



Vocational Education and Training and Continuing Education
Overview of vocational qualification opportunities in Germany
Revised and supplemented 2nd edition

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Preface

This brochure provides insights into types and stages of training as well as occupational titles. It gives a systematic overview of the occupational and training system in Germany. Initial training is addressed alongside the possibilities offered by advanced and continuing training. The various qualifications are also aligned to the reference levels of the German Qualifications Framework.

GOVET, the German Office for International Cooperation in Vocational Education and Training, is part of the Federal Institute for Vocational Education and Training (BIBB). It acts as the main point of contact for domestic and foreign enquiries relating to the topics of VET and international VET cooperation. Numerous such enquiries are received from all over the world, and this clearly demonstrates the degree of interest in the German dual system of vocational education and training. It is, however, frequently the case that less is known about the various other training pathways which exist within the German VET system.

The information set out below has been largely collated from publications of the Federal Institute for Vocational Education and Training (BIBB) and with the support of the relevant BIBB Divisions responsible.

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1. Introduction

1.1. The diversity of the German occupational and training system

- ▶ Around 28,000 occupational titles currently exist in Germany.
- ▶ Distinctions are drawn between regulated and non-regulated occupations, between academic and non-academic qualifications, between training programmes that are governed by federal law and by federal state law and programmes which are non-regulated, between dual and school-based programmes and between state-recognised and non-recognised training courses. These differences will be discussed below. Some designations are outdated or synonymous¹.
- ▶ In common parlance, occupations are often conflated into occupational groups. Examples include craft trade occupations, non-craft trade industrial occupations, commercial occupations, wood-working and metal-working trades, service occupations, healthcare, laboratory and office occupations, artistic and liberal professions, green occupations and many more besides. These occupational groups are not formally regulated, and there are overlaps.
- ▶ The entry into force of the updated Vocational Training Act (BBiG) on 1 January 2020 has also led to the addition of entirely new titles and terms, at times replacing earlier designations. Transparent stages of advanced training have been introduced for the first time in order to describe vocational education and training that leads to higher level qualifications. This was previously referred to as upgrading training. Qualifications acquired within the scope of continuing training may in future bear the titles of “Certified Professional Specialist”, “Bachelor Professional” and “Master Professional”. Vocational qualifications are thus being related to academic qualifications with the aim of emphasising the equivalence of vocational and academic education. The idea behind this systematic establishment of stages of advanced training and the creation of new titles which are easier to understand internationally is to facilitate greater transparency regarding the level and scope of additional competencies acquired in advanced training programmes. The objectives are to foster the mobility of those completing such programmes and to enhance the attractiveness of vocational education and training.



¹ In everyday life, for example, skilled express and postal services employees are still simply referred to as mail carriers (*Briefträger* or *Postbote*, depending on the region).

















1.2 The German concept of the “occupation”

- ▶ The German principle of the occupation has its basis in a holistic approach. Training is geared towards the ability to solve problems, and the goal is to achieve comprehensive employability skills both via the imparting of specialist knowledge and skills and by fostering personal and social competencies.
- ▶ A differentiation is made between a training occupation and gainful occupation.
 - A training occupation is a structured programme guided by a minimum standard in terms of qualifying the trainee to take on a responsible task at the intermediate skilled worker level. It follows statutorily stipulated training regulations and concludes with the award of a recognised certificate. Alignment to a training standard makes it easier to switch between different companies within a task domain.
 - Gainful employment is defined by tasks and activities determined by a company and is a prerequisite for achieving an income.
- ▶ The term “occupation” (*Beruf*) also needs to be delineated from simple occupational activities, for which the English word “job” is colloquially used. “Job” describes employment which is only exercised temporarily, or which is not linked with a certain training programme.
- ▶ Personal suitability and preference play a major role when choosing a training occupation. The word *Beruf* has its origins in the old religious term *Berufung*, which translates as “calling” or “vocation”. In the Middle Ages, people were called by God. This notion was later transferred into a secular context. Tradesmen, for instance, were “called” to a monarch’s court. The same word is still used in German to refer to the appointment of university professors.
- ▶ An occupation unites social aspects which are in themselves different.
 - It enables each individual person to earn a livelihood.
 - It represents the task and role which those exercising it perform in a society which is based on the division of labour. It thus exerts an integrating effect and contributes in many ways to the social status of the person concerned.
 - Sometimes, there is a necessity or a personal need to undertake a complete occupational reorientation. This may, for example, occur for health reasons or due to causes related to the labour market. The result is that a distinction is drawn in everyday language between the occupation in which training has taken place and the occupation which is actually exercised. This frequently designates a complete change of occupational specialism, something which may happen without any requirement for retraining. Competencies acquired in an occupation or in a person’s private life can lead to a type of gainful employment which barely relates to or is indeed entirely unconnected with the original training.



2. Classification of occupations – model for the systematisation of gainful occupations

- ▶ The benchmark at an international level is set by the “International Standard Classification of Occupations (ISCO)”, which was revised by the International Labour Organization (ILO) in 2008.²
- ▶ Also in 2008, the Federal Institute for Vocational Education and Training (Tiemann/Schade/Helmrich et al.) published a revision of the classification model presented by the Federal Employment Agency in 1992 and defined 54 occupational fields. In 2018, M. Tiemann (BIBB) issued a revision which was adapted to the classification presented by the Federal Employment Agency in 2010 and which has been valid since 2011 (see next section).
- ▶ The new and complex “Classification of Occupations” drawn up by the Federal Employment Agency (BA) came into force in Germany in 2011. Its initial foundation is one of occupational specialism (similar task areas and profiles). The next stage involves allocating occupations to different requirements levels. The Classification of Occupations is used for the statistical recording and structuring of labour market data.
- ▶ Within the area of vocational orientation, the depiction of the BA is based on occupational fields. These are in turn organised by sectors, work objects, materials, products, knowledge areas, fields of technology and so forth. This simplified description, which is intended to offer information to those interested in training, comprises the following 16 occupational fields.

	Agriculture, nature, environment		Business, administration
	Production, manufacturing		Transport, logistics
	Construction, architecture, surveying		Services
	Metal working, engineering		Health
	Electrical		Social, pedagogy
	IT, computers		Social sciences, humanities
	Natural sciences		Art, culture, design
	Technology, fields of technology		Media

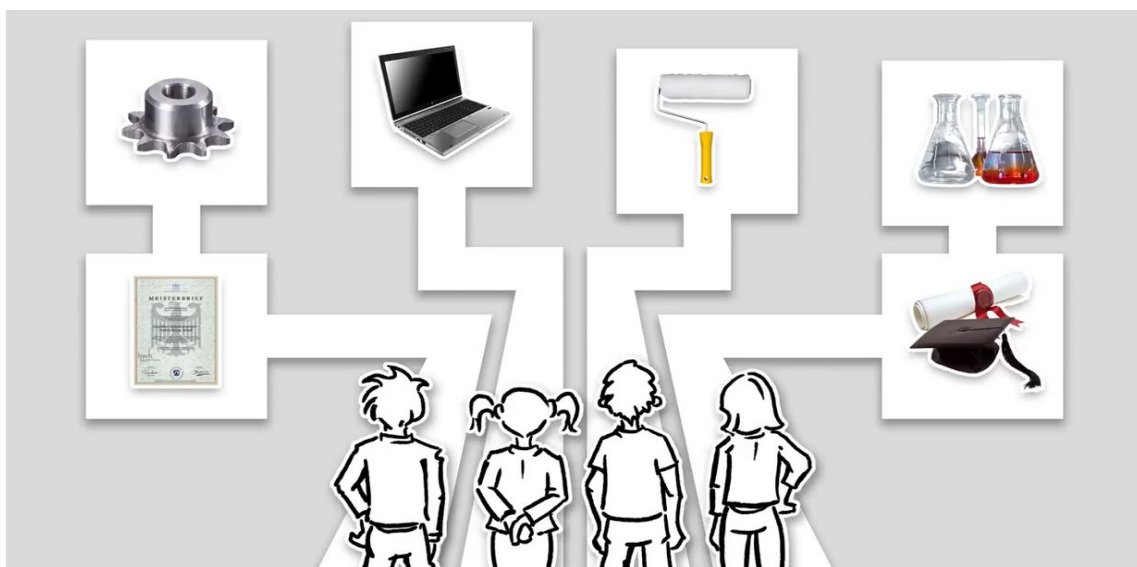
² See the bibliography in the Annex for all models and sources mentioned here and elsewhere in the text.

3. Various qualification pathways in the German education system

3.1. Different educational programmes

Most occupational fields contain occupations in almost all types of programmes.

- ▶ *Initial vocational education and training (= DQR 3/4)*³
 - Dual training → craft trades, industrial technical or scientific technical, commercial and others
 - School-based training → healthcare/social care/assistance occupations and others
- ▶ *VET leading to higher level qualifications*
 - Certified Professional Specialist (= DQR 5)
 - Bachelor Professional (same level as e.g. master craftsman, technician, certified senior clerk and others) (= DQR 6/7)
 - Master Professional (same level as e.g. business economist, certified vocational educator) (= DQR 7)
- ▶ *Academic education (= DQR 6/7/8)*
 - University of Applied Sciences degree → Bachelor (6), (Masters (7), in some cases still Diploma (University of Applied Sciences) (7)
 - Dual course of higher education study → combination of degree at a University of Applied Sciences and dual training
 - University degree → Bachelor (6), Masters (7), Diploma (7), doctorate (8)



³ DQR = German Qualifications Framework, see glossary.

