

# Vocational education and training staff at companies and vocational schools

The heart of dual VET

Vocational education  
and training in Germany

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## Vocational education and training staff at companies and vocational schools

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The heart of dual VET

**Vocational education and training staff  
at companies and vocational schools**



# I. Introduction

Dual means “two worlds”

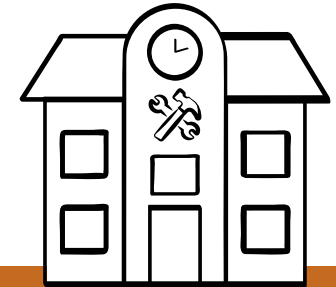


**World of work**

Management  
Head of Training  
Training personnel in  
the workplace



**Trainees, pupils**



**State education  
system**

School Inspectorate,  
school director and  
administration  
Teaching staff at  
vocational school

**Joint objective –  
training trainees, pupils**



## II. Tasks of staff in the VET system

Personnel operate at all “interfaces” of vocational education and training.

### Developing standards

#### Representative bodies of ...

- ▶ Employers
- ▶ Employees
- ▶ State
- ▶ Chambers
- ▶ Trade unions

### Implementing VET

#### Company-based training personnel

- ▶ Company management/ company training heads
- ▶ Staff involved with inter-company training
- ▶ Career entry support
- ▶ Qualified training personnel
- ▶ Skilled worker providing training
- ▶ ...

#### School-based training personnel

- ▶ Vocational school teachers
- ▶ School management
- ▶ ...

### Examining and certifying

#### Representatives of ...

- ▶ Employers
- ▶ Employees
- ▶ Vocational school

Organised via chambers



## II. Tasks of staff in the VET system

### Focus on Implementing VET

#### Staff providing training (learning venue: company)

- ▶ Nationally approx. **650,000 registered trainers\***
  - ▶ Mostly working in an ancillary function
- ▶ Between **3** (ancillary function) and **16 trainees** (for those working as trainers on a full-time basis) per person providing training
- ▶ **6 million skilled workers providing training** (without/with a certificate but not registered with the chambers)

▶ In this presentation – focus on **state-recognised training personnel and vocational school teachers**

\*Pursuant to Vocational Training Act (BBiG),  
Ordinance on Trainer Aptitude (AEVO)

#### Teaching staff (learning venue: vocational school)

- ▶ Approximately **42,000** Full Time Equivalents (as of 2014)
  - ▶ Teachers of professional theory and general education
  - ▶ Teachers of occupational practice
- ▶ Around **35 learners** per member of teaching staff (as of 2014)



## II. Tasks of staff in the VET system

Staff providing training (learning venue: company)

### Head of Training\*

- ▶ Often full-time
- ▶ Responsible for all trainees in all training occupations
- ▶ Formal qualification to deliver training
- ▶ Responsible for the organisation of training
- ▶ Not mandatory

### Trainer

- ▶ Full-time or part-time
- ▶ Responsible for up to 15 trainees in one training occupation
- ▶ Formal qualification to deliver training
- ▶ Responsible for the implementation of training
- ▶ § 30 Vocational Training Act

### Skilled worker providing training

- ▶ Part-time
- ▶ Responsible for one trainee
- ▶ Occupationally experienced but no formal qualification to deliver training
- ▶ Responsible for individual stages of training
- ▶ § 28 Vocational Training Act Paragraph 3

