



A Study on Vocational Education System in Germany

Mrs.AshaYadav,Faculty,School of Vocational Education and Training, Indira Gandhi National Open University, New Delhi (INDIA); Email: ashayadav@ignou.ac.in

Shri Brijmohan Prabhakar, Freelance Content Writer, New Delhi (INDIA); Email: bmprabhakar@yahoo.com

Dr. Mrityunjay Kumar, Faculty,Dept. of History, ShaheedBhagat Singh College, University of Delhi,New Delhi(INDIA);Email: mrityunjaykumarhistory@gmail.com

Shri Akhilesh Kumar Yadav, Freelance Content Writer, Varanasi (INDIA);Email: akyadavobra@gmail.com

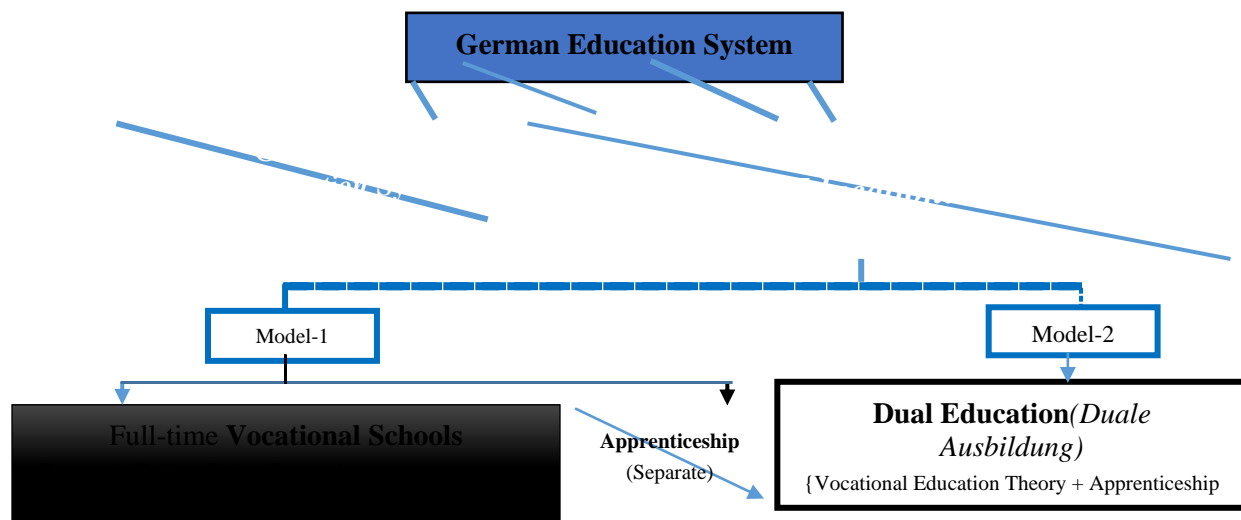
Abstract :

This research article (shodh Lekh) is a specific type of research paper (shodh prapatra), which is more focused and concise on only study of vocational education system in Germany as it is well known global model worldwide. Secondarydata, collected by someone earlier, is used for this study. What is obtained by writing this articleis that there is acute need of skilling, up-skilling, of our youth if we have to provide them with a sustainable living standard. We can only do that if and only if major policy changes are brought, there is close co-ordination between various agencies to ensure that everyone in the country is skilled.

Key words: Dual System,Skills, Human Resource Development,Decentralized System, Berufsschule

Introduction:

“The goal of Education is Understanding & the goal of Training is Performance.” German **Vocational Education & Training (VET)** System has been recognized as a Global Model. And can be categorized in two ways which is given below:



“The dual system is at the core of vocational education and training in Germany. It is based on the Vocational Training Act of 1969 (amended in 2005) and is still the main pathway for the young generation into



employment. Every young person who has completed full-time compulsory education has access to dual vocational training. A characteristic of this training path are two learning venues – the company and the part-time vocational school. The companies sign contracts with applicants under private law and train them in line with the binding provisions of vocational training directives which guarantee a national standard. This is monitored by the ‘competent bodies’, mainly the chambers (of industry and commerce, crafts, agriculture, doctors, lawyers) but also by competent bodies in the public service or via the purview of the churches. The dual system provides broad vocational training and competences for 326 recognised training occupations (in 2016).”And its Dual Education system is known for combination of Theory & Training in Classrooms & Real-life Work Environment/Companies respectively. It is due to its Dual Education system, there is low youth unemployment & high skills levels. The main features of his dual education system are continuous upgrading of training regulation & international attractiveness of high quality training. In this digital age, Labour market needs such trainees who can constantly upgrade their skills according to the latest innovation. This German Dual Education System provides market-relevant training/ apprenticeship to the trainees so that they may get chance to enter into the Labour Market.“Outside the dual system, there are also VET pathways in full-time vocational schools (about 15% of an age cohort). The programmes of these pathways take between 1 and 3 years, depending on the particular vocational orientation and objective.” -VET Data Report Germany 2016/2017[Federal Ministry of Education and Research (BMBF)***assisted by Federal Institute for Vocational Education and Training (BIBB)****]

Terms for GermanVET System

Grundstufe(Primary level)		Grundstufe-2(Secondary level-2)	
Grundschule (Primary school)		Hochschule Oberstufe/Berufliches Gymnasium(High school/Vocational high school)	
Grundstufe-1(Secondary 1)		Fachschule(Vocational studies)	
10. Klasse(10th class)		Berufsaufbauschule(Vocational Training School)	
Sonderschule(Special school)		Ausbildung(Dual education)	
Mittelschule(Secondary schools)		Fachhochschule(Technical college)	
Hauptschule(Secondary school)			
Gymnasium(High school)			
Gesamtschule(Comprehensive school)			
Tertiärbereich**	Tertiary education)**	Fortbildungsbereich	Continuing education area
Hochschule	University	Berufsbildung*	Training*
Fachhochschule	University of Applied Sciences		
Hochschule	College		
Pädagogische/Pädagogische Hochschule	Logical/Educational		
Universität	University		
Berufsakademie	University		
Berufsschule	Vocational Academy		
	Technical School		

