

# Sustained Training in Logistics

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## **Content**

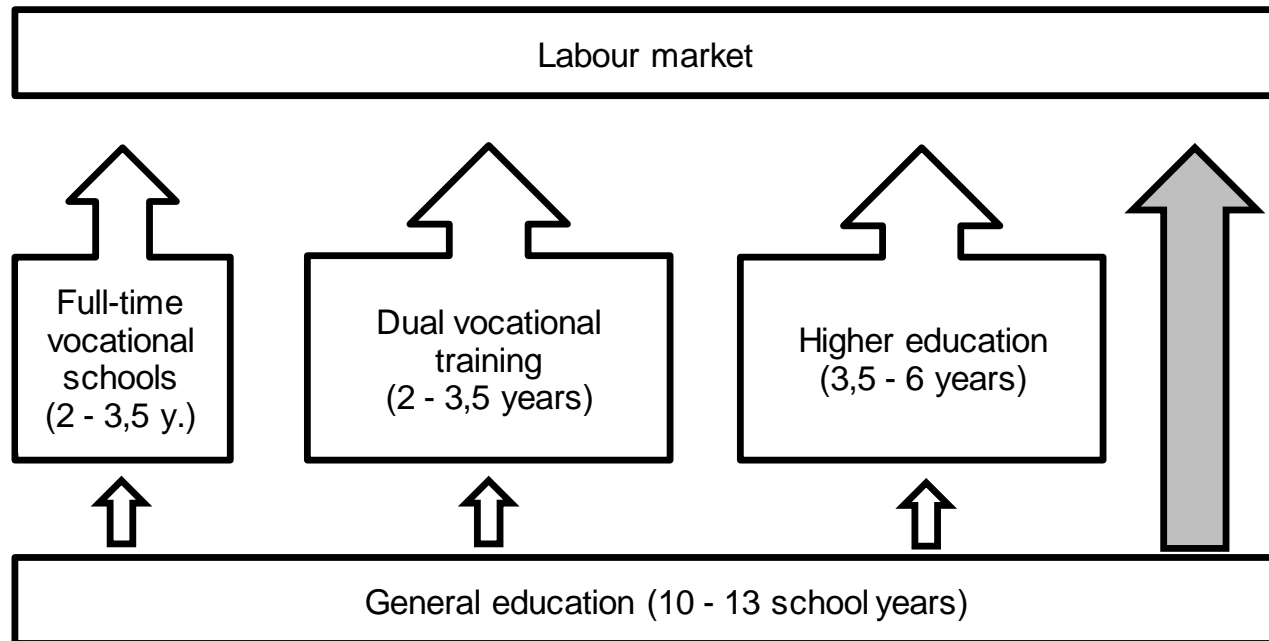
1 Vocational Qualification in Germany