\*Company managers, heads of HR or trainers may assume responsibility for tasks



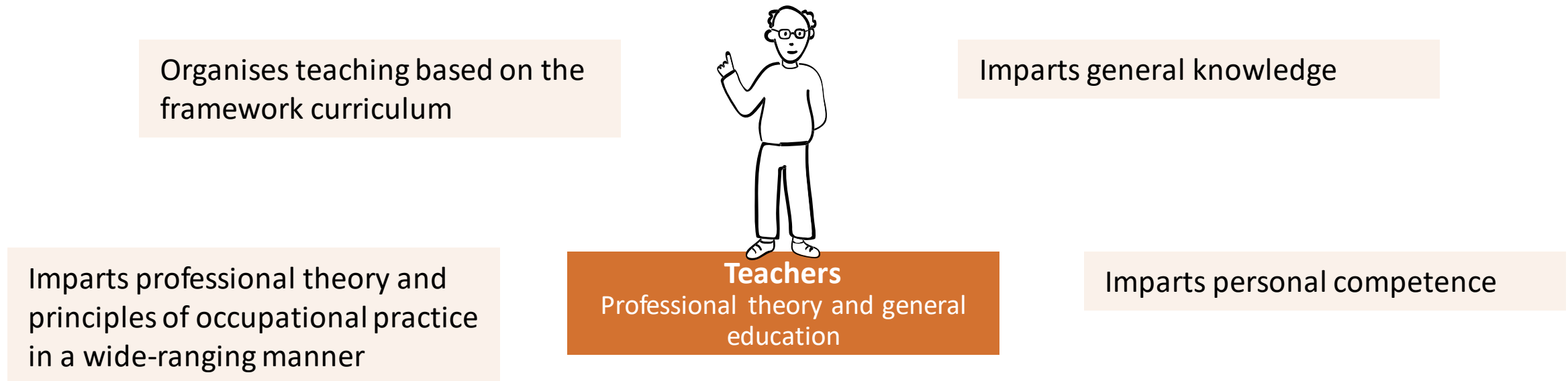
## II. Tasks of staff in the VET system

### Distribution of core tasks



## II. Tasks of staff in the VET system

### Distribution of core tasks



**Different tasks** carried out by staff at the learning venues **complement one another** within the scope of **coordination between learning venues** in the dual VET system.



### III. The company as a learning venue – training personnel

#### Summary

Company-based training personnel are primarily skilled workers who deliver training (mostly on a part-time basis)

Training personnel combine professional specialisation with a vocational teaching qualification

Training tasks are strongly aligned to the requirements of the company.

Qualification is mostly acquired on an in-service basis (continuing training over a period of several weeks)

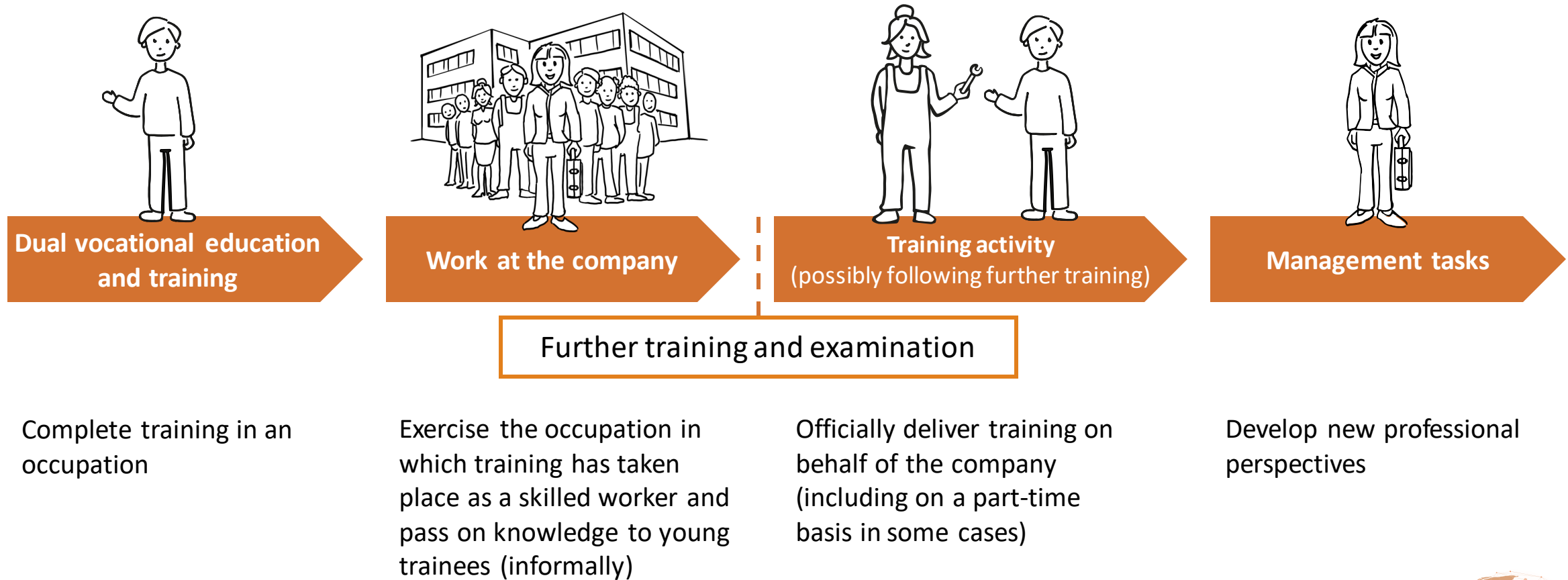
Tasks usually extend far beyond mere training activity and work instructions