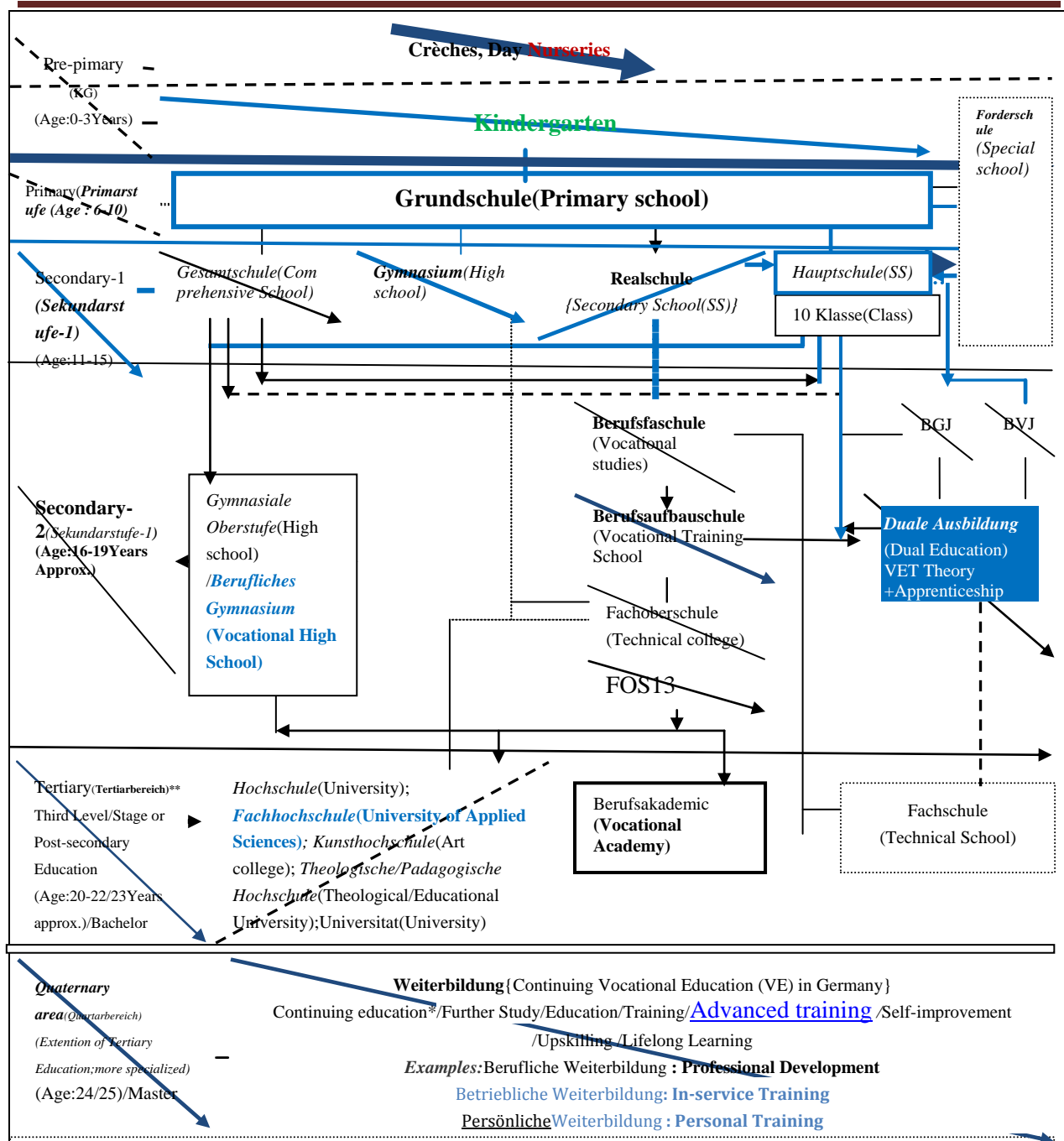
*VE in United States known as Continuing education; VE in United Kingdom known as Further Study/Education; **Tertiary education means Universities as well as ‘Trade School/Colleges’ (Academic & Higher Vocational Education).Tertiary education focuses on learning endeavors/efforts in specialized fields & it is relevant for workers to prove their capabilities in the labour market. For university entrance, Abitur examination is required. For Fachhochschule,secondary school diploma & relevant work experience are required to enter in.Berufsakademie duale Hochschule is Apprenticeship based qualification.BMBF*** (Bundesministerium für Bildung und Forschung); BIBB**** (Bundesinstitut für Berufsbildung (Advisory Board: Representatives of the Employers + Trade unions+Federal States+Federal Government)



German Vocational Education System

Educational and Vocational Programmes in the German Education System

(Sometimes labeled differently in the federal states)



1. Persian Education System

Martin Luther (Lutheranism)	Advocated 'Compulsory Schooling for Religious Education' (To read & interpret Bible)
18th Century	Free & generally compulsory, 8-year course of Basic/Primary Education was introduced called as 'Volksschule' (Reading+ Writing + Arithmetic + Ethics + Discipline + Obedience) Only Affluent Parents were able to send their children to the Private Schools for Additional 4-year Study. General public had no access to secondary & university education.

