



## EUHOFA - Congress



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**I greet you ....**

[ Berufsschullehrer an der Martin-Wagner-Schule

Sen BJW, RF (regionale Fortbildung)

Leiter des Arbeitsbereichs der gewerbl. Schulen ]





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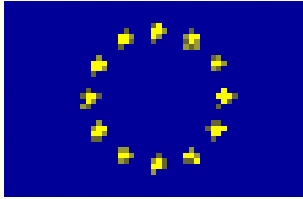
### 1. Core principles and corner points

6 Core principles and 10 corner points of dual vocational training system in international vocational training

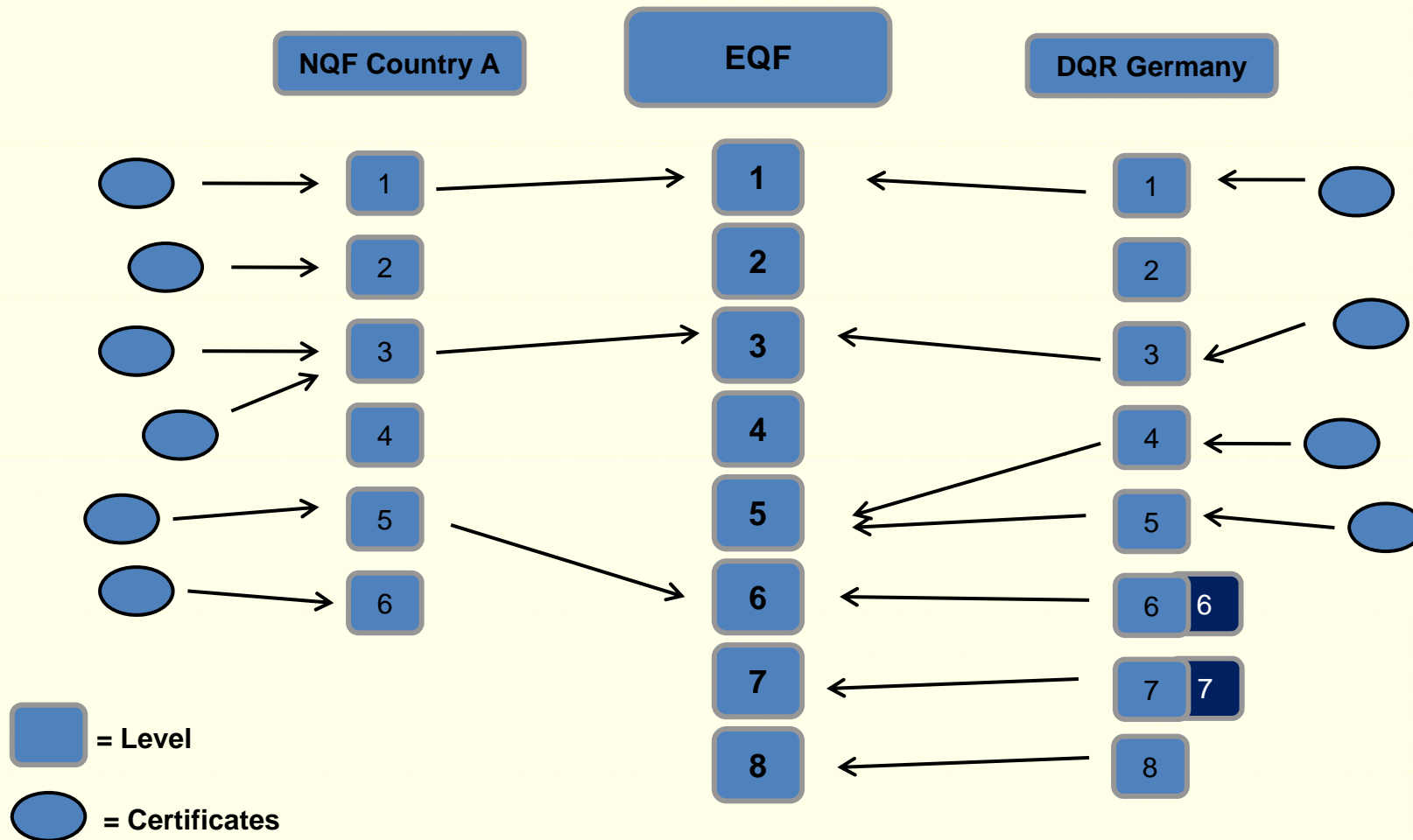
### 2. Standards of competence

National and international Occupational  
Standardisation and Certification

