



Keynote Session II : Presentation- 3

Dual Studies and B.Voc. : A Comparison of Innovative Initiatives in Germany and India and their Potential for making TVET viable for the future

Mr. Jan Ebben

ABSTRACT

Excellence and innovation in TVET are elusive goals and the quest for them is often like a search for the holy grail. Over years, work place safety, quality management, learner orientation, LLL, integration of informal sector, inclusion, gender, greening had been themes associated with excellence and innovation. Nowadays, new work, entrepreneurship and readiness for AI and Industry 4.0 are thought to be hallmarks of excellent and innovative VET. Initiatives to keep TVET up-to-date are often efforts to adequately respond to external agendas. Literature on successful business strategy has emphasized, however, that capability for innovation and lasting excellence must be less founded on responses to external challenges but more on leveraging those internal strengths of organizations and systems that are viewed as core competences. To illustrate the point, this presentation and paper will present a major TVET innovation in Germany as a success story with lessons that would also be highly relevant for India. It is about the model of dual studies – combining apprenticeship with a university degree course. This is compared with the introduction of B.Voc. courses in India since 2014.

In 1971, major German automotive and electronic companies expressed that university graduates in were by and large not employment ready. Equally they said that apprentices, though employment ready, were unprepared for middle and higher-level careers. Hence these companies proposed and enacted a vocational diploma for apprentices as a bridge between apprenticing and studying.

Courses began in 1974 with 160 apprentice-students. In 2009, the participating academies were elevated to public universities. Today, there are more than 30,000 students enrolled on 12 campuses. An industry-driven initiative has since transformed TVET and higher education alike, making both vocationally more relevant.

The introduction of B.Voc. in 2014 had similar goals but so far has not fulfilled all expectations. The initial enrolment in B.Voc. was 544 students. In the academic year 2018-19 enrolment was at 3,263 students in over 200 universities and colleges. These numbers indicate that higher education institutions are far more ready to embrace the concept than students and the general public. One obvious issue is that it is difficult to convince students to apprentice for a vocational qualification at a lower NSQF level while they study for academic degree at a higher NSQF level.

This presentation and paper trail the successful emergence of dual studies out of the German TVET system as a success story with relevance to India and makes a comparison to the introduction of B.Voc. Both initiatives are checked whether they can pass as excellent or innovative. To conclude, there is a recommendation for a bridging model to make apprentices career-ready and apprenticeship more ready for AI and Industry 4.0.

Keywords: Innovative Initiatives, Entrepreneurism Model of Dual Studies, Industry-Driven Initiative

BRIEF CV

Jan Ebben MBA LL.M. is a consultant on international best practices with the National Skill Development Corporation (NSDC) in New Delhi. His main areas of interest are promotion of apprenticeships, training of trainers, assessment, and the respective roles of chambers and sector skills councils in VET systems.

Before coming to India in 2019, he worked for GIZ (German International Cooperation) in the successor states of the former Yugoslavia. There he advised on mobilizing employers for apprenticing, developing coordination structures in chambers of commerce and industry, adoption of training standards for banking, IT and retail, as well as on secondary school law reform.

Until 2014 he worked at the UNESCO-UNEVOC as a network developer, and for the German Federal Institute of Vocational Education (BIBB) as international projects manager. He also served as program officer for adult and continuing education at the German Adult Education Association (DVV), program specialist for professional and secondary exchange programs at the Council on International Educational Exchange (CIEE), and teacher trainer for social studies teachers at the Close Up Foundation in Washington, D.C.

Jan Ebben is a German national. His engagement with NSDC is facilitated by GIZ.