3.2. Examples of occupations and training programmes at the individual DQR levels

Systematisation by degree of complexity and type of task⁴

- ▶ **DQR 1-2:** No training – unskilled tasks →
 e.g. *harvest worker, kitchen assistant/assistant cook, relief waiter, electrician's assistant*
- ▶ **DQR 3:** Dual (= company-based) training occupation (2 years) →
 e.g. *specialist in the hospitality services industry, warehouse operator, skilled metal worker, construction finishing worker, sales person/shop assistant*
- ▶ **DQR 4:** Dual (= company-based) training occupation (3–3.5 years) →
 e.g. *farmer, warehouse logistics operator, plant mechanic, mechatronics engineer for refrigeration technology, cook*
- ▶ **or:** (full-time) school-based training occupation →
 e.g. *agricultural technical assistant, food technical assistant, hotel management assistant, technical commercial assistant in buildings services, mechatronics assistant – specialising in maintenance and service*
- ▶ **DQR 5:** Specialised higher qualification →
 e.g. *Certified Professional Specialist – IT specialist, service technician, dietary cook, service fitter in wind turbine technology, CCI (Chamber of Commerce and Industry, IHK) housing consultant*
- ▶ **DQR 6:** Upgrading training leading to a qualification at master craftsman level →
 e.g. *Bachelor Professional in ..., master craftsman qualification in agriculture, master craftsman qualification in electrical engineering, master chef, certified senior restaurant management specialist⁵*
- ▶ **or:** Technical upgrading training →
 e.g. *Bachelor Professional in..., agricultural technician, food technician, building systems technician*
- ▶ **or:** Commercial upgrading training →
 e.g. *Bachelor Professional in..., agrarian specialist in accountancy, certified senior business clerk, certified senior industrial clerk, certified senior media and publishing clerk, management accountant*
- ▶ **or:** Academic course of study leading to a bachelor's degree at a University of Applied Sciences/institute of higher education →
 e.g. *Bachelor of Science (B. Sc.) in Agriculture, Bachelor of Science or Bachelor of Education in Food Science, Bachelor of Electrical Engineering*

⁴ The occupations within the same occupational field stated here do not necessarily build upon one another. They represent occupations at the different reference levels in the respective occupational field which are cited as examples.

⁵ Those completing programmes in future will be able to use the new designations either alone or in conjunction with the previous titles, which will remain valid.

- ▶ **DQR 7:** Advanced upgrading training →
 e.g. *Master Professional in..., technical business economist, commercial business economist, certified vocational educator*
- ▶ **or** Academic course of study leading to a master’s degree at a University of Applied Sciences/institute of higher education →
 e.g. *Master of Science (M. Sc.) in Agriculture, M. Sc. in Food Technology, M. Sc. in Business Administration, M. Sc. in Green Electronics*
- ▶ **DQR 8:** Doctorate at an institute of higher education →
 e.g. *Ph.D. in Agriculture (Dr. agr.), Ph.D. in Economics (Dr. oec.), Ph.D. in Food Science (Dr. oec. troph.), Ph.D. in Engineering (Dr. Ing.)*

Vocational and academic pathways (selection)	Qualifications	Access to further qualification pathways	
		Vocational ⁶	Academic ⁶
Vocational education and training			
Company-based training (dual system) and full-time vocational schools (full-time school-based system)	Qualification in a state-recognised training occupation	Master craftsman Certified senior clerk Other vocational qualifications	Bachelor Masters
Mixed forms of general and vocational (education and) training			
e.g. full-time school-based VET also leading to an upper secondary school-leaving certificate	Qualification in a state-recognised training occupation and upper secondary school-leaving certificate	Master craftsman Certified senior clerk Other vocational qualifications	Bachelor Masters
Academic education			
University of Applied Sciences (FH)	Bachelor, Masters (Doctorate)	Other vocational qualifications	Doctorate <i>Special conditions usually apply</i>
University	Bachelor, Masters Doctorate	Other vocational qualifications	All
Dual course of higher education study (combination of study at a University of Cooperative Education, University of Applied Sciences or university and initial or advanced training at the company)			
a) Also leads to a vocational qualification	Qualification in a state-recognised initial or advanced training occupation and a bachelor’s or master’s degree	Master craftsman Certified senior clerk Other vocational qualifications	Masters
b) No vocational qualification, but with detailed operational practice	Bachelor, Masters		Masters

This simplified graphic maps selected typical vocational and academic qualification pathways. It makes no claim to be exhaustive.

⁶ Several years of occupational experience may be a prerequisite for admission to further education and training routes.

4. Training programmes in initial vocational education and training

4.1. Dual training

- ▶ There are 327 dual training occupations (as of 2022).⁷
- ▶ Legal basis: Vocational Training Act (BBlG) and Crafts and Trades Regulation Code (HwO).
- ▶ Dual training is governed by federal law. This means that the general training plan is drawn up via a consensual process involving the Federal Government, the federal states, the employers and the employees before being enacted by the federal ministry responsible, normally the Federal Ministry for Economic Affairs and Climate Action.
- ▶ Most of the training, about two thirds on average, takes place at the company. Trainees spend one third of their time at vocational school. For this reason, dual training is also referred to as company-based training.
- ▶ The skeleton curricula for the vocational schools are coordinated with the general training plans used by the companies. However, these skeleton curricula lie within the remit of the 16 federal states, which are thus able to set their own emphases in the general subjects.
- ▶ The three largest occupational groups are the craft trades, industrial, scientific and technical occupations, and commercial occupations. Agricultural occupations and service occupations constitute two further groups. Individual occupations occur in several or in all occupational groups, as is made clear by the listing of the areas below. Such overlaps are the reason why the figures stated for each separate area appear to exceed the overall total of 327.
- ▶ Just over two thirds of training entrants have opted for dual training over recent years (cf. BIBB Data Report).



⁷ New occupational profiles are emerging on an ongoing basis as a result of the constant advances in technical and societal development. At the same time, outdated profiles are disappearing. The number of dual training occupations therefore alters accordingly.

4.1.1. Craft trade occupations

There are 130 occupations which predominantly lie within the responsibility of the chambers of crafts and trades, the guilds and the district craft trade associations in the following areas.

- Wood-working sector
- Construction and finishing trades
- Electrical and metal-working sectors
- Clothing, textiles and leather
- Glass, paper, ceramics and allied trades
- Chemical and cleaning sector
- Healthcare and body care
- Food



Entry requirements: there are no formal restrictions. The companies providing training make decisions regarding the necessary prior school learning of their applicants. More than one quarter of training entrants currently opt for an occupation in the craft trades sector.

4.1.2. Industrial technical and scientific technical occupations

Approximately 250 occupations, some of which are technical occupations identical to craft trade occupations. Training is provided at industrial or other large companies and primarily falls within the remit of the chambers of commerce and industry. They also include so-called laboratory occupations in the area of the natural sciences. For example:

- Plant mechanic
- Biological laboratory technician
- Chemical technician
- Electronics technician for industrial engineering
- Skilled metal worker
- Machine and plant operator
- Mechatronics fitter
- Production technologist
- Materials tester



Entry requirements: there are no formal restrictions. The companies providing training make decisions regarding the necessary prior school learning of their applicants. Approximately 60 percent of training entrants have opted for an occupation in trade and industry in recent years (cf. BIBB Data Report).