**EQR and ECVET  
Principles of Validation and Standardisation  
Quality Assurance und Quality Development**

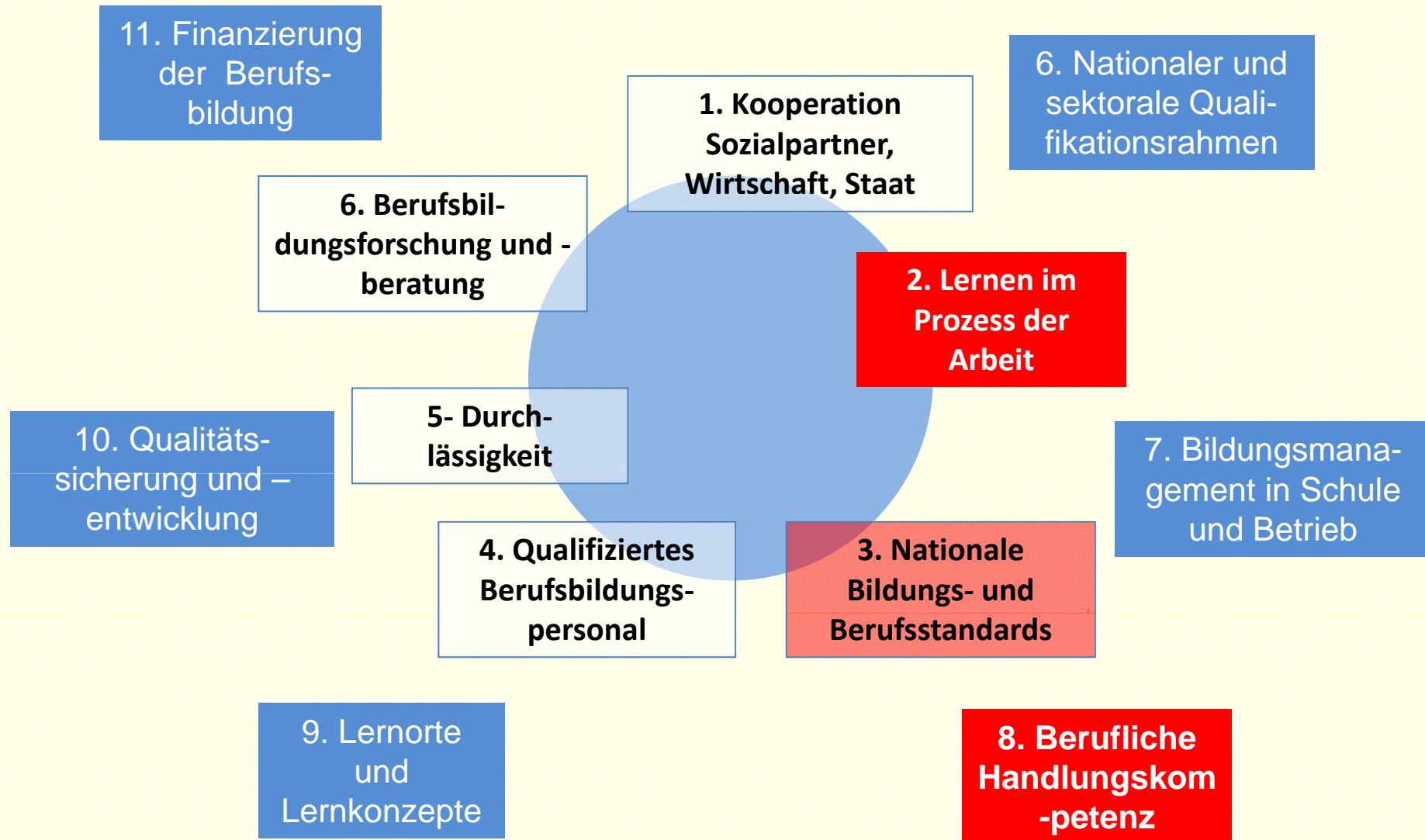


# European Qualification Framework (EQF) German Qualification Framework (DQR)





# Kernprinzipien und Eckpunkte eines dualen Berufsbildungssystems





## Core principles

1. Cooperation of the state, economy and social partners
2. Learning during the working process (i. e. on-job learning)
3. Permeability and equivalence
4. Socially accepted national standards
5. Qualified vocational training staff
6. Studying the vocational training and labour market,  
career counselling and monitoring