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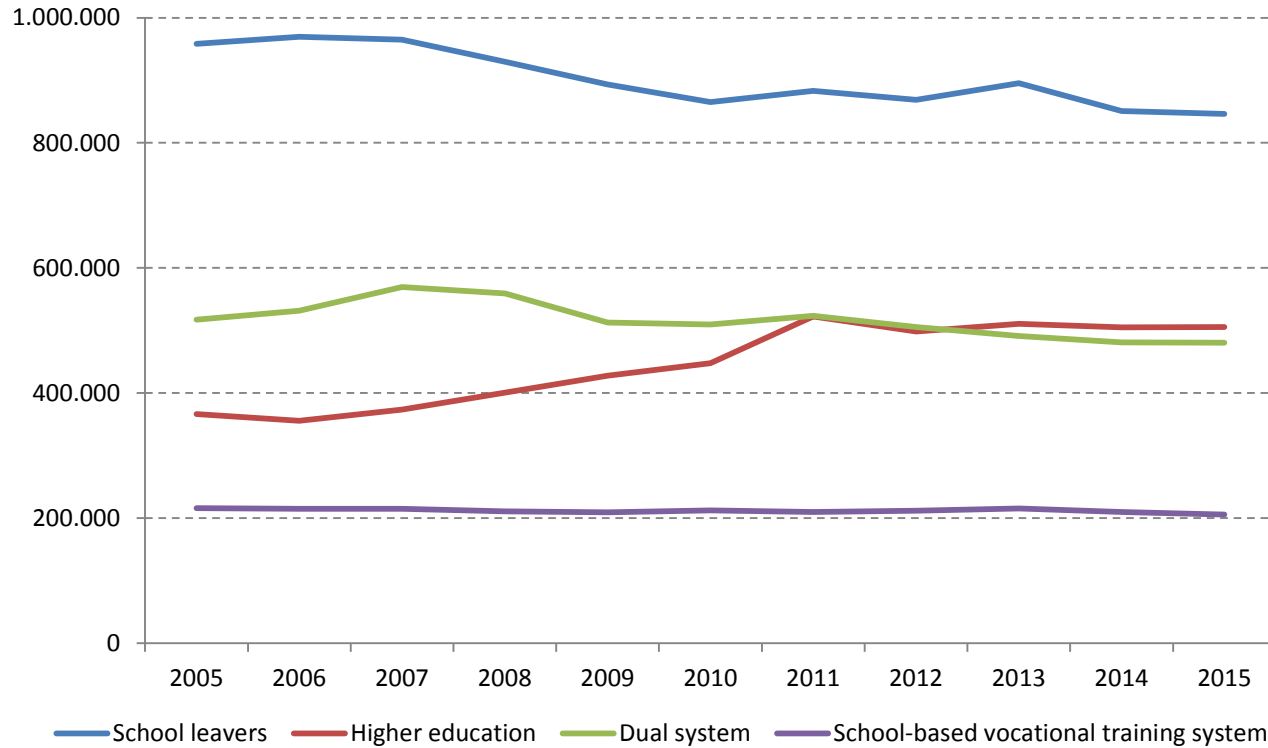
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**Figure 1: Overview – Ways into professional life**



