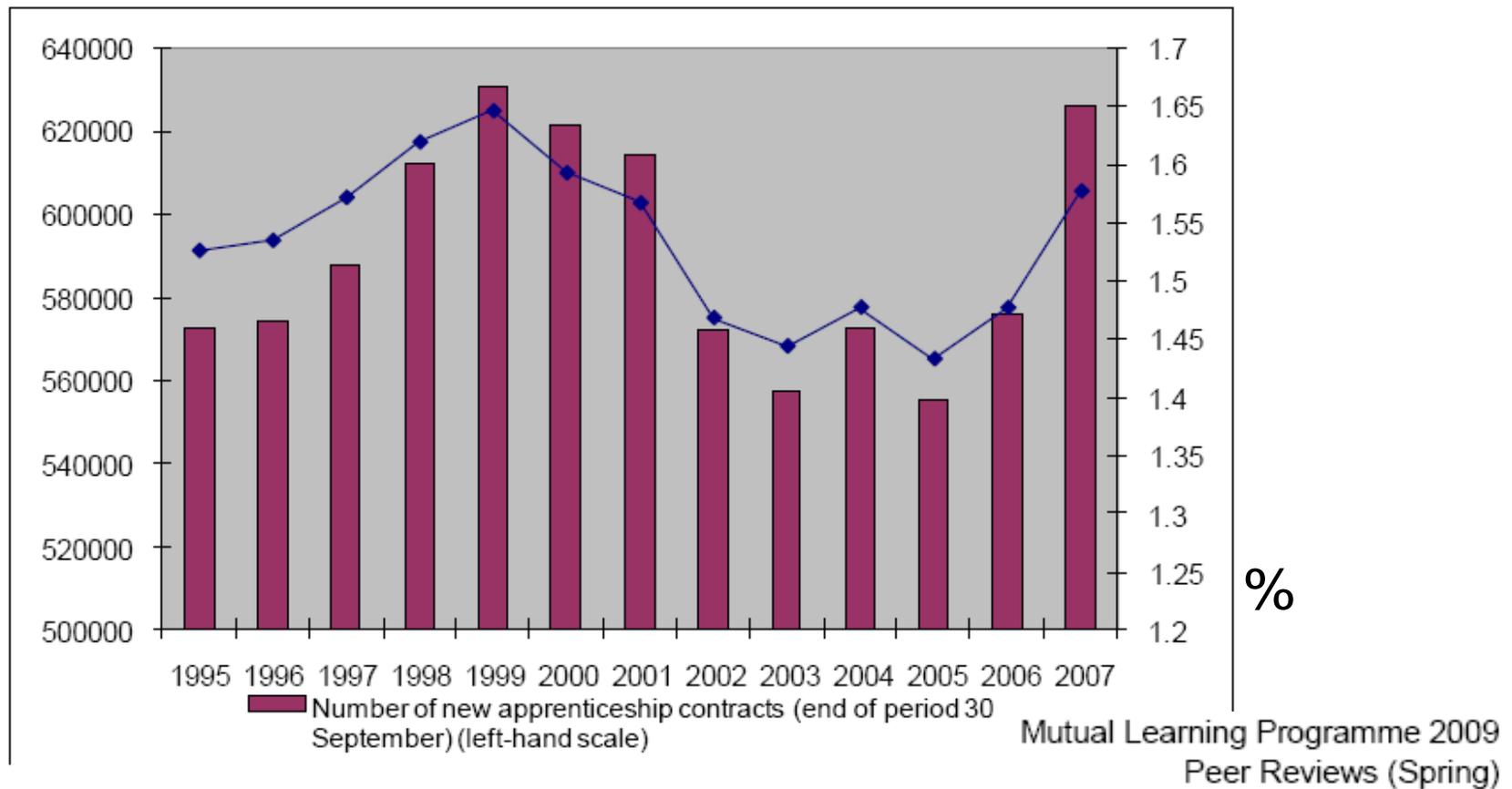
- As one part of the dual VET course, students are trained in a company for three (four) days a week. The company is responsible for ensuring that students get the standard quantity and quality of training set down in the training descriptions for each trade. In Germany, this practical training may be complemented by practical lessons at workshops run by the guilds and chamber of commerce, in order to compensate for the bias caused by training at only one company.
- The other part of the dual education course involves lessons at a **vocational school** (German: Berufsschule). The time spent at vocational school is approximately 60 days a year, in blocks of one or two weeks at a time spread out over the year. The responsibility for this part of the course lies with the school authorities in every German state. Both general lessons (German, politics, economics, religion, sport) and trade-specific theory are taught.