## Corner points

1. National and sectoral qualification frameworks
2. Education management and education controlling  
(training evaluation)
3. **In-company vocational education**
4. **Vocational decision-making and responsibility and  
competence findings**
5. Places, forms and concepts of learning
6. **Validation of informal and non-formal learning**
7. Resource efficiency and sustainability
8. Quality assurance and quality development
9. Joint financing of vocational education



# Occupational Standardisation and Certification - Competence



## Process in the education system

Goal:  
qualified worker

## Professional training and education

Working sphere

Input

Process

Output

Outcome

Highly qualified teachers

Training /Education course (three years)

Curriculum

Final examination

Educational  
Goal:  
Transfer





## Corner points

1. National and sectoral qualification frameworks
2. Education management and education controlling (training evaluation)
3. **In-company vocational education**
4. **Vocational decision-making and responsibility and competence findings**

The key objective of the vocational education and training is the development or expansion of comprehensive occupational competence. This is considered to be the readiness and ability of an individual to behave appropriately and thoughtfully, as well as individually and socially responsible in professional situations. The competences here are abilities, skills, knowledge, methods, attitudes and values, the acquisition, development and use of which relate to the entire life of a person. They are bounded to the subject and his/her ability to act responsibly.

It indicates the ability to capture, interpret and evaluate in action-oriented intention those through the reflection predefined situations, requirements and problems from a certain distance to the immediate work process.





## Core principles

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2. Learning during the working process (i. e. on-job learning)
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### **(2) Learning in the working process**

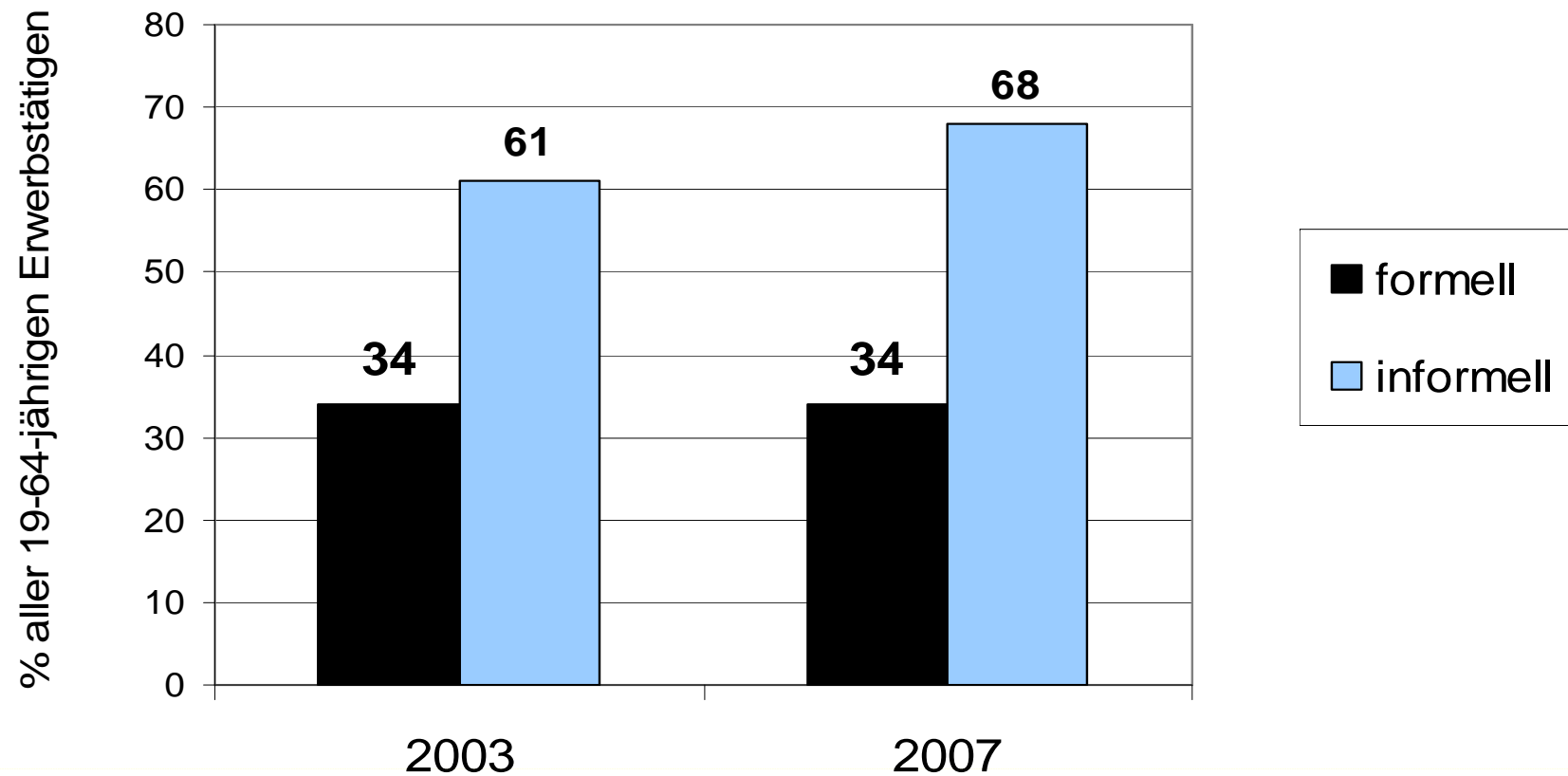
The vocational education in Germany is based on the development of comprehensive occupational skills by learning in occupational structures and in the working process. As an essential base of the vocational education, the work experience reflected the in schools and educational institutions comes hand in hand with an extensive operational work experience.