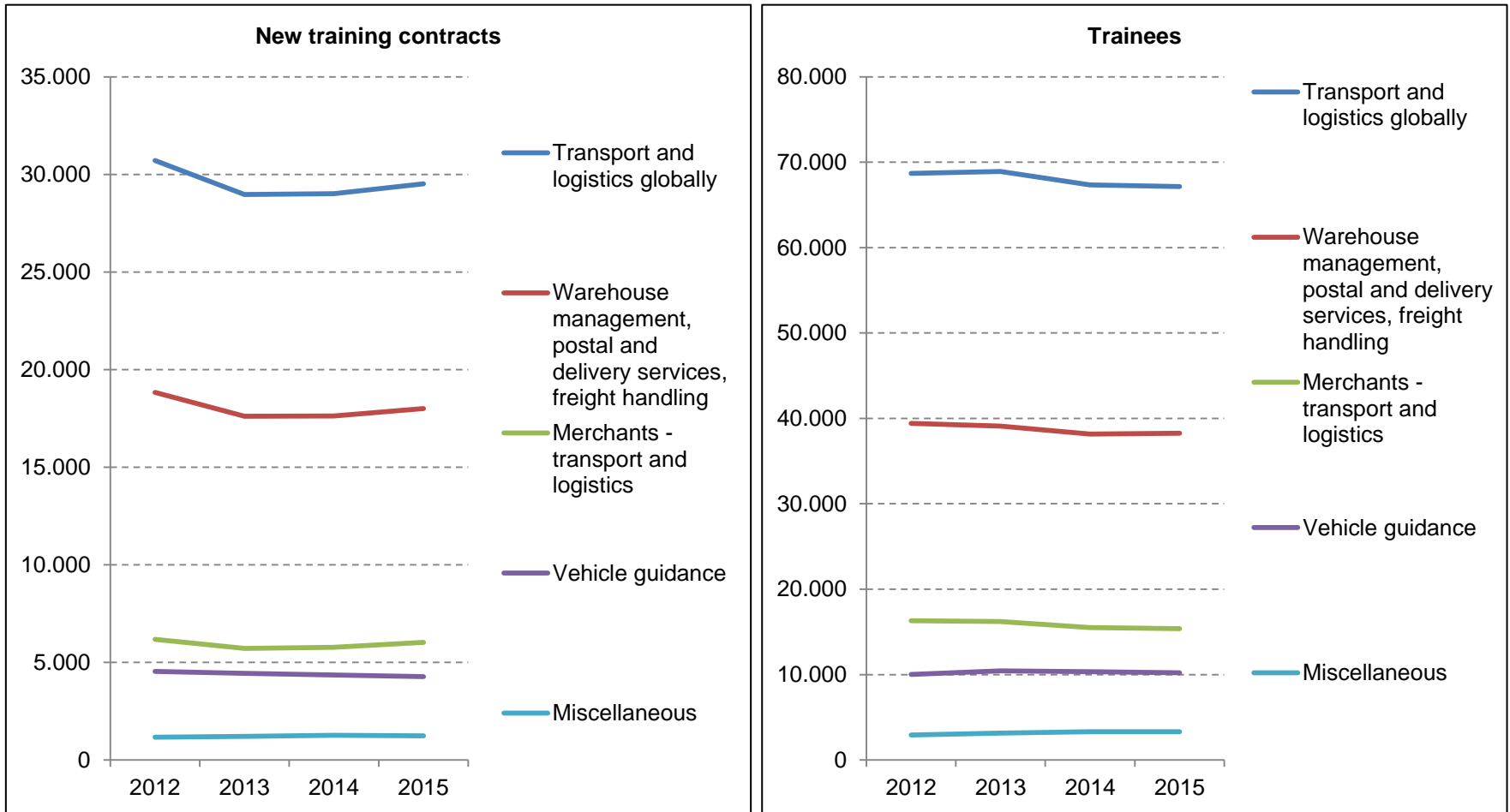
Source: Own diagram based on BIBB (Federal Institute for Vocational Education and Training).