Education system in Germany





Number of VET contracts in relation to total employment

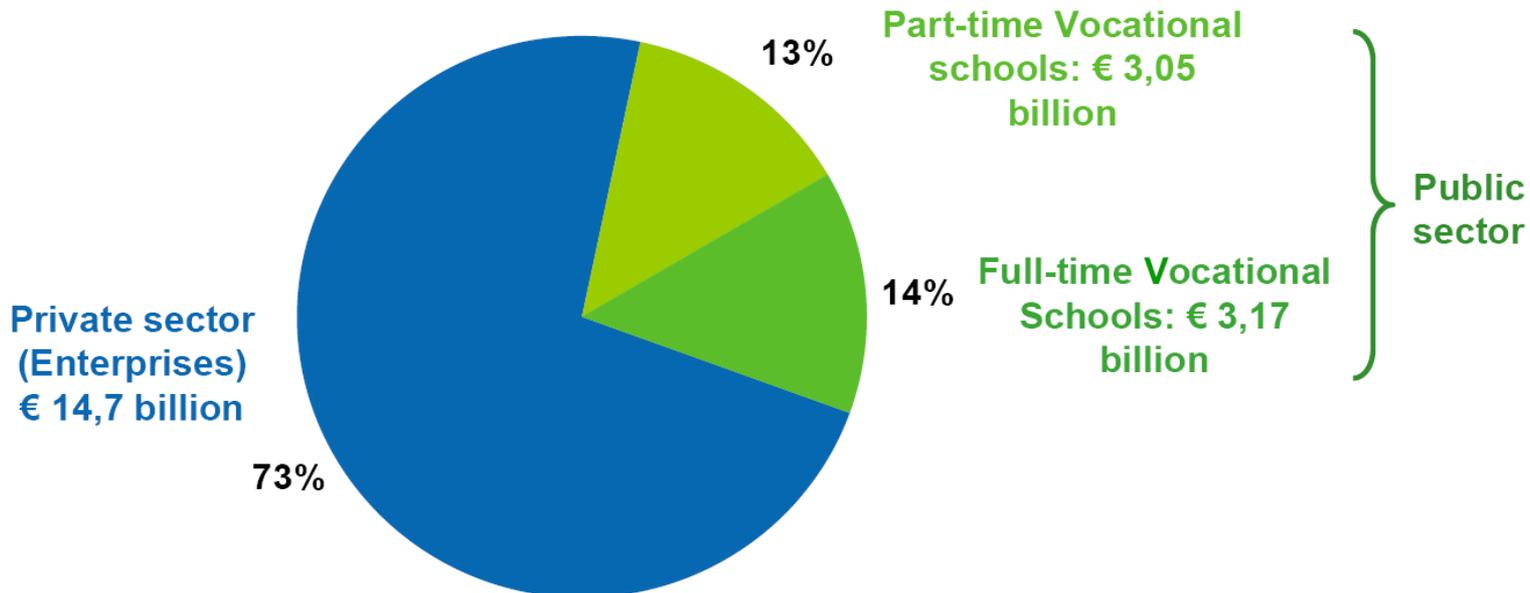


Significant Facts (2005)

- 356 apprenticeship occupations in Germany
- Approx. 484.000 companies providing training (approx. 23.3 % of all companies)
- 1.6 million trainees, 41 % of which are women
- Responsibility shared between public and private sector (VET takes place in companies and part-time vocational schools)

Funding of Vocational Education and Training

Total: € 20,92 billion (2000)



original from Dr. Gisela Dybowski

Head of Department „Research and Service Concept Development International Vocational Training/
Education Marketing“; Federal Institute for Vocational Education and Training (2005)

Advantages of the Dual VET System

For enterprises

- next generation of skilled workers assured
- low recruitment costs
- influence on content and organisation of vocational training

For trainees

- labour market relevant training, i.e. improved chances in the labour market after completion of training; uniform qualification standards
- acquisition of social skills, personality development
- motivating situation (earning & learning)

For the state

- possibility of offering all school leavers vocational training
- private sector contribution eases the burden on public budgets
- finding partners for developing competitive national training standards

original from Dr. Gisela Dybowski

Federal Institute for Vocational Education and Training (2005)

Preconditions for the Dual VET System (1) Strategic Commitments

- a wide consensus in society to provide ALL school leavers with vocational education and training
- a powerful strategic concept for training young workers in cooperation with the enterprises
- a strategic top-down decision made by the government and employer sides to implement a cooperative system
- the willingness of the public sector (government, schools) to accept the private sector as an equal partner in vocational education and training
- the willingness of the private sector to accept quality control of its education and training activities
- a fundamental Vocational Education and Training Act which regulates the roles of the stakeholders

original from Dr. Gisela Dybowski

Federal Institute for Vocational Education and Training (2005)

(2) Legal commitment: the Vocational Training Act

- **Private-public partnership:** determines the role of the stakeholders, their rights and duties
- **Clear financing rules:** enterprises cover their own training costs (e.g. apprenticeship pay, cost of trainers, material), government funding of schools; research in the field of vocational education and training and training promotion programs
- **Organizational infrastructure through the chambers:** accreditation of training companies, registration of training and work experience agreements, examinations and certification
- **Core elements of vocational education and training:** necessary components of vocational training standards; rules for the training agreement; rules for recognition of previous learning; apprenticeship pay etc.

original from Dr. Gisela Dybowski

Federal Institute for Vocational Education and Training (2005)