Learning in the real work situation (informal learning), combined with the formal learning in educational institutions.



# Formal and informal Learning

## Participation in formal and informal Learning in Germany





## **Validation of informal learning**

### **(6) Validation of informal and non-formal learning**

Validation as the registration and measurement of informally and non-formally acquired competences in- and at work is an equally innovative and necessary extension of the VET system. In the VET and employment system the rating of informally and non-formally acquired competences is measured against standards of respective professional fields and industry sectors. In the education system it can lead to the recognition and crediting. While the crediting aims at shortening the learning time, is the formal recognition related to achievement.





## Recognition and Certification

<b>Recognition in the workplace and labour market</b> (Practice at workplace)	<b>Recognition and certification in formal education systems</b>	
	<b>Recognition and/or Certification</b>	<b>Certification Accreditation</b>
1. Employee interviews, job references, assessment processes 2. Competence records, analyses, grids, patterns, inventories 3. Diagnostic, personnel and labour analysis processes 4. Certificate of manufacture	1. Examinations for the gifted, with access to vocational and general courses of study 2. Statutory procedures for the recognition of vocational preparatory training as far as equivalence of certificates	1. Professionally acquired competences credited in further education studies 2. External examinations to confirm recognition of educational / further educational occupations

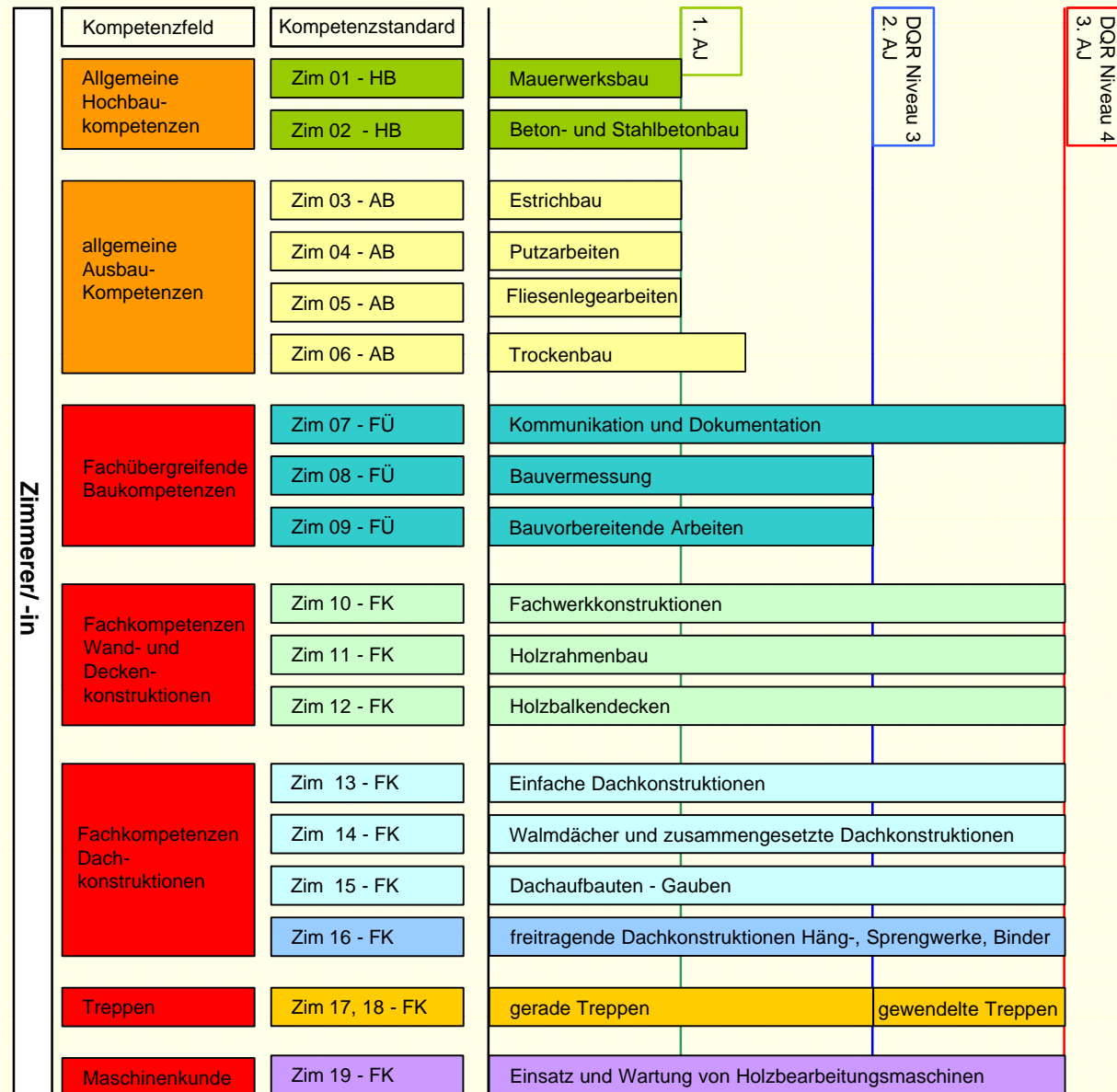


# Competence tests

- Competence tests are arranged at workplaces
- Professional skill is demonstrated in practical tasks which can be complemented either orally, in writing or some other way
- A competence test contains tasks that form a part of a normal working day in a particular work environment
- The competence test environment shall be authentic or as realistic as possible
  
- Skills requirements (= Requirements of qualifications) are derived from working life