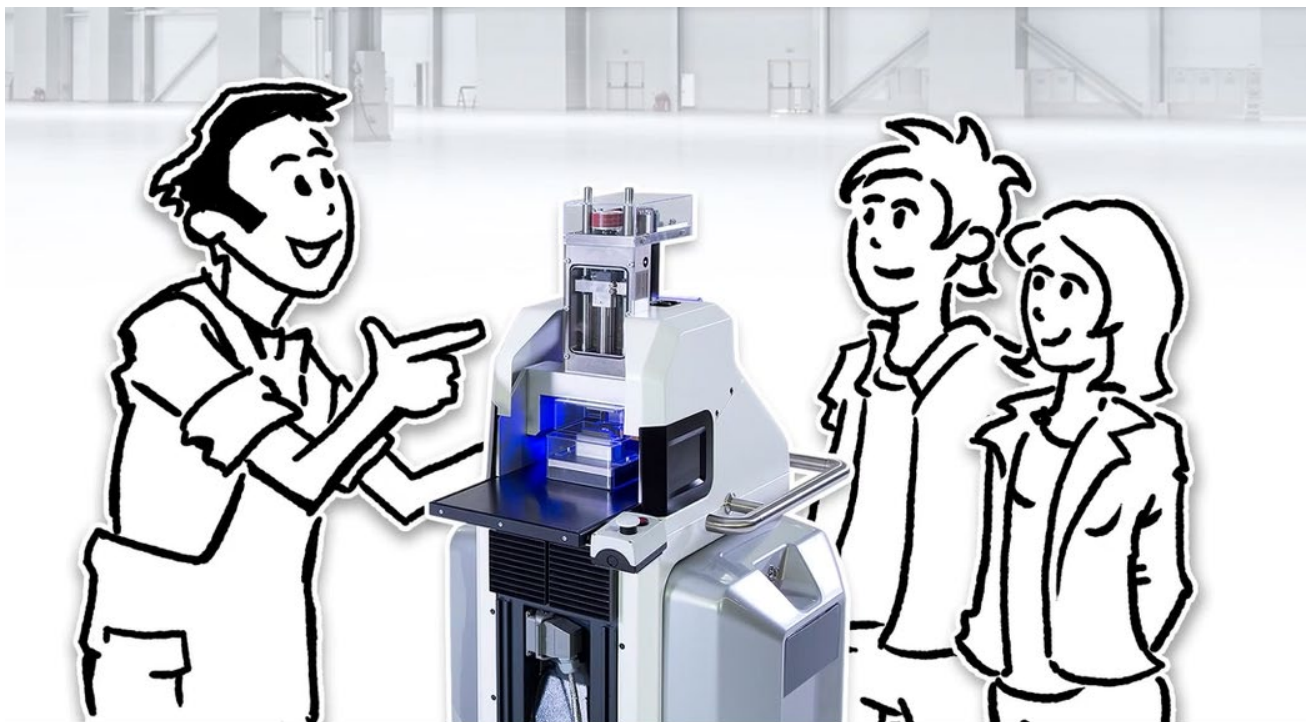
4.1.3. Commercial occupations

Depending on the way in which they are counted, 49 or more commercial occupations which, like the occupations mentioned above, sometimes coincide with the service sector occupations. They are located in the following areas:

- Trade (retail, wholesale and foreign trade, industry)
- Office and administration
- Finance, controlling and law
(banks, insurance companies, legal system)
- Healthcare management
- Logistics and transport
(forwarding and logistics services)
- Real estate
- Hotels and restaurants
- Leisure and tourism



Entry requirements: there are no formal restrictions. The companies providing training make decisions regarding the necessary prior school learning of their applicants. An intermediate or even higher school leaving certificate is frequently demanded.



4.2. School-based training

- ▶ The school-based training programmes, which involve full-time teaching at a vocational school, a trade and technical school or a healthcare sector school, mostly also feature high proportions of practical phases at a company. This applies in particular to the specialist healthcare occupations, which are governed by federal law.
- ▶ School-based training is predominantly found in the healthcare and social services sectors, although there are also programmes in the areas of foreign languages, technology and IT.
- ▶ Some provision is subject to the Vocational Training Act (BBiG), to individual laws governing the professions or to federal ordinances and thus follows training contents which are stipulated under federal law. Most, however, are regulated by the federal states (= governed by federal state law) and also comply with defined skeleton curricula. Provision in the federal states may vary with regard to duration, contents, entry requirements etc.
- ▶ Fees are charged for vocational training programmes at so-called (private) supplementary schools (such as language schools or full-time vocational schools for gymnastics and sport), which offer courses that do not normally exist at state schools. These programmes are not necessarily state recognised. In such cases, completion of the programme is documented in the form of a separate certificate.
- ▶ According to the BIBB Data Reports, about one third of training entrants have chosen to embark on full-time school-based training in recent years. A quarter of these trainees opted for an occupation in the field of healthcare, education and social services.

4.2.1. Professions and occupations governed by federal law

- ▶ These mainly comprise the non-academic training programmes in the healthcare sector⁸, which lead to a qualification in a specialist healthcare occupation.⁹
- ▶ The following areas can be differentiated:
 - Nursing, emergency medical services and midwifery
 - Technical medical assistant occupations
 - Physical and language therapy
 - Commercial occupations/healthcare management (see 4.1.3)
 - Healthcare-related occupations in the craft trades (see 4.1.1)
- ▶ Duration is normally three years.
- ▶ All occupations in the first three areas cited are regulated professions. This means that they may only be exercised by persons who are able to demonstrate that they have passed the final examination, that they are in possession of the state-recognised training qualification and that they have permission to use the relevant occupational title.

⁸ Statutory amendments have been occurring in this area since 2019, although not all of these have entered into force yet.

⁹ School-based provision affording the opportunity to acquire a qualification in a recognised training occupation pursuant to the BBiG/HwO is available in some federal states. Applicant numbers have been in sharp decline recently, but the advent of difficult economic times may cause them to rise again.

- ▶ Alongside the classical nursing professions, this category also includes the fields of speech therapy, occupational therapy and physiotherapy, and the occupations of paramedic, podiatrist and dietary assistant.

The entry requirement is usually an intermediate secondary school leaving certificate.

4.2.2. Professions and occupations governed by federal state law

Depending on the way in which they are counted, around 50 training programmes are contained within this category. The prerequisite for entry is primarily an intermediate secondary school leaving certificate. Programmes are of a duration of up to three years and may be completed on a full-time or part-time basis. There are the following areas:

- ▶ Technology – 39 assistant occupations (e.g. technical biological assistant, technical chemical assistant, technical information assistant and technical ship's operations assistant).¹⁰ The federal states govern training programmes in the assistant occupations via their school or vocational school regulations and on the basis of a joint framework agreement for mutual recognition.
- ▶ Foreign languages – interpreting, translation, foreign language correspondence (e.g. European secretary, European management assistant)
- ▶ Design – creative occupations (e.g. photographic and technical media assistant, ceramics maker, designer, performing artist, dancer, ensemble director)
- ▶ Commercial area – e.g. commercial management assistant, hotel management assistant
- ▶ Healthcare, social sector, body care – e.g. helper professions and social assistant



¹⁰ Training in the technical medical and pharmaceutical assistant occupations is governed by federal law because these belong to the healthcare professions (→ 4.2.1).

4.3. Training programmes in the public sector

4.3.1. Occupations and training programmes in general

- ▶ The public sector is designated as comprising all those employed by the Federal Government, by the federal states, by local government authorities and by foundations, institutions and entities which operate under public law. It also encompasses the tasks these persons perform. Workers in the public sector may be salaried employees on the basis of a collective wage agreement or civil servants.
- ▶ The public sector employed around 5 million staff in 2020. Around 510,000 people worked for the Federal Government, 2.49 million for the federal states, 1.6 million for local government authorities and 368,000 for social insurance companies.¹¹
- ▶ Salaried employees in the public sector undergo training in more than 130 state-recognised occupations. Alongside occupations which are identical to those found in the private sector, there are also occupations which are specific to the public sector, e.g. in the fields of administration and justice. In addition, the public sector offers around 30 training programmes for various civil service careers.
- ▶ About 251,000 persons were in training in the public sector as of the cut-off date of 30 June 2019.¹²
- ▶ There are some occupations which are solely offered in the public sector because the tasks associated with them relate to the exercising of sovereign state authority in areas such as emergency response, defence, maintenance of public order, protection of the internal market and civil protection. Examples include the tasks performed by professional fire fighters, the police, the customs service and the German army.

4.3.2. Training pathways in the public sector

- ▶ Public sector occupations are also aligned to different requirement levels. Depending on prior learning, a person may seek to enter junior¹³, intermediate or senior civil service grades or else join the public sector as a salaried employee in accordance with the relevant pay scales.
- ▶ A fundamental distinction is drawn between technical and non-technical occupations and between administrative occupations specific to the public sector and occupations which are offered in an identical form on the private sector labour market.
- ▶ Training at intermediate civil service entry level features a dual structure and thus encompasses phases of both theory and practice. Civil servants entering the senior stream have the opportunity to complete specific dual courses of higher education study.
- ▶ An intermediate secondary school leaving certificate is sufficient for some civil service careers, whereas completion of VET or of a course of higher education study is required for others.



¹¹ See DESTATIS: Personal des öffentlichen Dienstes 2020, Specialist Publications 14, Series 6, 2021.

¹² See 2021 Data Report, p. 184.

¹³ Access via craft trade occupations as a salaried employee.

5. Continuing vocational training

5.1. Continuing training an important factor in the German education system

- ▶ In the German system, continuing training describes any form of organised occupationally related learning which builds upon previous training, and which consolidates, expands or refreshes knowledge, skills and competencies. Such training mostly concludes with the awarding of some kind of certification. It therefore represents a “continuation or resumption” of occupational learning “following completion of an initial phase of training which may have been of varying duration”. Continuing training may be offered by an external provider or by the company itself and it may be delivered in a formal, non-formal or informal manner.¹⁴
- ▶ Following a debate on permeability which extended over a period of many years, continuing vocational training was strengthened by the publication of a National Continuing Training Strategy in 2019. The National Continuing Training Strategy is a joint paper produced by the Federal Government and the federal states in conjunction with the trade unions and organised economy. Its aim is to respond to the structural shift by creating a new continuing training culture.¹⁵
- ▶ Having identified that individuals, companies, the state and society can all derive advantages from it, continuing vocational training is funded by these three stakeholders (mixed financing).
 - How can individuals benefit?
 - Positive effects with regard to income, employment, professional and personal development, health, work satisfaction and therefore also life satisfaction.
 - ➔ Unleashing of individual areas of occupational development potential, improvement of chances of a higher income and/or retention of employability.
 - How do companies benefit?
 - Economically – positive impact on economic performance of companies with regard to productivity, quality, innovation in the workplace, scope of employment.
 - Socially – greater employee satisfaction, loyalty to the company.
 - ➔ Accelerated technical progress and increasing globalisation require ongoing adaption and further development of employee competencies in order to be able to cover skills demands in future.
 - How do the state and society benefit?
 - Positive effects with regard to economic growth, technical advancement and employment. This leads to a rise in tax revenues and a fall in social expenditure.
 - ➔ Key to increasing international economic competitiveness, also against the background of the shortage of skilled workers, demographic change or digitalisation.