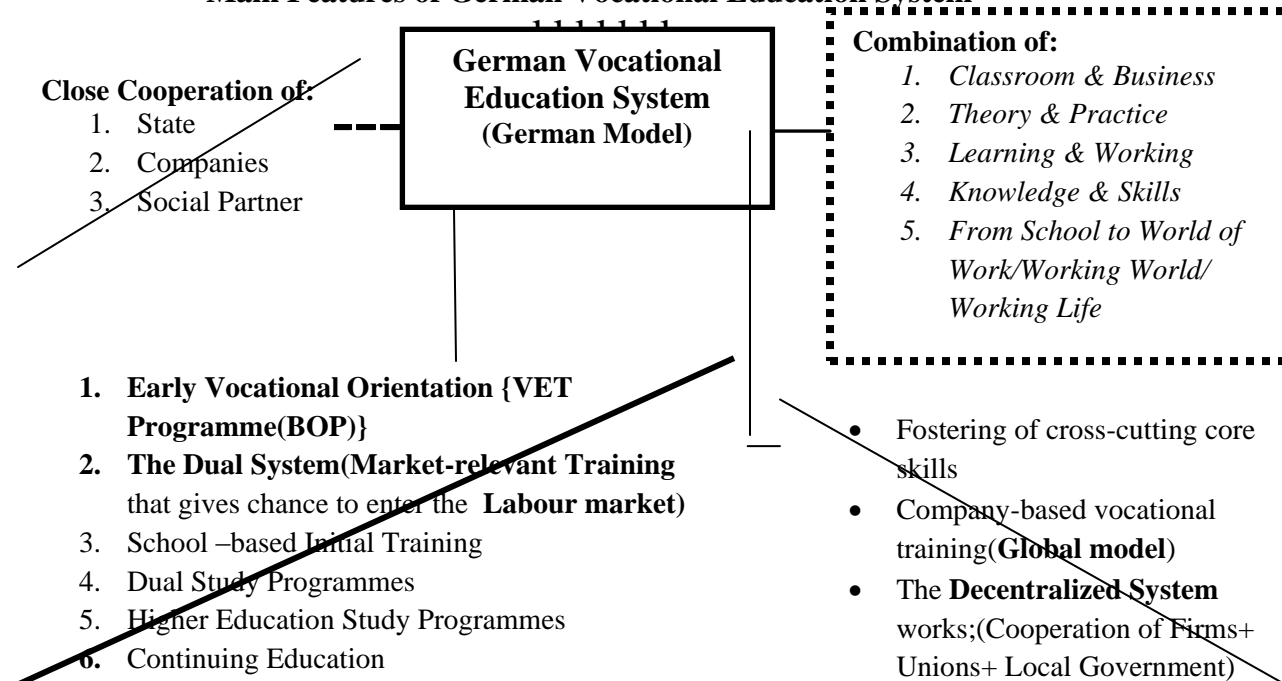
1788	Abolition of final Exam was introduced, implemented & extended to all secondary schools of Germany by 1871 (An open access scholarly, peer-reviewed, interdisciplinary, monthly, and fully refereed journal.)
1810	Introduced State Certification Requirements for Teachers Establishment of Teacher Training Colleges

German Vocational Education and Training (VET)

Vocational Education and training (VET) is a part of education system which prepares an individual for a work or a group of work, and also develop him/her in the field of work itself. Vocational education is defined as '*Education designed to develop **skills, abilities, understandings, attitudes, work habits and appreciations** needed by the **workers** to enter and make progress in employment in a useful and productive basis can be defined as vocational education.*'

Let us throw some light on the dual system of vocational education in Germany. Basically, there are two components of in the dual system of vocational training in Germany: **Classroom study** in specialised **trade/vocational schools** and supervised, **on-the-job work experience** in an **organization/company**. Over the course of two to four years, **apprentices** spend a couple of days a week, or even blocks of several weeks at a time, at a **vocational school (Berufsschule)** where they obtain theoretical knowledge for their occupation of choice. (Classes also include German, English, and social studies.)

Main Features of German Vocational Education System



Objectives

The objectives of this study is to:

- Discuss Vocational Education and Training (VET) system in Germany;
- Examine the role of human resource development in Germany;
- Know the status of human resource development in Germany;
- Discuss the role of knowledge economy in the development of Germany.



Methodology

The **secondary data** and information which has been taken from various research papers, google scholar, researchgate, various sites and the IGNOU resource data base. No primary data has been used in this study.