- Demonstration of skills in competence tests, which are organised in real working situations



# Kompetenz - Diagramm



Zimmerer/-in





# Ko – Transfer



Leonardo d. Vinci - Projekt

CARPENTER COMPETENCE STANDART - LATVIA						
Competences	Competence standard	1st year	2nd year	3rd year	4th year	3rd NQF
		Basic skills in construction works	NA-1	Material science		
NA-2			Foundations and building site preparation			
NA-3				Concrete and other construction materials		
NA-4				Masonry		
Basic skills in interior works	NB-5		Flooring			
	NB-6		Plastering			
	NB-7		Windows and doors mounting			
Sector trade skills - Building norms	NC-8	Construction work preparation				
	NC-9	Building regulations and legislation				
	NC-10	Drawing and estimates				
Sector trade skills - Wall and ceiling constructions	ND-11	Wooden joint types				
	ND-12	Frame constructions				
	ND-13	Prefab constructions				
	ND-14		Log house			
	ND-15	Partitions				
	ND-16	Beam constructions				
Sector trade skills - Roofing	NE-17	Roof constructions				
	NE-18	Types of roofing and coating				
Stairs	NF-19				Simple stairs	
Sector trade skills - Tools and Machinery	NG-20	Hand tools				
	NG-21	Woodworking machine operation and maintenance				



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Thank you !

[www.dblernen.de](http://www.dblernen.de)







## Definitions of formal, informal and non-formal Learning

- **Formal Learning**

Formal Learning takes place in institutions of general or vocational education and features structured learning goals, time frames and learning support. The student has clear targets and works towards certification.

- **Non-formal Learning**

Non-formal Learning does not take place in an institution of general or vocational education and does not usually lead to certification. Nevertheless, the student retains an intentional perspective with structured learning targets, time frames and learning support.

- **Informal Learning**

Informal Learning takes place in an everyday context, at the workplace, in the family environment or in leisure time. It is not structured and does not usually lead to certification. From the student's perspective, it is rarely intentional.