**Figure 2:** General school graduates/leavers and persons entering all sectors of initial vocational training



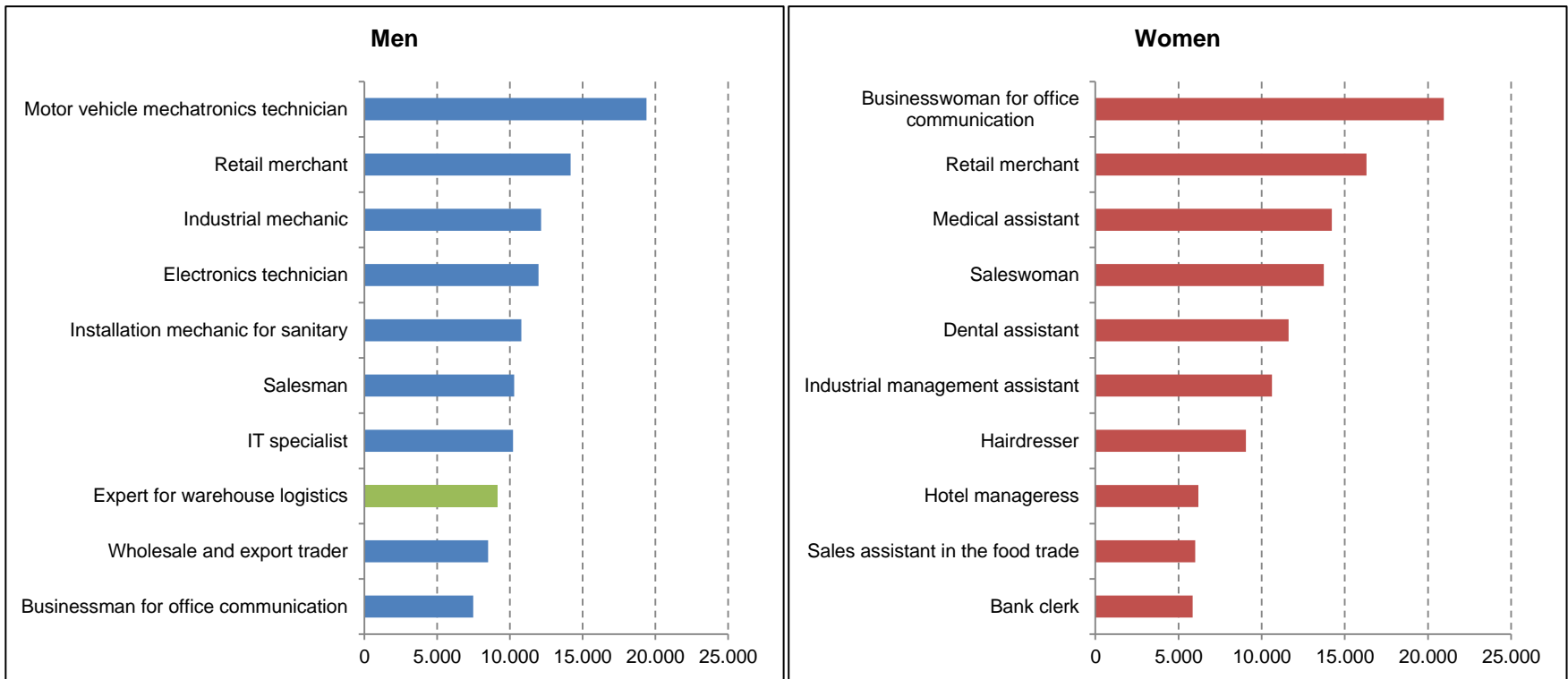
Sources: Federal Statistical Office, Authoring Group Educational Reporting (ed.). Own diagram.

**Figure 3:** Trainees and newly concluded training contracts in the domain of transport and logistics



Source: Federal Statistical Office. Own diagram.

**Figure 4:** The 10 most common training occupations among men and women in 2015



Source: Federal Statistical Office. Own diagram.

## Characteristics

- Two training locations: the company (70 %) and the vocational school (30 %).
- No particular school-leaving certificate is formally prescribed.
- Duration: between 2 and 3.5 years.
- Training contract, training allowance.
- 2 big examinations:
  - intermediate examination,
  - final examination.

## Prerequisites

- Appropriate equipment,
- appropriate ratio of trainees, training places and experts,
- verifiably personally and technically qualified training personnel.
- Control of the adequacy of companies and training personnel through competent chambers.

→ Roughly one fifth of all companies practise dual training.

(87 % of businesses with 500+, 14 % of businesses with <10 employees)

## Equal participation of the State and the business sector

Through laws and ordinances, the State sets the framework conditions and standards governing training. It finances, monitors and supervises the public vocational training system.

→ Homogeneous quality standard across all companies.

The business sector influences the vocational training while social partners determine the course contents for individual training occupations, which will then be laid down in the relevant training regulations. It employs professionals as training personnel. The chambers advise the training companies, qualify the training personnel, examine and certify training companies and also organise examinations.

→ Transmission of knowledge and skills for professional practice.

Participation and cooperation of all actors in decision-making at all levels and in all core areas of vocational training are promoted through formal mechanisms, among others in the form of various committees.