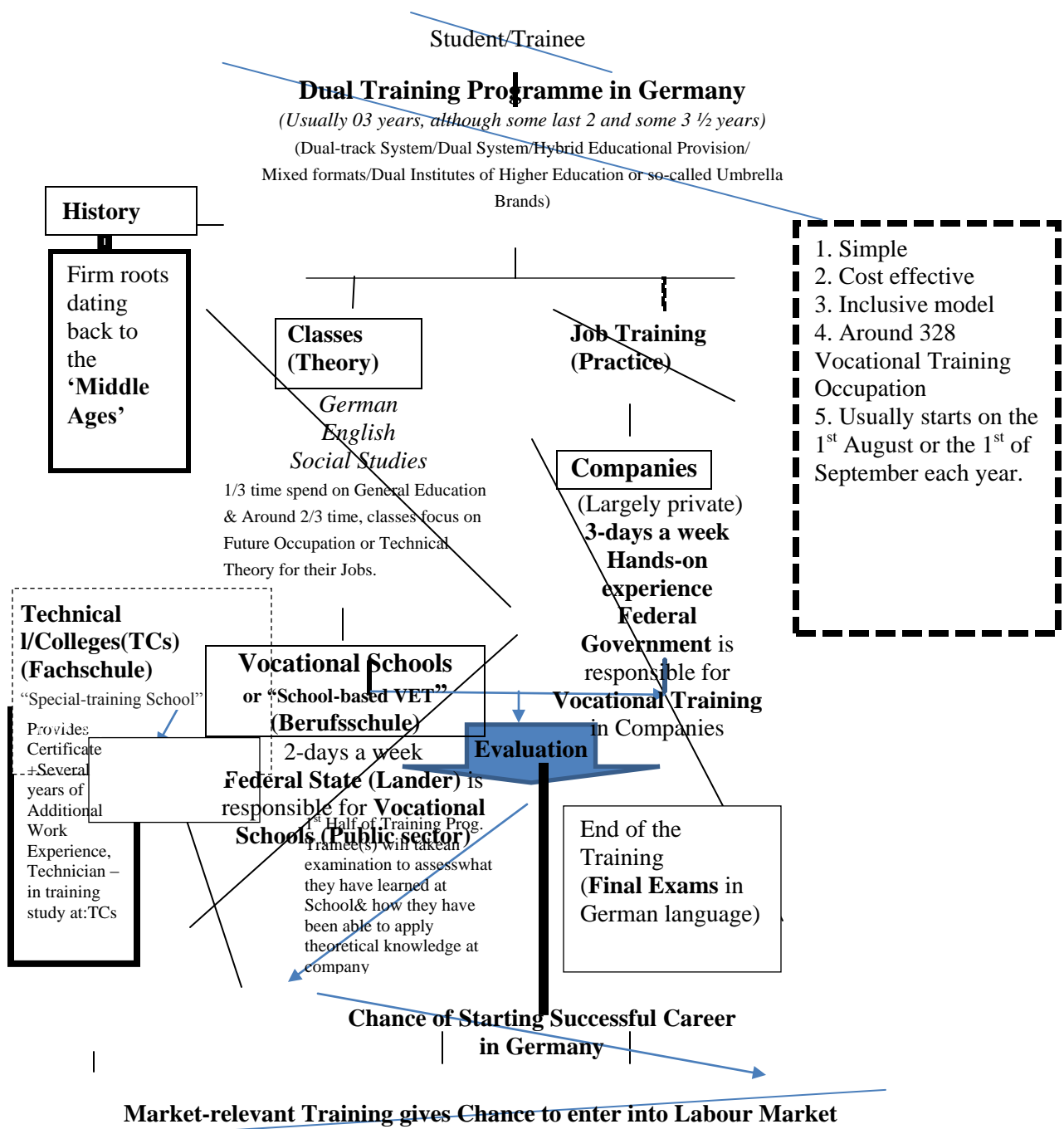
Vocational Education in Germany

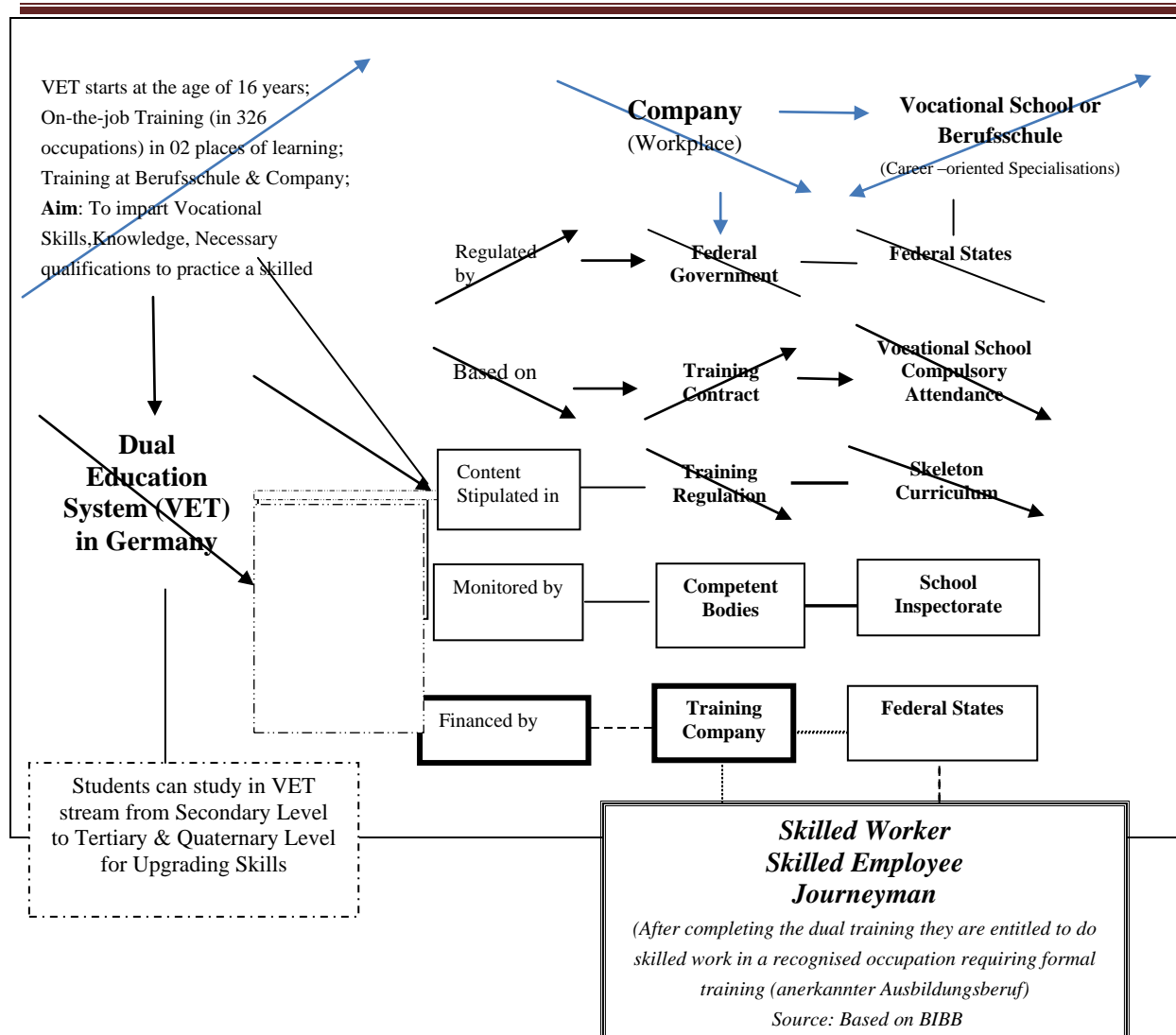
On the contrary if we see in Germany the position is totally in contrast what it exists in India. In India whereas the focus is on academic certificates and degrees, either because of the students' own accord or their parents who still hold the view that the formal education is better for the students. In Germany there is dual system of training whereby the students attend the factory as an apprentice and vocational schools for theory classes.

They have to attend the theory classes 2 to 3 days in a week and rest of the time they spend in the factory or organization where they work. This way they get the practical training on the one hand and learn theory class on the other. And this they can do right from the schools leaving time. After they have attained the training their certification is done at the central level i.e. through the federation. They are absorbed in the industry where they receive vocational training. In this way the factory or the organization where they work do not have to incur expenses on recruitment and selection because they get ready made workforce. The selection process also become simple. The government spend at least 70% of the expenses on their training activities and the rest of the 30% is spent by the private sector. Another thing is that the union, workers, the employers and the government all joins hands together to ensure that this kind of training helps the industry and the economy. The main thing is that of social acceptability. The parents unlike India do not hesitate in sending their children to vocational schools for theory classes. The provider of the training facilities has to be approved by the concerned chamber of commerce. The examination and certificate is to be handled by the chamber of commerce.