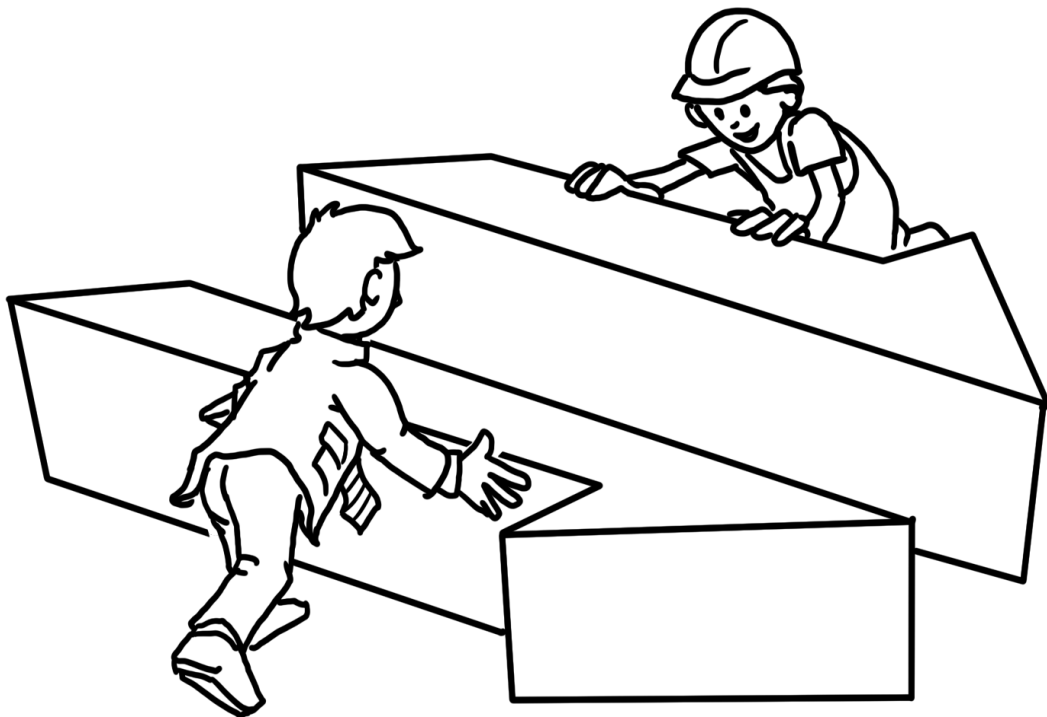
¹⁴ Cf. Bretschneider, Markus; *Kompetenzentwicklung aus der Sicht der Weiterbildung [Competence development from the perspective of continuing training]*, Bonn 2007, p. 5. The partial definition cited here is based on a formulation used by the German Education Council in 1970.

¹⁵ See the Annex for a summary of the key objectives.

- ▶ Continuing vocational training is often delineated from adult education, although the boundaries may be fluid. Two areas of adult education are differentiated:
 - *Political education*: on current political topics
 - *General education*: any other area of individual interest
- ➔ Publicly accessible continuing training provision and individual education activities may also be perceived in an occupationally focused way.

5.2. Types of continuing vocational training¹⁶

- *Company-based continuing training* (= organised by the employer)
 - ➔ Instruction in the workplace when taking on a new task
 - ➔ Advanced training to supplement or enhance skills, e.g. relating to health and safety at work
 - ➔ Updating training, e.g. when a new technology is introduced
- *Individual vocationally related continuing training*
 - ➔ Advanced upgrading training in order to achieve a higher formal vocational qualification
 - ➔ Retraining in another training occupation/type of employment in order to acquire a different formal qualification



¹⁶ Segmentation is guided by the continuing training segments stated in the 2020 Adult Education Survey Trend Report (p. 20). See also the glossary and bibliography.

5.3. Forms of continuing vocational training (organised by the company or by individuals)

- *Formal*
 - Course leading to a master craftsman or technician qualification (at a school, at a competent body or from a continuing training provider, includes distance learning)
 - Course completed as part of retraining (see 5.4.5)
- *Non-formal*
 - Programme, course (at the company in the form of in-house provision or self-organised)
 - Short event such as a lecture, seminar, workshop, training session, (online) instruction
 - Conference/symposium/congress/trade fair (as long as presentations are involved)
- *Informal*
 - Via colleagues during the everyday work routine or in working groups set up for the purpose
 - Autodidactic (= self-directed learning at the workplace or during leisure time)
 - Via private contacts or reading



5.4. Continuing training opportunities/range of provision

5.4.1. Updating and additional training within the occupational field

- ▶ To refresh or expand existing skills with a view to maintaining employability
- ▶ Especially in technical, business, social or legal occupations subject to constant change
- ▶ Continuing training at regular intervals is statutorily prescribed in some occupations (e.g. forklift driver, legal assistants)
- ▶ Primarily as part of company-based advanced training, frequently during working hours
- ▶ Differing duration or number of teaching units (from half a day to several months)
- ▶ Often no additional degree
- ▶ Often no examination
- ▶ Mostly without cost to the employees

5.4.2. Upgrading training programmes

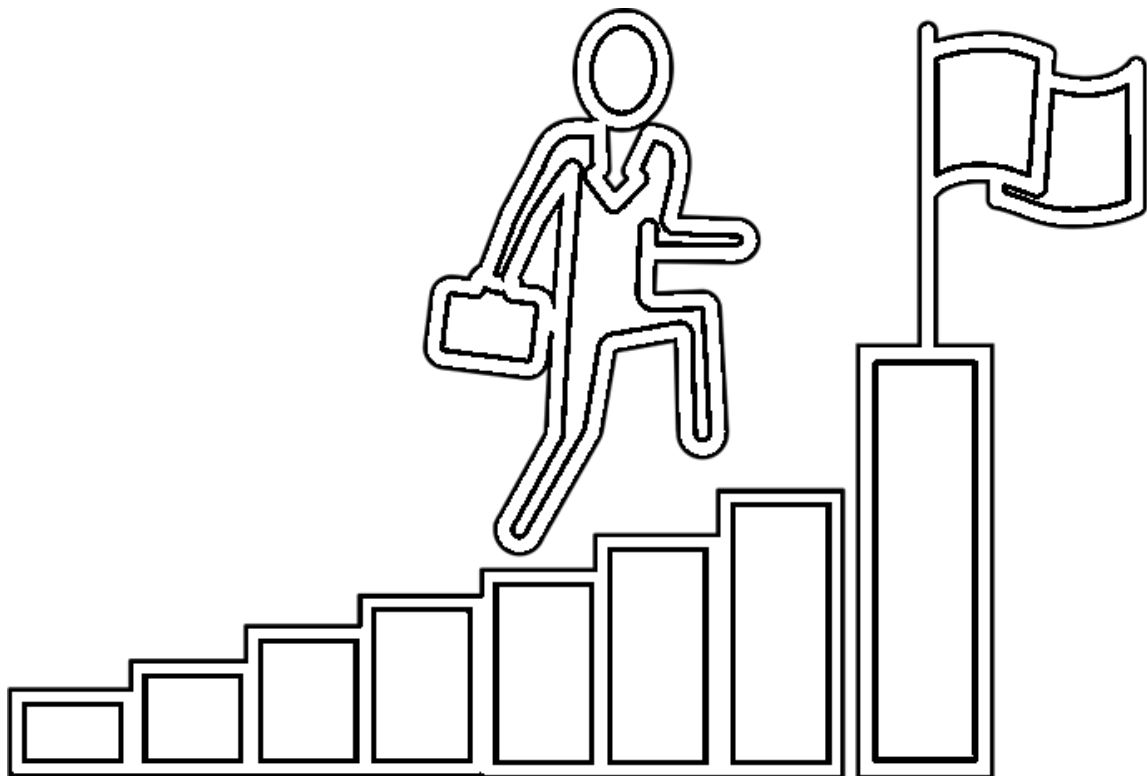
- ▶ The updated Vocational Training Act of 2020 has changed the term “upgrading training” into *VET leading to higher level qualifications*
- ▶ The most important upgrading training programmes are regulated by the Federal Government pursuant to the Vocational Training Act and Crafts and Trades Regulation Code and the courses offered by trade and technical schools in accordance with federal state law. Further Federal Government and federal state regulations are also in place.
- ▶ The following stages of advanced training were defined by the updated Vocational Training Act¹⁷.
 1. **Certified Professional Specialist** [DQR 5] Admission following qualification in a recognised training occupation, evidence of consolidation/expansion of existing competencies. Period of learning at least 400 hours.
 2. **Bachelor Professional** [DQR 6] Admission, see above. Examination candidates need to demonstrate that they are capable of assuming management and leadership tasks. Period of learning at least 1,200 hours. Trade and technical school provision is also located at this reference level.
 3. **Master Professional** [DQR 7]: Admission after completion of the second stage of advanced training. Examination candidates need to demonstrate that they are capable of assuming responsibility for leading organisations/processing new and complex problems such as the development of procedures and products. Period of learning at least 1,600 hours.