**Table 1:** Training framework for the vocational training of merchants for freight forwarding and logistics services

Seq. No.	Part of the regulated occupation profile	Skills and proficiencies to be given
<b>1</b>	<b>The training company</b>	
1.1	Position, legal form and structure	...
1.2	Vocational Training	...
1.3	Human Resources, labour, social and collective wage provisions	...
1.4	Safety and Health at Work	...
1.5	Environmental Protection	1.5 Contributing to the avoidance of operational environmental pressures within the professional sphere of influence, particularly
<b>2</b>	<b>Working organisation, information and communication</b>	
...	...	
<b>3</b>	<b>Using the English language in specialized tasks</b>	a) explain some possible environmental pressures caused by the training company and their contribution to the environmental protection with the help of examples
...	...	
<b>4</b>	<b>Process-related creation of services for freight forwarding and logistics</b>	b) apply current rules of environmental protection for the training company
...	...	
<b>5</b>	<b>Forwarding and logistics services</b>	c) seize the opportunities of an economical and environmentally harmless use of energy and materials
...	...	
<b>6</b>	<b>Contracts, liability and insurance</b>	d) avoid waste; supply substances and materials of an environmentally friendly disposal
...	...	
<b>7</b>	<b>Marketing</b>	
...	...	
<b>8</b>	<b>Dangerous goods, Protection and Security</b>	
...	...	
<b>9</b>	<b>Commercial management and control</b>	
...	...	

Source: Ordinance for vocational education and training in the occupation of merchant for freight forwarding and logistics services / female merchant for freight forwarding and logistics services.

**Table 2:** *Overview of the learning areas for the training occupation of merchant for freight forwarding and logistics services*

Learning areas No.	Learning time guidelines		
	1st year	2nd year	3rd year
1 Co-designing the vocational training	40		
2 Collaborating in the freight forwarding business	80		
3 Keeping records of business processes and processing payment transactions	40		
4 Comparing modes of transportation and processing freight orders for road haulage services	80		
5 Processing forwarding orders for groupage and general cargo transport	80		
6 Processing freight orders of another mode of transportation		40	
7 Managing business processes with focus on success		80	
8 Planning, managing and controlling operational procurement processes		40	
9 Offering and organising warehouse services		40	
10 Processing export orders		80	
11 Processing import orders			40
12 Offering and organising services of procurement logistics			40
13 Offering and organising services of distribution logistics			80
14 Developing and implementing marketing measures			40
15 Aligning forwarding and logistics business processes on economic conditions			80