The Federal Government, the Unions, the private sector, the public sector and the private houses take the responsibility of practical training of the learners. That is why the rate of unemployment in Germany is lowest in the entire Europe.

The system combines the advantage of training in an organization and the theory classes in a vocational school. This is done so that they meet the demands of the future and help the economy of the country.





Development of Vocational Education in Germany

Studying on the one hand and seeking training on the other has been in vogue in Germany for a very long time. Work Based Learning in most of the secondary schools through VET programmes and practical training in organization is the main aim of the dual education system in Germany. However, of late, the craving has for upper secondary is on the decline because of the changing tastes of the people.

Vocational Education and Human Resource Development in Germany

Human Resource (HR) (HR means: set of people/workforce/manpower/labour/personnel of an organization/business sector/economy) (narrower concept of HR is: Human capital; Knowledge & skills which the individuals command). German dual system of apprenticeship training is internationally recognized. Secondary school pass students apply to the employers for training and they are selected based on their historic attainments. The training documents are maintained by the



trade and commerce organizations. The time for training is for three and three and a half years. There are about 430 training trades which are recognized by the Government and the trade organizations. The training regulations are given by the Federal Ministry for Economic Affairs.

Trainees spend an average of two days a week at an occupation-specific vocational school which are called *Berufsschule*. The schools give theory and also give training in German and English languages as well. The training is given in vocational schools or the centers meant for the purpose.

The trade organizations take the charge for both implementation and delivery. All the trade organizations have different trade committees, where the employees and employers both are represented to take care of their interests. The vocational schools continue to be the main responsibility of regional Lander Government.

Thus we see that the dual apprenticeship programmes in Germany are very much popular among the society and there is no reservation on the part of the society for sending their children for apprenticeship. In India we see a lot of hesitation in sending the boys and girls to the training as it is still considered as social stigma as it is considered that training in ITIs or apprenticeship is meant for blue collared job which are considered inferior by parents. Parents do not appreciate that the children's aptitude also matters as to which trade the child is ready.

Vocational Education and National Development in Germany

According to Conrad Burns "Vocational Education programmes have made a real difference in the lives of countless young people nationwide, they build self-confidence & leadership skills by allowing students to utilize their unique gifts & talents."

One major feature of the German dual apprenticeship training system is that the teachers concerned have to undergo a Master Degree Programme at the designated university. There are about 50 university departments where the teachers are trained in one or more vocational subjects areas. They have to do research of training and development in that subject before they are assigned to vocational schools for vocational training.

The benefit is that when the teachers are assigned schools for vocational training. A trained teacher is an asset not a liability over the teacher who is untrained. The research work of the teachers remains work based. The list is not conclusive as more than one subject may be there.

The inter-relationship among occupational structures and vocational education and training and qualification needs at a macro and sector level. Other than this the curriculum development is given more emphasis so as to improve learning styles and the learning is by self.

The system of training is playing a major role in the national development of Germany as more and more students are now taking up the system. The main feature of Germany's system is that it has the lowest unemployment ratio in the entire Europe. Most of the students are kept by the industry as permanent workers. By this the company gets the workers on very less cost. No recruitment expenditure is made by the companies.

Moreover, since the workers (earlier students) are familiar with the traditions of the Company they are already accustomed with the policies and procedures and they have no difficulty in carrying out jobs there. This all put together helps in the economic growth and development of

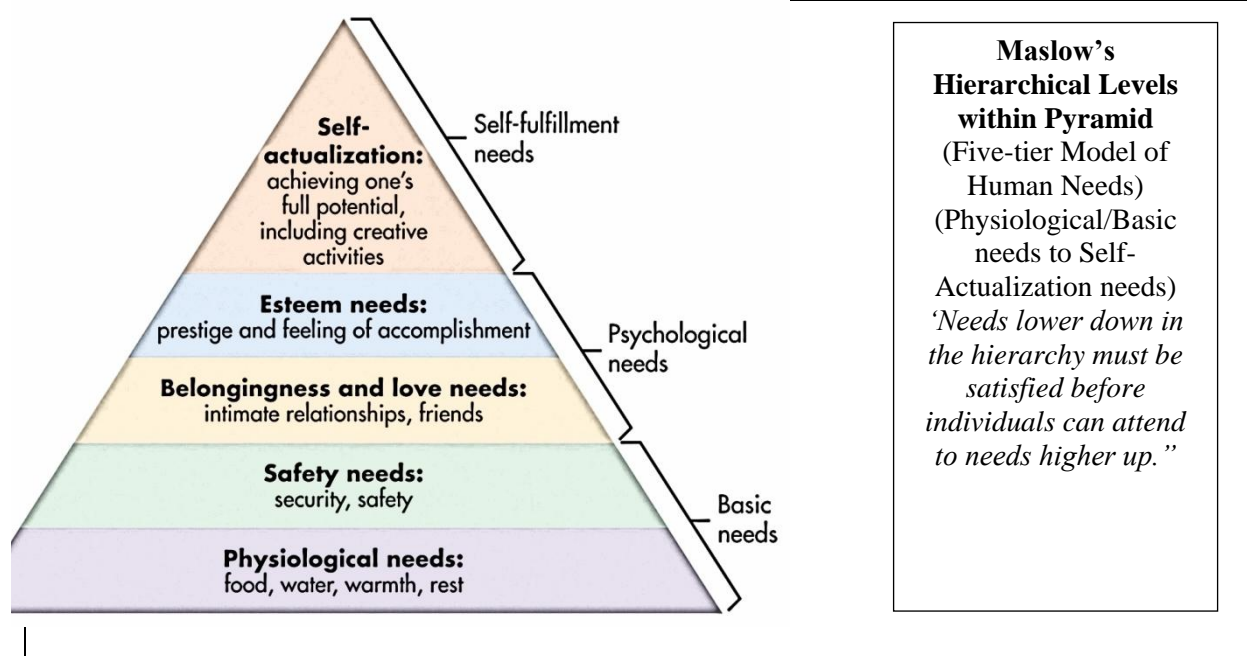
Germany. One student/trainee one teacher/instructor/trainer one training one skill can build & rebuild

the nation.