5.4.3. Upgrading training programmes at level 6 of the DQR

- ▶ Upgrading training leading to the qualifications of master craftsman, technician or certified senior clerk takes place via formal advanced training programmes, some of which have a long tradition in the German system. For this reason, they are presented in more detail here together with the other upgrading provision which has now been statutorily regulated.

¹⁷ The new certificate titles will remain in place alongside the old designations for a transitional period (see next section). Master craftsmen in the craft trades sector are also permitted to use the Bachelor title. Cf. Note 5.

- *Master craftsman in the craft trades/Bachelor Professional* (1–3.5¹⁸ years master craftsman school or non-formal preparatory course)
 - Practical part: Completion of a master craftsman examination assignment (special piece of work)
 - Theoretical part: e.g. technical procedural contents
 - Business management/legal part: Accountancy, controlling, business practices, basic legal principles
 - Vocational teaching part: Occupational teaching skills, training planning, human resources management, training in the group etc.
- *Technician/Bachelor Professional* (2–4 years technician school)
 - Detailed theoretical and practical contents (latest technology/specialisations)
 - Planning, organisation, project management
 - Business administration, company management, politics, law
 - Occupational and vocational teaching
- *Certified senior clerk/Bachelor Professional* (different forms, duration from 3 months to 4 years)
 - Contents differ depending on specialism
 - Particular characteristic: Commercial alignment (business administration, law, communication)



¹⁸ Depending on whether the advanced training is completed on a full-time or part-time in-service basis. The same also applies to continuing training courses leading to the qualifications of technician and certified senior clerk (see below).

5.4.4. Upgrading training programmes at levels 5 and 7 of the DQR

- ▶ Only a few qualifications have been aligned to these two reference levels thus far.

DQR 5: (The following occupations are cited as examples)

- *Certified Professional IT Specialist* → 14 different specialism profiles (2022 update)
- *Certified Service Technician* → areas: IT, motor vehicles, motorised and non-motorised cycle technology

DQR 7:

- *Master Professional in Business Management (CCI)*: Planning, control and monitoring of company processes and corporate strategy [≠ state-certified senior business clerk, a trade and technical school qualification at DQR 6]
- *Technical business economist*: Basic principles of economic activity and company performance processes, management, leadership, budgeting
- *Certified Vocational Educator*: Core processes of vocational education and training in the different areas, vocational teaching, budgeting

5.4.5. Retraining

- ▶ Training for an occupation which is different to the occupation in which training originally took place and different to the occupation exercised.
- ▶ May be necessary for health or labour market-related reasons (e.g. after an accident, the emergence of allergies or the disappearance of an obsolete occupational profile).
- ▶ Duration of the retraining is determined by the actual duration of training in the respective occupation, although this is usually shortened by one third because of the prior vocational learning of the retrainee.
- ▶ Company-based retraining, school-based retraining or extra-company retraining by a training provider are all possible options here, too.
- ▶ In the event of company-based retraining, living costs are largely covered by the training allowance paid. In the case of school-based retraining or extra-company retraining, any costs that may be incurred, such as tuition fees or course fees, may under certain circumstances be funded by a benefit provider (the Employment Agency or the pension insurance company).



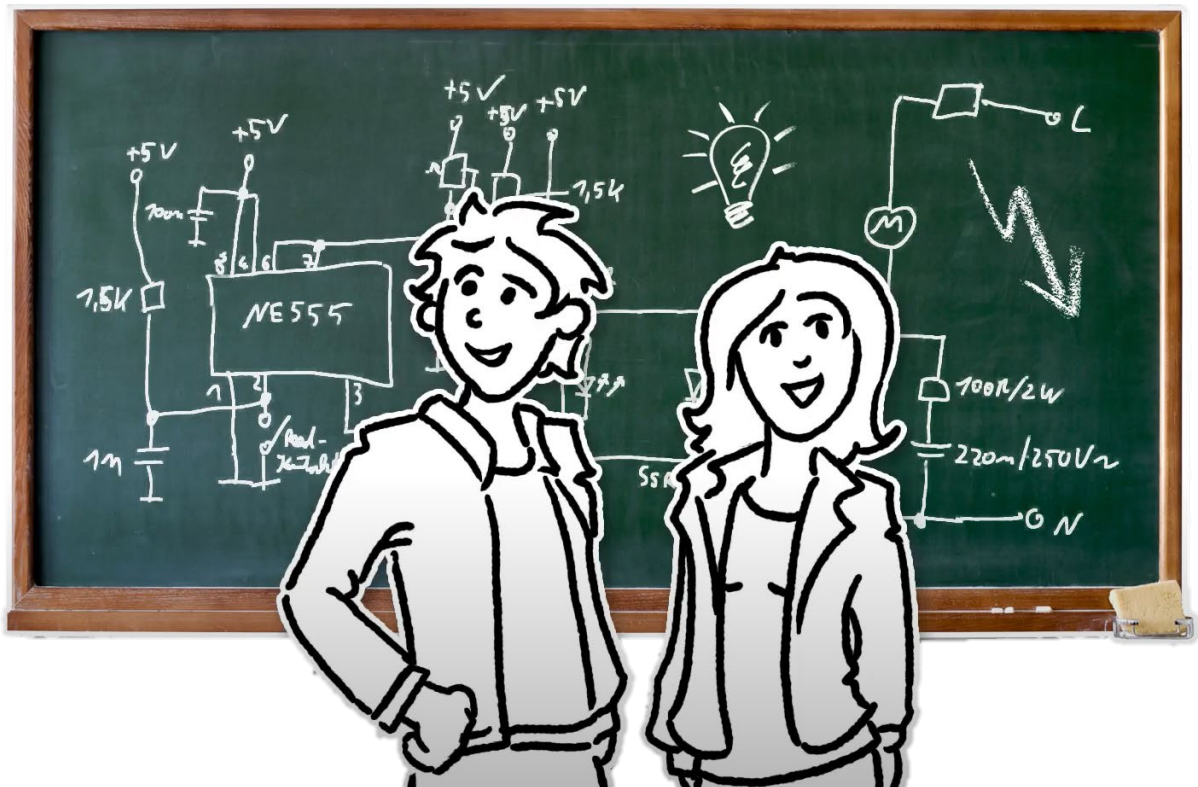
5.4.6. Obtaining school and vocational qualifications via the second-chance route

- ▶ It is possible at any time to undertake continuing training in order to acquire school or vocational qualifications not obtained in the past or to complete a higher qualification. This route is referred to as the second-chance pathway.
- ▶ School qualifications can be completed on an in-service basis at evening school or via full-time attendance at a college. There are further institutions, although the titles of these may vary from federal state to federal state.
- ▶ Depending on the type of school, teaching takes place during the day, in the evening or at the weekend.
- ▶ Some federal states allow a general higher education entrance qualification to be achieved via an aptitude examination. This provision is aimed at particularly talented employees. As is the case with an external examination, candidates undertake their own self-directed study in order to prepare. There are institutions offering examination preparation courses in many federal states.
- ▶ Persons who have only previously performed unskilled company tasks for which no training was required are able to obtain a vocational qualification via the second-chance pathway and thus acquire the skills to carry out more demanding tasks. This process can also take place at the company on a part-time basis.
- ▶ A supplementary course delivered by a training provider can also be attended in order to prepare for the so-called external examination at the chamber.
- ▶ It is also possible to acquire partial qualifications, and a final examination can then be sat at the chamber once several of these have been obtained.



