



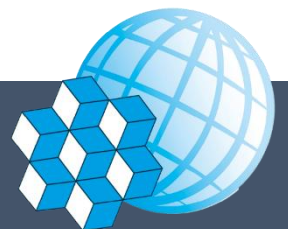
Experiences and Conclusions of Dual Training Systems in African Construction Sectors

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Deutscher Auslandsbau-
Verband (DABV) e.V.



North Rhine-Westphalia (NRW)



Key Facts

18.1 million inhabitants

The most densely populated federal state in Germany

State capital: Düsseldorf

Home to mayor sectors including insurance, telecom

Mayor cities

Cologne - Bonn - Dortmund – Münster





BAUVERBÄNDE NRW is the umbrella association of the construction sector in the federal state of North Rhine-Westphalia. It represents the collective interests of approximately 4,500 member companies, serving as their authoritative voice toward politics, business bodies, and the wider public.

Legal & Procurement

Advises members on construction law, public procurement rules, and tax questions

Labour Relations

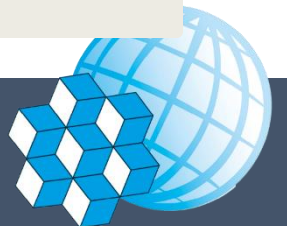
Supports collective bargaining and day-to-day labour law issues, including disputes over working time, coordinates negotiations

Technology & Standards

Translates new regulations into practical guidance on technology, standardisation, and business management

Vocational Training

Advising members on apprenticeship funding; supporting with materials for recruiting young talent; advising on regulations, allowances





The construction sector in Germany

2M

Employees

Across the entire construction sector in Germany

75K

Main Sector Companies

Employing approx. 900,00 workers

~ 6%

Share of Value Added

Construction's contribution to total German GDP

250K

Construction Trades

Employing approx. 1,13 million employees

Critical Challenge: Skilled Worker Shortage

The most urgent issue facing the sector.

Nearly 90% of companies have fewer than 20 employees, making workforce gaps acutely felt at every level.

The German construction sector is structurally dominated by small and medium-sized enterprises. Despite its economic significance — closely interlinking with manufacturing, real estate, infrastructure, and public investment — the sector faces a deepening shortage of qualified tradespeople that threatens long-term capacity.



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The Background: Points of Critiques on Training in African Construction Sectors

Before proposing solutions, it is essential to understand the structural weaknesses of existing TVET systems across African construction sectors. These critiques are consistent across multiple country contexts and point to systemic - not incidental - failures.

Too Theoretical

TVET training is heavily classroom-based. Trainers are often not practitioners themselves, creating a gap between taught skills and real-site requirements.

Financial Hardship for Trainees

Trainees must work alongside their TVET programme to cover living expenses, severely limiting the time and energy available for learning.

Chronic Underfunding

TVET centres lack the budgets to maintain consumable materials and up-to-date equipment on a permanent basis, undermining practical training quality.

Low Graduate Employment

TVET graduates rarely find employment in the construction sector. Employers do not co-design curricula and have no structural incentive to hire graduates.

The result: African construction sectors fail to deliver the desired output in terms of both **quality** and **quantity** of skilled labour.



Key Success Factors for a Dual Training System in Africa

The German dual training model is not a one-size-fits-all solution, yet the logic underpinning it can be translated across contexts. The following factors offer a coherent framework for reform.

01

Sustainable Financing System

- a) Training contract
- b) Training allowance
- c) Financial training levy including a **corruption-free training fund** - the financial foundation without which nothing else functions.

02

Training Incentives via Public Procurement

African construction companies that participate in dual training should receive preferential treatment in public tenders - a practical, low-bureaucracy lever to drive employer participation.

03

Demand-Driven Curricula

Curricula must be built around actual labour market needs and aligned with international standards - not inherited colonial or academic frameworks.

04

Certified In-Company Trainers

Certified, practitioner trainers must be established both within construction companies and at TVET colleges, bridging the theory-practice divide structurally.



Key Success Factors for a Dual Training System in Africa

05

Restructuring TVET Colleges to IWT Centres

Organisational restructuring of TVET colleges into Industry Wide Training (IWT) Centres, specifically oriented to construction-related occupations and practical site conditions.

07

Simultaneous Implementation

All the aforementioned success factors must operate **simultaneously** during normal operation. Partial reform produces partial results - the system only works when all elements are active and aligned.

06

Permanent Public–Private Dialogue (PPD)

African construction companies must be continuously involved in the further development of both practical and theoretical training content - not consulted once, but embedded as permanent stakeholders.

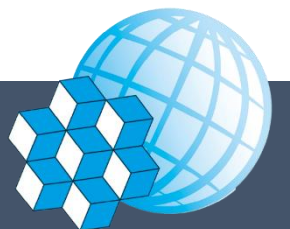
Sequencing matters:

Financing and incentive structures must come first - because without them, companies have no structural reason to participate, and all other reforms remain ineffective.



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Transferable Lessons for Early-Stage VET Systems

The African context offers clear lessons for early-stage vocational education and training systems

1. **Secure Financing**
2. **Create incentives and standards**
3. **Establish quality**
4. **Constant Public Private dialogue**

Overarching lesson: No single factor is sufficient. Financing, incentives, standards, trainer quality, and institutional restructuring have to operate **simultaneously**.

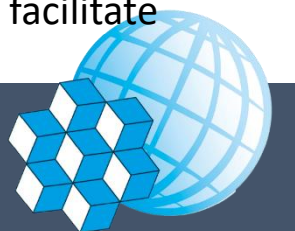
It is not about finding one lever and pulling it. It is about building a system - and systems require coherence, commitment, and coordination across multiple actors at once.

Industry responsibility: —————> The construction industry finances and organizes its own training through a self-managed training fund with a focus on practical training

State support: —————> The government provides the theoretical foundation for education.

Incentive schemes: —————> Companies benefit from financial relief, whilst trainees are offered genuine prospects for the future.

International outreach: —————> Through projects, support in working out a framework for dual training system and facilitate PPD based on experiences



THANKS FOR YOUR ATTENTION!

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