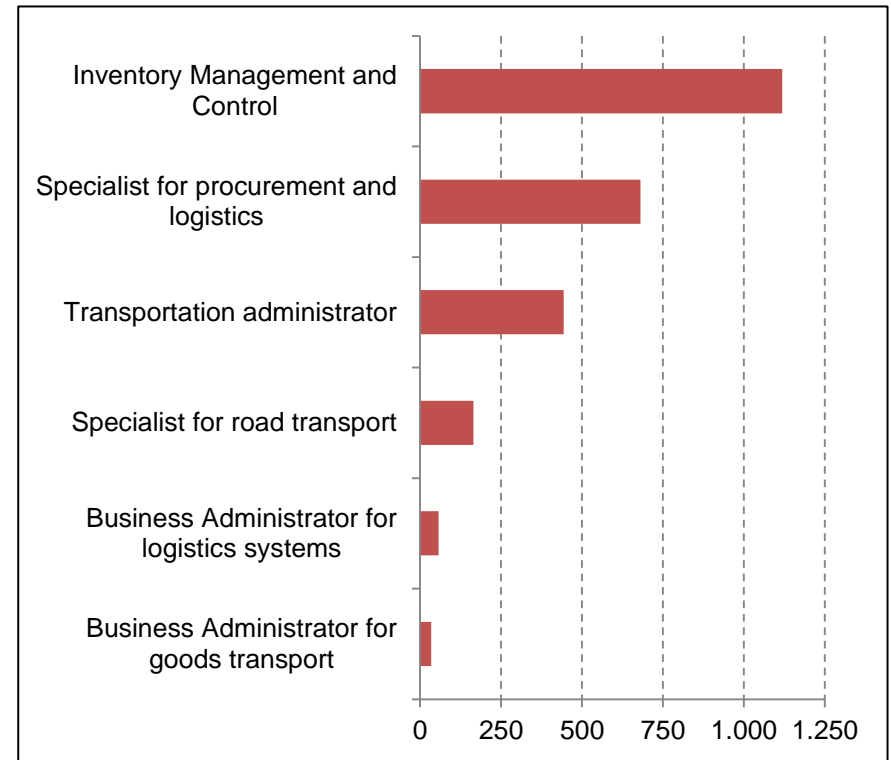
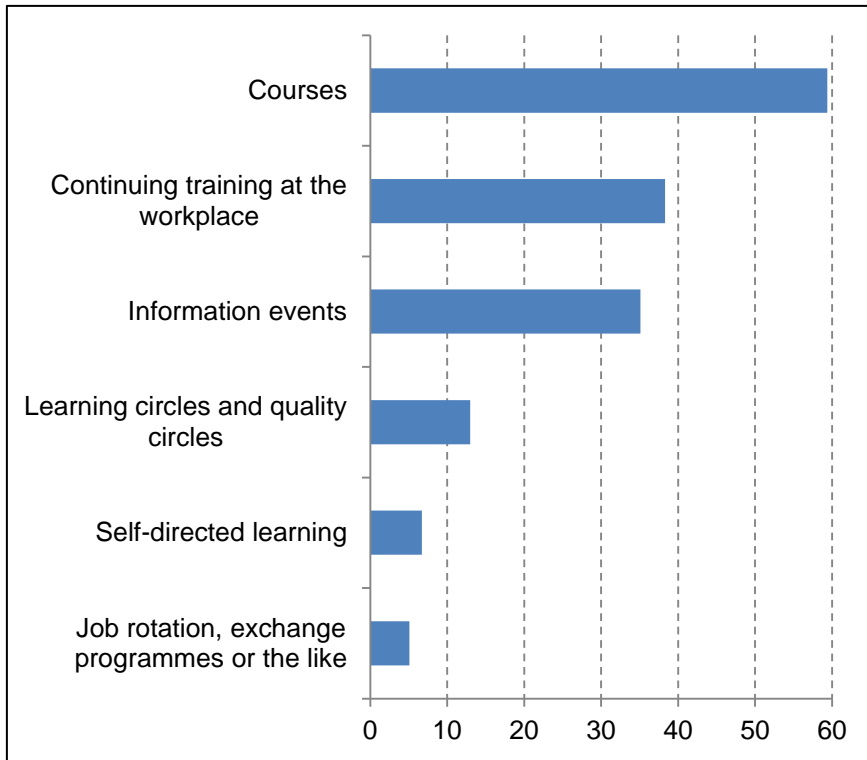
Source: Outline curriculum for vocational education and training in the occupation of merchant for freight forwarding and logistics services / female merchant for freight forwarding and logistics services.

## The advantages of dual training

- The business sector ensures the availability of young professionals who meet the requirements of the company.
- Trainees learn under real operational conditions and identify themselves with the company and the training company. Moreover, they receive a training allowance.
- The State disposes of a highly modernised vocational training system.