5.4.7. Academic continuing training at institutions of higher education and research institutions

- ▶ In terms of contents and didactic approach, largely aimed at people who are in work.
- ▶ Generally follows on from a first vocational qualification and a period of occupational practice.
- ▶ Ties in with occupational experiences.
- ▶ Does not necessarily require a higher education degree.
- ▶ Takes the specific time budget of working people into account (e.g. in-service models such as blended learning provision).
- ▶ The following types of programmes are offered.
 - Continuing training in the form of Bachelor's and Master's course of study
 - Certificate study programmes (specialising in one topic area)
 - Individual continuing training modules
 - Additional qualifications



5.5. State regulation and funding of continuing vocational training

5.5.1. Expansion of continuing training via the introduction of (new) statutory provisions

- ▶ As mentioned at the start, the main element of the update to the BBiG is the introduction of transparent stages of advanced training in vocational education and training that leads to higher level qualifications. The act accordingly provides for recognition of VET leading to higher level qualifications by the ministries responsible and by the BIBB Board and also stipulates the creation of relevant examination regulations (advanced training regulations). This establishes a greater degree of structure in respect of the qualification levels of continuing vocational training and now facilitates transparency with regard to the quality of qualifications achieved within its scope.
- ▶ The alignment of upgrading training qualifications to the German Qualifications Framework (DQR, see glossary) means that this form of vocational training has been directly related to higher education qualifications for the first time.¹⁹
- ▶ Advanced training regulations for VET leading to higher level qualifications pursuant to the BBiG and HwO are required to specify the following:
 - Title of the advanced vocational education and training qualification
 - The level of advanced training
 - The aims, the contents and the examination requirements
 - Prerequisites for admission to the examination
 - The examination procedure
- ▶ Numerous Federal Government and federal state regulations for advanced training and retraining exist outside the BBiG, the HwO and the provision of trade and technical schools. An important role is, for example, played by the **Upgrading Training Assistance Act (2020)**, the primary focus of which is on providing financial support for upgrading training programmes (see 5.5.2.1).
- ▶ Federal state laws permit employees to be released from their work duties while still continuing to receive payment in order to take part in vocational, political or general continuing training. Normally, all employees are afforded the right to take one week of so-called **paid educational leave** per year (does not apply in Bavaria, Baden-Württemberg, Thuringia and Saxony). There are also laws governing recognition of such measures and participation by employees in vocational, political or general continuing training (these bear different titles in the individual federal states).



¹⁹ See 2021 BIBB Data Report, pp 359 ff.

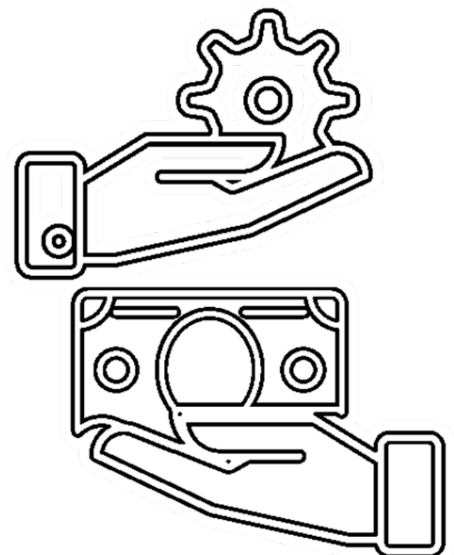
5.5.2. Publicly financed funding programmes

5.5.2.1. What incentives do the Federal Government and the federal states create for individuals?

- **Upgrading training assistance (*Aufstiegs-BAföG*)** [previously referred to as *Meister-BAföG*]: Funding for all three stages of advanced training (see 5.4.2). Funding of living costs (all costs are paid in the case of full-time programmes) and funding of course/examination costs (mixture of grant and loan with possible waiving of repayments). Minimum of 200 hours, maximum 400 hours, no more than 3 years or 4 years if part-time. Entry requirement: candidates must be seeking to achieve a higher vocational qualification.
- **Advancement grant**: Support for skilled workers who have completed VET, gained practical experience and now wish to embark on their first course of academic higher education study. A monthly grant, the amount of which depends upon whether advanced training is being undertaken on a full-time or part-time basis. A grant for books and a separate child allowance may also be paid.
- **Continuing training scholarship**: Support for further vocational training aimed at persons who have performed particularly well in passing an initial programme of VET. Grants totalling several thousand euro are available. Recipients can complete as many eligible programmes as they wish but are required to pay 10% of the cost of each measure themselves.
- **Training voucher**: Approval from the Federal Employment Agency to cover the costs of a longer further training measure after completing vocational training or three years of employment in the case of imminent or existing unemployment.

5.5.2.2. What incentives does the state create for companies and their employees?

- **Skills Development Opportunities Act (2019)**: Personal analysis, development of a continuing training concept, funding of course costs and grants to top up salaries and wages – provided by the Employer Service of the Federal Employment Agency. Applications can be made during a period of short-time work. One further provision is that employees will receive the fundamental right to access continuing training funding regardless of their qualification, age and company size if they have a continuing training need as a result of the digital structural shift or if they are affected by structural change in another way.
- **Work of Tomorrow Act (2020)**: Further development and expansion of the Skills Development Opportunities Act
- Tax benefits for both employees and companies
- Support in individual states via guidance services (e.g. North Rhine-Westphalia: development of the guide “A concept for company-based continuing training”)



5.6. The continuing training market

5.6.1. The diversity of providers

- ▶ More than half of continuing training measures are organised and offered by major employers, albeit for their own staff only.²⁰
- ▶ At least 20,000 other providers operate in the field of continuing training, although the precise figure is difficult to determine. Some of these also offer adult education.
- ▶ The following institutionalised or corporate providers offer continuing training regularly or repeatedly as a main business activity and in a way, which is openly accessible.
 - Public providers (Federal Government, federal states, local government authorities, e.g. adult education centres)
 - Institutes of higher education and research institutes
 - Churches (e.g. Catholic and Protestant charities)
 - Chambers (e.g. the continuing training company of the Association of German Chambers of Industry and Commerce, DIHK)
 - Trade unions (e.g. Educational Institute of the German Confederation of Trade Unions, German Salaried Employees Academy)
 - Employer associations (e.g. Education & Training Institute of Bavarian Trade and Industry)
 - Occupational and professional associations (e.g. Professional Association of the House-keeping Sector)
 - Welfare organisations
 - Foundations
 - Private sector commercial education and training providers (accounted for 23% of all providers in 2021)²¹

5.6.2. Authorisation – who is permitted to offer continuing vocational training?

- ▶ A differentiation is made between regulated provision under public law and non-regulated provision (public funding versus private sector financing).
- ▶ Applications for state recognition submitted by training providers are decided on the basis of a catalogue of criteria set out in a questionnaire that must be completed. Training courses may also be compared against legal stipulations (e.g. continuing training and examination regulations).
- ▶ Responsibility for issuing authorisation may, for example, rest with a district government or a chamber. Distance learning programmes are approved by the Central Office for Distance Learning.
- ▶ Authorisation is issued for a fixed term (e.g. in the case of healthcare occupations) [provider 5 years, training measure 3 years].
- ▶ Certification of quality management is not mandatory if provision is not publicly funded. Nevertheless, most German continuing training providers are certified in accordance with an international standard for quality management systems (e.g. ISO 9000 ff., ISO 29990 as well as numerous others).

²⁰ See BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG [FEDERAL MINISTRY OF EDUCATION AND RESEARCH] (Ed.), AES-Trendbericht 2020 [2020 Adult Education Survey Trend Report], p. 56.

²¹ See 2022 BIBB Data Report, p. 331.

5.6.3. Certification and quality assurance – what is certified?

- ▶ The area of quality assurance is a heterogeneous market comprising public and private sector certification providers (see above). The types of provision and the approaches adopted are also multifarious (including standards from private associations).²²
- ▶ Different quality areas when certifying the provider or the provision. Possible quality areas are as follows:
 - Management, organisation, processes and procedures of the education and training establishment
 - Qualification of teaching staff, didactic approaches
 - Target group orientation
 - Labour market proximity or relevance
 - Content efficiency, scope and duration of provision
 - Effective quality management system
 - Room set-up
- ▶ Scrutiny by an auditor who compares the information given by the provider with actual facts and circumstances.
- ▶ Audit and certification by private providers [which, if DIN Standards are involved, will in turn need to be accredited by the German National Accreditation Body DAkkS].
- ▶ Accreditation and certification of a programme are subject to a fee and valid for 3 years.

5.7. Continuing training participation in Germany (2018–2020)²³

5.7.1. Companies

- ▶ According to the IAB Establishment Panel Survey, 55% of German companies participated in continuing training during in 2019 by releasing staff from their work duties either partially or entirely and/or by covering some or all of the costs involved. In 2020, it was 34% due to COVID-19.
- ▶ The Information Service of German Trade and Industry put total investment in continuing training measures in 2019 at €41.3 billion. Direct costs were about €21 billion, whereas the remaining €20.3 billion accounted for indirect expenditure.²⁴
- ▶ 98% of major companies and 44% of the smallest category of companies took part in 2018 (IAB).
- ▶ According to the IAB Establishment Panel Survey, 36% of employees participated in continuing training measures (continuing training rate).

²² The consumer organisation “Stiftung Warentest” lists more than a dozen standards relating to continuing training, see bibliography.

²³ The figures stated here originate from the Institute for Employment Research (IAB) Establishment Panel Survey and from the Adult Education Survey (AES). The former is able to rely on the Federal Employment Agency company database for its statistical population. This means that figures relate to members of the working population who are subject to mandatory social insurance contributions. The AES, on the other hand, is a data survey of participation and non-participation by adults in lifelong learning in the European Union. It draws a distinction between formal, non-formal and informal learning activities. The AES thus allows the recording of individual self-organised learning activities. If nothing to the contrary is stated, the citations here are taken from the 2020 (pp. 299 ff.), 2021 (pp. 297 ff.) 2022 (pp. 307 ff.) BIBB Data Reports. Figure from 2018 are also used because data is not available for all parameters each year.

²⁴ See <https://www.iwd.de/artikel/firmen-investieren-mehr-denn-je-in-qualifizierung-495833/>.