Vocational Education and Personal / Family Actualisation (Maslow Theory)

According to Maslow theory of Self-Actualization human functioning is aimed at fulfilling those needs. According to Maslow, a person's basic needs are physiological needs and needs for security, affiliation. As love and self-esteem are fulfilled, that person can function on the level of self-actualization and realize his or her potential. We observe that with the vocational education one can reach the level of self-actualisation.

Maybe the person has fulfilled his physiological needs, needs and security, affiliation, love and self-esteem when he has reached a certain level. But as we know that after attaining vocational education or vocational training one get just the basic job and the self-actualisation is not near to him. But yes if the person does not need anything else he is said to have attained what we call self-actualisation. We can understand this hierarchy of Maslow needs with the help of the pyramid as given below:



Vocational Education and Personal / Family Actualisation in Germany

We find that in Germany the self-actualization of any employee is not at all difficult to achieve because the workers are directly taken out of the apprentices who have been working for the company for three years or three years and a half years. This way their physiological needs of food, water, warmth and the rest are fulfilled. Their safety needs are also fulfilled because they are in an employment which is safe.

They feel secure and safe while working in the company as they would not have to run here and there to get a job. So far belongingness and love needs are concerned those needs are already met. Prestige & feeling of accomplishment also meet when their basic & love needs fulfill. Self-actualization is still



far off. But some of the students turned workers who are bright are given chance of promotion or otherwise may feel. But since this stage generally comes at the fag end of one's career those retiring from the employment may have the sense of self-actualization.

Profile of Human Resource in Germany

On the other hand what we find in Germany that the society welcomes the dual system of vocational training without any reservation. Rather the students are sent to vocational school for theoretical training and they receive the practical training in some company, organization or establishment. Hence the students get benefit by combination of training in a company/ organization/ establishment and education in a vocational school. In this way young people straight way enter into the industry. The industry does not have to hold any recruitment of appointing because they take the students directly into the job who are undergoing training under them. The students are in a position to meet the professional challenges. There is close coordination between the training schools and the industry. The major portion of the expenses is done by the Federal Government. The chamber of commerce is the examination and certification body. And the certificates so given are recognized by the industry.

Vocational Education for Knowledge Economy in Germany

“The knowledge economy(gyan arthvyavastha/arthtantra), or knowledge-based economy, is an economic system in which the production of goods and services is based principally on knowledge-intensive activities(gyan-gahan gatividhiyan) or intellectual capital(baudhic poonji) that contribute to advancement in technical and scientific innovation.”-Wiki. Eg.: “*Academic institutions, Companies engaging in research and development (R&D), Programmers developing new software and search engines for data, Health workers using digital data to improve treatments, Intangible assets(amurt sampattiyen) such as the value of its Workers' knowledge or Intellectual property(baudhic sampada) or Patent are all components of a knowledge economy.*” Knowledge economy organizations need human resource development professionals with different competencies and attitudes as compared to traditional environment. Therefore, these professionals have to be trained and develop using new approaches. However, German vocational education & training system along with its applied researches (knowledge economy) is contributing a lot in the Germany's economy power.

Vocational Education for Development of Women&MarginalisedSections in Germany

For development of any country it is imperative that the woman and man participate equally in economic social and cultural life. Otherwise the development of any country is not possible. Women are considered second line citizen in many countries but it is not so in Germany. Women form a large share of those living in poverty. That is all the more reason that there should be equal participation of women in VET programs. The VET programs are so designed that man and women have equal participation. Wherever possible German development programs have equal place for women as well. It is imperative that the gender mainstream aspect should be incorporated into policy matters, drafting of the policies and other documents. There should be equal budgets spent equally for men and women. Equal recognition should be given to the marginalized sections as well.



There are sections that remain away from the mainstream. The marginalized sections should have equal right not only at the policy development stage but should be reflected in all the matters later on also. The programs should be sensitive to the needs of the marginalized sections as well. There should also be equal opportunities in employment for marginalized sections, in social life and in cultural life as well.

The teaching methods are so designed as to the welfare of the marginalized sections. The career support services are no longer behind so far as the marginalized sections are concerned. Sufficient support is provided to the institutions working for the upliftment of the marginalized section so that the balance is maintained in the society. In all the matters be it consultancy services for business start-ups and investment, market analyses, business development services and financial services everywhere the sufficient care is taken for the marginalized sections.

Vocational Education for Development of Persons with Special Needs in Germany

In Germany there is difference in giving special education from place to place. Pedagogical support is present there for the students with special needs. But the traditional separate schools system still dominates the society. That means the students are allowed to mix up with the students of ordinary schools. Great emphasis is laid on the premise that integration of the school system is only possible if the high quality educational support is guaranteed for every student of special needs. But such a change which is drastic is yet to see the light of the day in Germany. For this it is felt that the whole of the society needs to be changed.

Status of Human Resource Development and Vocational Education in Germany

The thrust of the dual system of education in Germany is to develop youth for the industry so that the industry people can not only cater not only to the immediate needs of the country of giving certain direction to the youth but also provides readymade workforce for the industry. The system is so designed that the student right after passing their secondary exam approach some industry for apprenticeship where their applications are considered based on their previous experience and education.

The students are taken based on their previous achievement. Their aptitude is tested and they are put to certain trade for training. Students have to spend at least three days in a week in the schools for theory classes and equal number of days in the industry for practical classes. They have the advantage of learning theory as well as practical together.

This is done in close co-operation of employees, employers, trade unions, Government and the trade organizations all put together. No one remain away and everyone is contributed towards the human resource development of the country and overall economic development of the country.

That is the reason that there in Germany the rate of unemployment is the lowest in Europe. The VET program are so designed so as to give boost to the human resource development in the country.

Role of Human Resource Development and Vocational Education in Germany

In Germany dual system of training is present. Candidates apply for apprenticeship to an organization and based on their credentials they are admitted to pursue apprenticeship. The main feature of such system, students have to work in the organization for three (03) days in a week and they spend three (03) days in a school getting vocational training depending upon the different states' rules & regulations.

The Organisations, the government, the federation, the industry, the unions the employers and the



employees (students) complete the task enthusiastically. The organizations, the industry takes these apprentices as employees straight away. And there is hardly any expense on recruitment. In this way human development is taking place in Germany.