**Figure 5:** Forms of continuing training provided in transport and logistics companies in 2010, shares in %

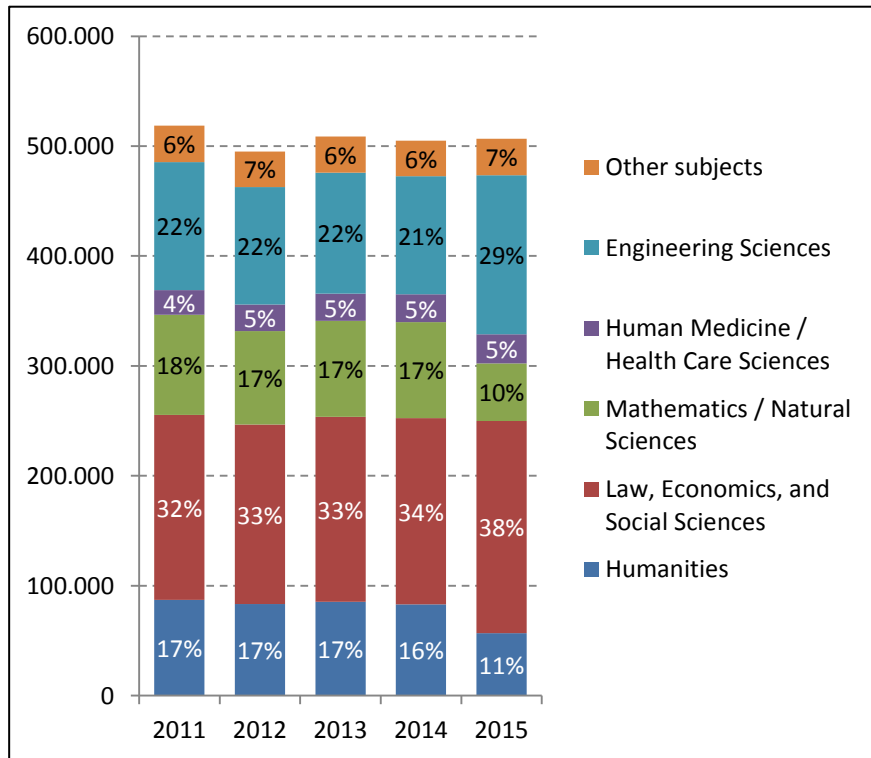
**Figure 6:** Passed training examinations in selected fields of study in 2015



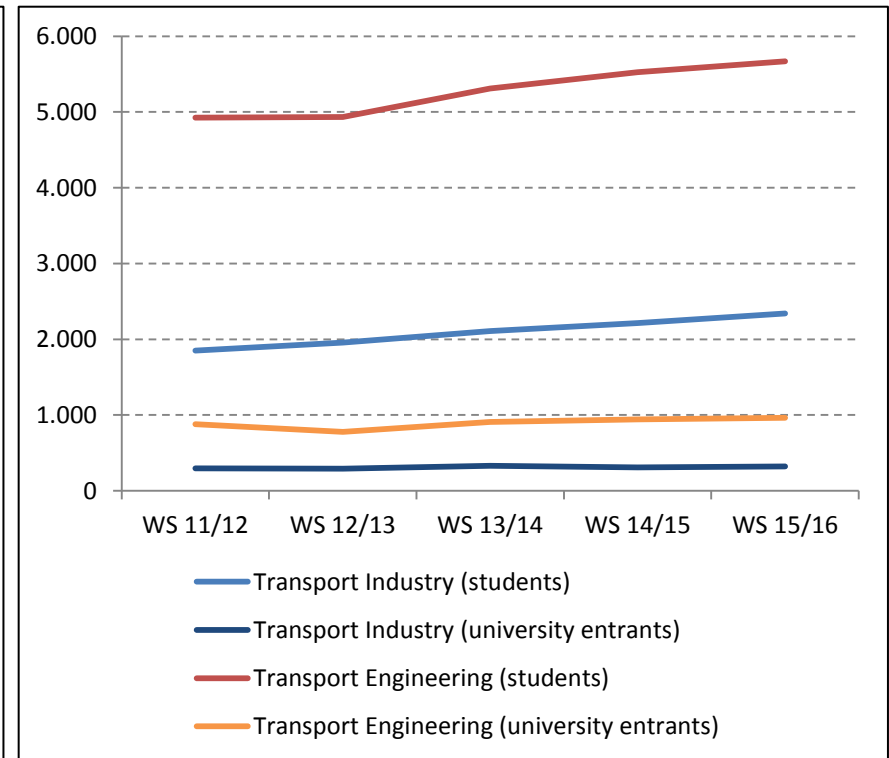
Source: Federal Statistical Office. Own diagram.

Source: Federal Statistical Office. Own diagram.

**Figure 7:** University entrants according to areas of study



**Figure 8:** Students and university entrants in the study subjects “Transport Industry” and “Transport Engineering”



Source: Federal Statistical Office. Own diagram.

Source: Federal Statistical Office. Own diagram.