5.7.2. The state (Federal Government, federal states, local government authorities)

- ▶ In 2019, the public purse financed 330,643 entries into measures aimed at fostering company-based continuing training within the scope of overall labour market policy instruments.²⁵
- ▶ Financing of around 900 adult education centres (often involving continuing training).
- ▶ Numerous funding programmes and grants for the purpose of occupational advancement.
- ▶ Funding of more than 167,000 persons in each of the years 2018 and 2019 within the framework of the Upgrading Training Assistance Act. €9.2 billion of funding for occupational advancement alone in the period from 1996 to 2018.²⁶

5.7.3. Employees

- ▶ According to the Adult Education Survey, the proportion of adults (aged from 18 to 64) taking part in non-formal continuing training rose to 60% in the year 2020.²⁷
- ▶ The rate of participation in continuing VET was 54% in 2020.
- ▶ 49% of the population participated in company-based continuing training: ♂ 51%, ♀ 47%
- ▶ The participation rate in individual occupationally related continuing training was 15%.
- ▶ Participation rises significantly in line with school or educational qualification.
- ▶ 62,800 qualifications at trade and technical schools in 2018.
- ▶ 91,000 completions of VET leading to higher level qualifications pursuant to the BBiG/HwO in 2018. The commercial sector accounted for 51.1% of these. 38.3% were master craftsman examinations.

5.7.4. Job seekers

- ▶ In 2018, 38% of job seekers took part in continuing vocational training measures financed by the Employment Agency.²⁸ In the COVID year 2020 it was 25%.
- ▶ 32% of job seekers participated in individual occupationally related continuing training measures in 2018.



²⁵ See 2021 BIBB Data Report, p. 297; 2022, pp. 308 ff.

²⁶ See <https://www.bundesregierung.de/breg-de/aktuelles/aufstiegs-bafoeg-1674632> .

²⁷ See BMBF (Ed.) AES-Trendbericht 2020 [2020 Adult Education Survey Trend Report], p. 11. The AES did not identify any current percentage figures for participation in continuing vocational training by the population as a whole.

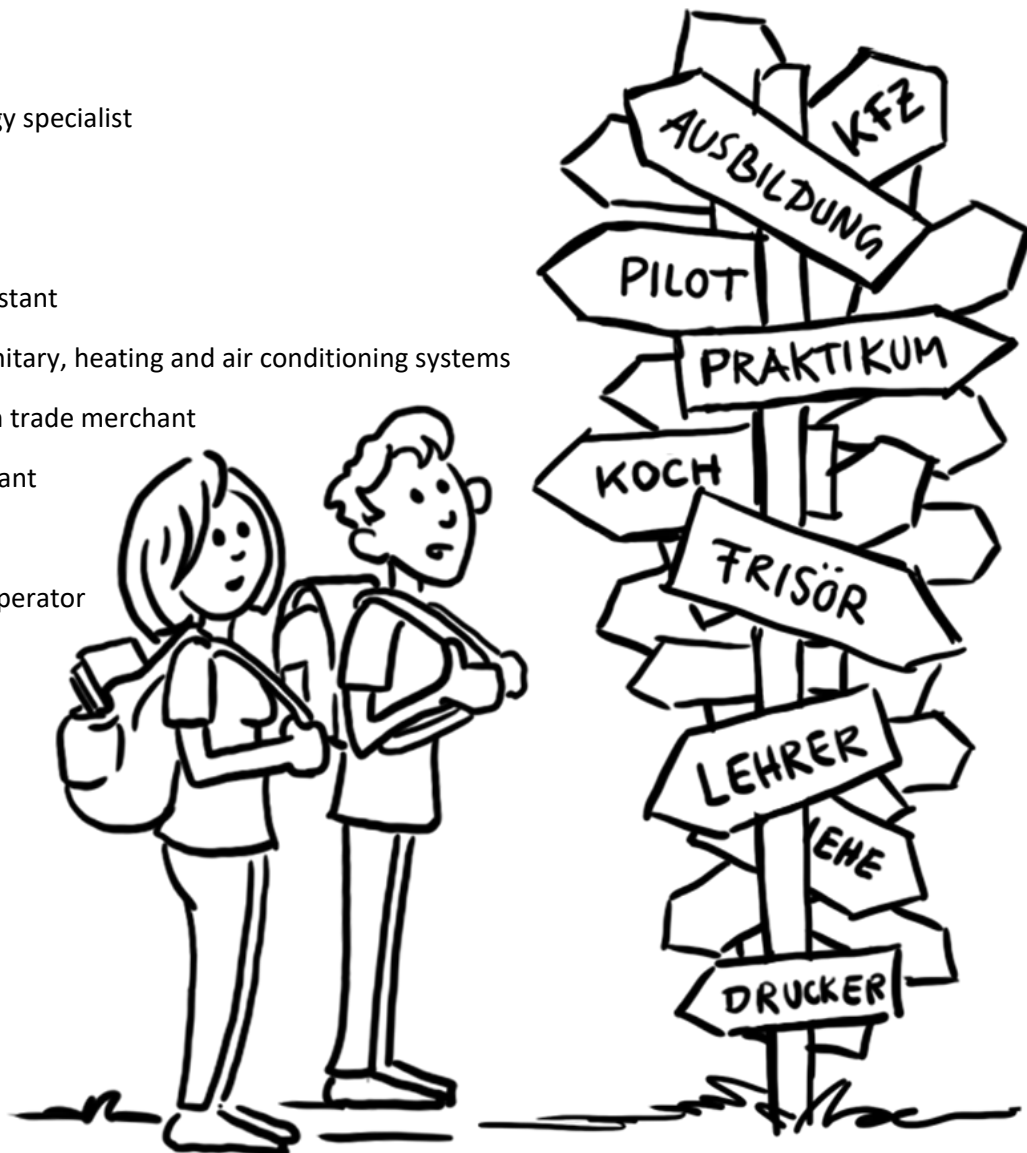
²⁸ See BIBB Data Report 2020, pp. 302-304.

Annex

The most popular dual occupations by numbers of newly concluded training contracts

The group of the 15 most popular dual training occupations has remained virtually unchanged over the past three years. Only slight shifts in the ranking have occurred. Here are the results for 2020²⁹.

1. Motor vehicle mechatronics technician
2. Office manager
3. Retail salesperson
4. Industrial clerk
5. Electronics technician
6. Information technology specialist
7. Medical assistant
8. Industrial mechanic
9. Salesperson/shop assistant
10. Plant mechanic for sanitary, heating and air conditioning systems
11. Wholesale and foreign trade merchant
12. Qualified dental assistant
13. Mechatronics fitter
14. Warehouse logistics operator
15. Bank clerk



²⁹ See FEDERAL STATISTICAL OFFICE. – URL: <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Berufliche-Bildung/Tabellen/liste-azubi-rangliste.html>

Recognition of foreign professional and vocational qualifications

- ▶ The Federal Recognition Act, which entered into force in 2012, accords skilled workers from abroad the right to have their foreign professional or vocational qualification assessed for equivalence with the German reference occupation by submitting all the relevant certificates in their possession.
- ▶ 279,400 such applications were made between 2012 and 2018. More than 82,600 of these were awarded full recognition, and no equivalence was ascertained in approximately 3,800 cases. The proportion of applications receiving full recognition in 2018 was 52.5 percent. 35.5 percent of applicants were required to complete a compensation measure. Partial equivalence was identified in 9.2 percent of submissions.
- ▶ Around 140,700 applications related to professions and occupations governed by federal law. These are some 600 in number.
- ▶ More than 100,000 applications in respect of non-academic occupations governed by federal law were received from other European countries. Approximately 27,000 arrived from Asia and around 6,850 from Africa.
- ▶ In 2018, 20.4 percent of applications were received directly from abroad.
- ▶ There were over 20,100 applications in the areas of healthcare and nursing. This category includes doctors, dispensing chemists and physiotherapists and is the largest group of applications amongst the regulated occupations.
- ▶ The most common non-regulated occupations were office manager, motor vehicle mechatronics technician and electronics technician including various specialisms.
- ▶ Around 380,200 persons received guidance. The largest such groups were teachers and professionals from the fields of engineering, business administration and economics.