The apprentices are contributing their lot to the society and the nation. The good thing is that there is no stigma attached to the vocational education. Parents happily sending their wards to the vocational schools and the organisation for training.

Literacy in Germany

In Germany 99% both male and female population can read and write with understanding the statements essential in everyday life. The literacy rate in Germany is typically calculated as the percentage of people aged 15 years and above. Thus, Germany has a 99% literacy rate for people over the age of 15. Germany spends almost 5.1% of GDP on education. In Germany the literacy rate is defined in terms of age and some standards which are maintained there

Government VET Policies in Germany

We can understand the Government VET policies in Germany with the help of description which is as follows:

As can be seen that in Germany the Vocational Education and Training starts from Lower Secondary they can go straight to school based VET programme including work based learning for 1 to 3 years or apprenticeship programme, work based learning for 2,3 or 5 years. After this they can go for specialized programs including work based learning for 1 to 3 years. After this they can go for advanced vocational programme including work based learning for 1.5 years to 4 years. They can become professional specialist. After this programme they can go bachelor professional, or master craftsperson specialist. From this level they can become Master Professional and can become management and expert.

Alternatively, students leaving school after intermediate school leaving certificate can go for general education program with work based learning for 2-3 years. After this programme can they can join bachelor degree programme with work based learning for 3 to 4 years. After this they have the option of doing Master degree programme including work based learning for 1 to 2 years.

Growth of Higher Education Institutions in Vocational Education in Germany

Types of Higher Education Institutions

There are about 380 officially recognized universities throughout Germany, and they offer a total of [over 17,000 study programmes](#). In addition Germany's tertiary sector also includes state-run or state-organised Berufsakademien in some Lander. The Fachschulen and the Fachakademien in Bayern also part of the tertiary sector.

Universities and equivalent institutions of higher education

In addition to the traditional universities there are other universities which offer special courses in natural and engineering science. They are engaged in academic and scientific research particularly basic research.

Colleges of Art and Music

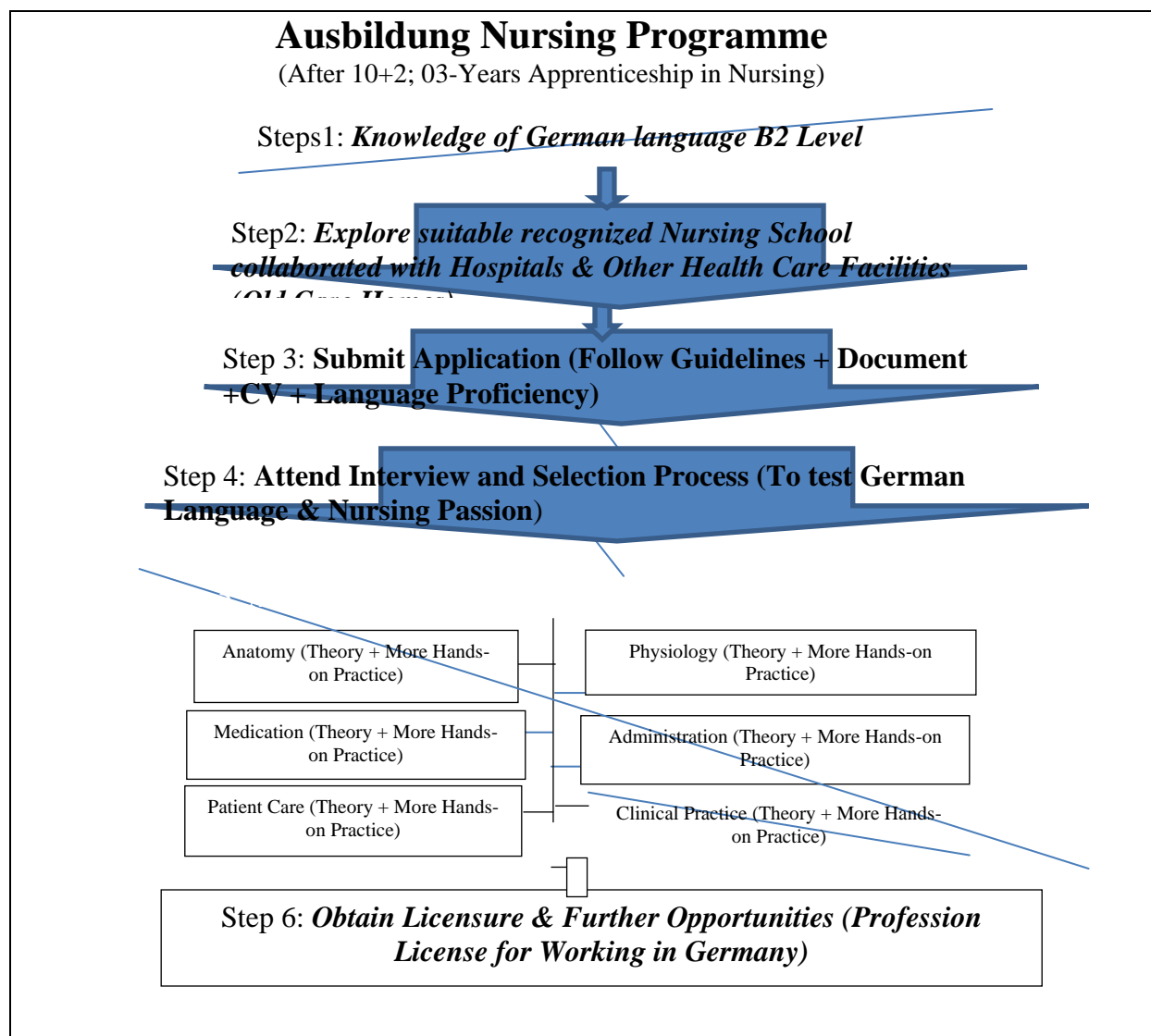
The colleges of art and music offer courses in studies in the visual, design, and performing arts and film, television and media.

Fachhochschulen

Then there are universities of applied sciences which were introduced in 1970-71 a new type of institution in the system of higher education in Germany.

Apprenticeship: Ausbildung in Germany

Since 1960s Germany is offering Duale Ausbildung (Dual Education System), a combination of VE and Apprenticeship programmes which allows students cum trainees of vocational to work in a company & study at state vocational school as well. Some popular occupations under Duale Ausbildung programme are: Healthcare like Nursing/Nurse, IT specialist, Automotive-technician, Electrician, Carpenter, Chef, Dental- assistant, Computer-operator, Hairdresser, Medical Assistant, Office management clerk,. Hotel: Hospitality or and gardener, truck driver air traffic controller, IT sectors, and mechatronics, mechanical- all these are like professions. One can choose occupation of his/her choice in Germany. 03 years training is given for aforesaid occupations Salary is given approximately minimum 600-900 EUROS per month for the 1st year, 700-1000 EUROS per month for the second year and in the third year one can get 800 minimum, 800 EUROS upto 1100 EUROS per month. Siemens, Deutsche Bank, BMW, Lufthansa, Bosch, Allianz, Audi, Targo Bank, Daimler Truck, SYNLAB, SAP etc. are top most companies who offer opportunities to the trained for employment after the Ausbildung program.





Enrollment in Germany

As per the UNESCO sources *preprimary school enrollment* percentage of all eligible children, the minimum value was 83.21 in the year 1995 & maximum value of 109.86 in 2016, *The primary school enrollment*, percentage of all eligible children, the minimum value was 99.16 in the year 1992 & maximum of 105.47 in 1998. *These secondary school enrollment*, percentage of all eligible children, the maximum value was 105.7 in the year 1994. *The Tertiary school enrollment*, percentage of all eligible children, the value was 33.66 in the year 1991.

Expenditure on Education as a % of GDP in Germany

In Germany the expenditure on education as a % of GDP is about 5.8% in 2017. The expense in India is far less than that of Germany considering the population of both the countries.

Constraints (Badhayein) in Germany

Such is not the case in Germany. Germany poverty rate for 2017 was **1.00%**, a **0.8% increase** from 2016 & Germany poverty rate for 2016 was **0.20%**, a **0% increase** from 2015. Roughly 13.0 million people in Germany were at risk of poverty in 2017. This is 15.8% of Germany's population. The proportion of people at risk of poverty in the population thus is at roughly the same level as a year earlier, as reported by the Federal Statistical Office (Destatis) (bundesstatistik). Few persons live in the conditions of social exclusion or risk of poverty, many German people live in over-crowded dwellings, Few people in Germany did not have a sufficiently heated home.

Besides, there in Germany social acceptability of vocational education is not a problem because the society accepts vocational education through dual system & separate as well, send their children regularly to schools for theory classes and for practical training to organisations. People are less worried about their careers because they are far sure that their children would find a placement where they are undergoing practical training. But such is not the case with India.

Pupil Teacher Ratio, Primary in Germany

We see the data pertaining to Germany from 1993 to 2017. We find the average number of students per teacher was 14.26. It means that there are 14.26 students studying from one teacher. Balanced ratio of students & teacher can make teaching effective & the teacher can attend each student personally and closely. He can take remedial steps student wise if the things go hay-way. The lesser pupil-teacher also means that the can look after the performance more closely and can have meetings with each students, if need be. As per the UNESCO ideally there should be one teacher and the number of student should be 12.3. In this way we can say the ratio is on positive side. In Germany, there were 12.30 students under each teacher in primary schools in 2017.

Gross Enrollment Ratio (GER)

Meaning of GER: UNESCO defines GER as, “Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population to the same level of education in a given school year”



It means that how many students are admitted in a school as percentage of population of school-age population in the given year.

GER in Germany: Gross Enrolment Ratio (GER) in tertiary education was 70.25 % in Germany. GER in tertiary education of Germany increased from 35.2 % in 1992 to 70.25 % in 2017.

Year	1991	1992	1996	1997	2003	2004	2005	2006	2017
Value	66%	72%	94%	79%	39%	50%	75%	58%	70.25%

Gross Domestic Product (GDP) in Germany

When compared India with Germany the expenditure on education is low in India. In Germany the expenditure on education is about 4% of GDP and considering the population of both the countries the expenditure on Education is India very dismal.

Relation between Vocational Education and Employment (Entrepreneurship) Germany

There are close to 43000 companies where the trainees get training under dual system of training in Germany. More than 80 per cent of them hire apprentices. According to an Association of German Chambers of Commerce and Industry ([DIHK survey](#)), 5,16,200 people started apprenticeships in 2015. But this left many positions unfilled. Nearly a third of businesses surveyed were unable to recruit sufficient qualified applicants for their open trainee positions. In eastern Germany, the figure was 45 percent.

Limitations of the study

The study has been limited to human resource development in vocational studies but do not study the other areas. It was better had the study been involved in other aspects of the vocational training as well. The other areas that would have been covered related to the problems of labour facing the economy, the conditions of education as it prevail in India, the health problems of the people of Germany & India. Health sector too is concerned with the human resource development.

Recommendations

The recommendations are not conclusive. There can be many more recommendations but only a few are given.

1. As discussed, 02 types of VET models are running in Germany, first model is separate full time vocational schools & separate apprenticeship & second one is Dual Education system. First model is already in place in India but second Dual System model can be adopted to provide skill training to large young workforce of India for their livelihood who are unskilled in this modern era.
2. To make dual education system cost-effective, it is essential that Indian public should come forward to make committees who can work in the direction of generating revenues from public in



order to establish public orientated dual vocational education colleges under the guidance of government.

3. To establish equilibrium or balance among Vocational Education, Entrepreneurship & Residential Projects so that public may get maximum benefit from it & that would be good & suitable for them.

Conclusion

As we know through education one can fight against poverty, enhance economic growth, uplift the GDP growth, lower the mortality rate, raise the lifespan & decrease the school & college dropouts etc., in that order this article educate us on VET system in Germany & provides an idea to implement some suitable things in our country to skilled our Indian workforce. In contemporary economy, often referred to as Knowledge and Skill-based Economy, HumanResource Development (HRD) must be a continuous process. Education and training are directed to increase human capital accumulation and to promote the economic and social benefits of lifelong learning. According to the principles of the new economy, HRD investments represent the key to sustainable economic growth and competitiveness. By investing in learning, education and training, countries can improve economically.

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