Position papers on increasing permeability in the education system

1. Recommendations made by the specialist working group “Permeability between vocational and academic education” (2015)³⁰ [established by the Federal Association of German Employer Associations, the German Rectors’ Conference and the German Foundation for Science and Research]
 - Systematic and universal vocational and higher education study orientation in all types of school, particularly including upper secondary schools
 - Better linking of vocational and academic education as equivalent educational sectors
 - Expansion of dual higher education and creation of new forms of this type of study to act as an interface which will interlink the two areas more effectively
 - Increase of permeability in both directions
 - Improvement in information and guidance with regard to switching to the other respective area
 - Comparable documentation and mutual recognition of competencies acquired in the other sector (assimilation of the language used to designate competencies)
 - Increasing permeability needs to be perceived as an economic and social necessity

2. 10-point plan of the German Confederation of Trade Unions (DGB) for the National Continuing Training Strategy (2019)
 - Introduction of a general right of initiative and co-determination for human resources planning, employment security and training
 - Implementation of company-based continuing training mentors
 - Continuation of the social partner guidelines
 - Encouragement of collective wage agreements which cover continuing training
 - Introduction of a short-time working payment for employees of companies undergoing transformation
 - Greater use of transfer measures for continuing training
 - Strengthening the right to continuing training
 - New regulation and an expansion of the right to learning time
 - Expansion of the Upgrading Training Assistance Act (AFBG)
 - Further development of ESF training grants

3. The key objectives of the National Continuing Training Strategy (2019)
 - Make opportunities and provision more transparent
 - Adapt funding systems
 - Better networking of lifelong continuing training guidance
 - Strengthen responsibility of the social partners
 - Check and enhance the quality of continuing training provision
 - Recognise competencies acquired and make them visible
 - Develop qualifications and provision
 - Train continuing training staff for the digital shift

³⁰ For all documents stated here, please refer to the bibliography under GERMAN RECTORS’ CONFERENCE, GERMAN CONFEDERATION OF TRADE UNIONS and FEDERAL MINISTRY OF LABOUR AND SOCIAL AFFAIRS (amongst many others).

4. Recommendations of the BIBB Board of 1 September 2020 on the permeability between vocational education and training and higher education

In its recommendations,³¹ the BIBB Board recognises³² the progress on permeability in the education system achieved in previous years but calls upon all stakeholders not to desist in their endeavours to increase permeability still further. It revisits the positions adopted by the Expert Council in 2015, which it reiterates, and proposes specific measures under the following five headings.

- Find a common language, describe competencies in equivalent terms
 - Indication that the DQR is an instrument which makes qualifications more transparent and easier to understand across educational sectors
 - Objective: Facilitate connectivity, switches, advancement and changes of direction, avoid redundancies in the imparting of contents
 - Necessity of structuring curricula in such a way functionally, methodologically and terminologically that they are able to make direct comparability of competencies possible
 - Proposal to initiate a development-oriented cooperation project and expert working group entitled “Competence-oriented³² curricula”, which will involve collaboration between representatives of the Federal Government, the federal states, vocational education and training, the social partners and institutes of higher education
 - Recommendation to arrange for an analysis of the present knowledge base in order to ascertain whether this permits any inferences regarding simplified possibilities for credit transfer and to pursue the targeted use and further development of existing projects – creation of credit transfer databases for this purpose
- Shape cooperation across educational sectors
 - Further consolidation of cooperative relationships via creation of institutionalised structures (round tables, cooperation platforms, support committees) in the Federal Government and federal states
 - Development and piloting of cross-cutting measures between higher and vocational education
 - Integration of stakeholders in non-formal education and training
- Offer systematic vocational orientation in all types of school
 - More robust implementation of resolutions and decisions regarding inclusion of all types of school, especially upper secondary level, and design of a systematic vocational orientation process
 - Provision for practical piloting both within companies and in the academic sector
 - Ensure ongoing documentation of results and findings emerging from the vocational orientation process
 - Open-outcome vocational guidance, depiction of educational sectors as alternatives of equal merit, pointing out permeability
 - Relevant training for careers advisors, inclusion of all stakeholders

³¹ See bibliography.

³² As well as exercising a governance role at BIBB, the Board also acts as the statutory advisory body to the Federal Government in all fundamental issues relating to vocational education and training. The BIBB Board includes representatives of the employers, the trade unions, the federal states and the Federal Government, all of whom have equal voting rights. See <https://www.bibb.de/en/463.php>.

- Illustrate opportunities for the shaping of individual and flexible training and career pathways
 - Greater emphasis in guidance on the diversity of training and development possibilities, indicate opportunities for combining these with trade and technical school, higher education and even non-formal provision
 - Information on access routes and prerequisites, on possibilities for credit transfer or shortening of training and on additional qualifications
 - Recommendation to carry out BIBB pilot projects on selected occupational groups in close collaboration with the Federal Government, federal states, trade and industry and the social partners in order to provide a framework in which possible joint presentations of education and training options can be tested and transferred

- Overcome legal and economic obstacles
 - Enhance the attractiveness of the VET sector, including for high-ability young people, via special programmes for those who have completed the upper secondary school leaving certificate or via a “vocational upper secondary certificate”
 - Recommendation to allow the competent bodies responsible for VET to accept relevant learning achievements that have their origins in higher education as a further reason for shortening duration of training
 - Investigate the extent to which opportunities for admission to the examination and for exemption from certain components of the examination in vocational upgrading training can be expanded to various advanced training profiles
 - Recommendation that the stakeholders responsible should pursue the further development and expansion of attractive possibilities to link training and regulated advanced training or additional qualifications in a way that is in accordance with needs
 - Recommendation to the federal states that those who have completed regular training of at least three years’ duration should be afforded access to a foundation course in higher education in any subject; standardisation of the relevant regulations in the federal states
 - Appeal to the federal states to create further opportunities to access various quality-assured forms of academic continuing training which are combinable where possible and to ensure that participation by those with vocational qualifications does not fail because of financial or organisational hurdles
 - Systematic target group-specific analysis of existing funding and support instruments in both educational sectors
 - More transparent information on existing financing possibilities

Glossary

Academic professions	Require completion of a degree programme at a university, University of Applied Sciences or other institution of higher education.
AES	The Adult Education Survey is a survey of participation and non-participation in lifelong learning by adults which generally takes place every two years. It replaced the reporting system for continuing education and training in Germany in 2007 and is an obligatory survey for member states of the European Union.
Assistant occupations	These occupations also frequently require an induction phase, during which specific knowledge and skills are imparted. However, the aim is not to arrive at a holistic understanding of the nature of the occupation. Nursing assistant occupations, which involve a two-year training period in individual federal states, constitute an exception in this regard.
Blended learning	A combination of conventional and computer-aided teaching delivered by linking phases of face-to-face and online learning
Company-based training	Same meaning as dual training
DQR	<i>Deutscher Qualifikationsrahmen für lebenslanges Lernen</i> – German Qualifications Framework for Lifelong Learning. The purpose of the DQR is to relate qualifications acquired in Germany to the eight reference levels of the European Qualifications Framework (EQF, see below). It facilitates the comparison of qualifications within both Europe and Germany and thus allows individuals greater mobility in their education and employment biographies.
Dual course of study	Course of higher education study at an institute of higher education, a University of Applied Sciences or a University of Cooperative Education which incorporates vocational education and training or practical placements at a company, The three models or organisational forms are “training-integrated”, “occupationally integrated” and “practically integrated”.
Dual training	About 2/3 of dual training takes place at the company and 1/3 at a vocational school.
EQF	European Qualifications Framework (see DQR)
Full-time vocational school	Offers partially qualifying training programmes and fully training programmes leading to a vocational qualification via full-time teaching (especially non-academic healthcare occupations and assistant occupations).
Governed professions and occupations	Training programmes are governed by Federal Government or federal state laws. A distinction is drawn between professions and occupations that are governed by federal law and professions and occupations which are subject to federal state law. Stipulated training regulations are in place for each profession or occupation.
Green occupations	Occupations in the fields of agriculture, nature and animal husbandry (also includes vintner, housekeeper and dairy technologist).

IAB Establishment Panel	A representative employer survey on company employment determinants carried out by the Institute for Employment Research, the research institute of the Federal Employment Agency.
Liberal professions	Independently exercised academic, artistic, literary, teaching and educational professions (including doctor, lawyer, designer, journalist).
Mono occupations	Training occupations without specialisms
Non-governed occupations	Occupations for which there are no training regulations. They are either exercised independently, or entry takes place on the basis of training in a related occupation. Examples include yoga teacher, detective, job coach, nutrition advisor and language tutor.
Non-regulated occupations	These include all occupations in which training takes place within the dual system. No statutory provision exists with regard to the exercising of such occupations. To this extent, foreign applicants are not required to complete a recognition procedure. The skills of the applicant are assessed by the recruiting employer. The situation is different for skilled workers seeking to obtain employment in Germany on the basis of the Skilled Immigration Act, which has been in force since 1 March 2020. In their case, recognition of the foreign training is a prerequisite for the issuing of a residence permit.
Regulated professions	Professions which, according to the legal and administrative regulations in place, may only be exercised by persons who are able to demonstrate that they hold a relevant qualification. This applies to both academic and non-academic professions. Examples include medical professions, legal professions, qualified teachers at state schools and public sector professions.
School-based training	Mainly takes place at full-time vocational schools or at healthcare sector schools.
Service sector occupations	All customer-related occupations such as midwifery assistant, architect, hairdresser, train driver, physiotherapist, actor
State certified	A state office has conducted the examination itself.
State-recognised qualification	Final examination has been conducted by a non-state institution and has been recognised as equivalent by the state,
VET leading to higher level qualifications	Replaces the term “vocational upgrading training” following entry into force of the updated Vocational Training Act on 1 January 2020.
Vocational college	Because different education systems sometimes exist in some individual federal states, this term may refer to various school systems or training programmes. The main significance of the vocational college is the combination of general and vocational education it offers.
Vocational school	The venue for about a third of dual training. Vocational schools teach general contents as well as imparting theoretical knowledge for the training occupation in question.

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