Company interest in training personnel is crucial



### III. The company as a learning venue – training personnel

#### Becoming a trainer – one possible route



### III. The company as a learning venue – training personnel

#### An example – vehicle mechatronics technician

“

I work as a vehicle mechatronics technician at a garage, where I teach my occupation to young people.

“

The trainees learn from me how the company operates. I integrate them into the team.

“

I explain things like how a car works and show how it is repaired.



“

I plan and develop the training myself based on the occupationally specific standard.

“

When trainees are experienced, I allow them to take more and more responsibility for repairing cars and give them the support they need.

“

I network with my line manager, the parents, the chambers, the vocational school and the employment agency.



### III. The company as a learning venue – training personnel

#### Advantages of training personnel for companies

Securing the services of competent staff/skilled workers – a key success factor

Recognised company providing training is a mark of quality

- ▶ One criterion – delivering training (Vocational Training Act, BBiG)



Become an attractive employer by offering continuing training to state-recognised training personnel

Training in the dual system affords staff opportunities for further occupational development.

Transfer and securing of specialist knowledge – trained skilled workers are able to deliver initial and further training to other staff members.



### III. The company as a learning venue – training personnel

#### Summary of the benefits for all those involved



**Trainees** receive well-founded company-based training and become familiar with the world of work.



**Skilled workers/training personnel** enjoy better chances of occupational advancement and have access to further training opportunities (e.g. master craftsman, higher education).



**Companies** acquire and secure appropriate skilled workers and are particularly innovative thanks to constant networking.



The **state** is guaranteed quality of skilled worker training and educational returns.



## IV. The vocational school as a learning venue – teaching staff

### Summary

Teachers impart professional theory, the principles of occupational practice and general education.

Their tasks extend beyond mere teaching duties.

Implementation of educational policy objectives

Foundation – the state's educational remit

Acquisition of theory and practice and of an occupational and general educational specialism is the prerequisite for teacher qualification.

A Master's degree is usually necessary\*

The state makes considerable investments in training

\* There are differing general conditions governing admission as a vocational school teacher, including as a lateral entrant where relevant (stipulated by the relevant federal state authorities which are responsible).



## IV. The vocational school as a learning venue – teaching staff

Becoming a teacher at a vocational school – one possible route

**Higher education study  
Bachelor's and Master's**  
(including practical phases at a  
vocational school)  
**approx. 5 years**

Study vocational pedagogy after  
completion of the upper secondary  
school leaving certificate and  
specialise, e.g. in motor vehicle  
engineering and history.

**Practical phase (teaching  
practice),  
advanced training at the  
pedagogical state institute**  
**1–2 years**

After completion of studies,  
teaching practice at a vocational  
school whilst acquiring pedagogical  
theory at the same time.

**Working at a  
vocational  
school**



Following completion of  
the examination –  
a position as a teacher



### III. The school as a learning venue – teaching staff

The core tasks, example – motor vehicle engineering and history

“

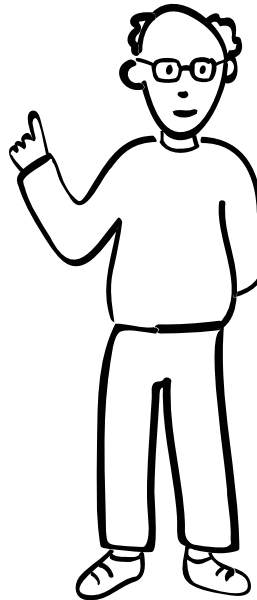
I teach at a vocational school, e.g. motor vehicle engineering and history.

“

In motor vehicle engineering, I teach trainees professional knowledge relevant to occupational practice such as how an engine is structured.

“

Trainees learn from me how to produce and install parts and what needs to be borne in mind. In this way, I am able to create practical foundations.



“

I impart “soft skills” to the pupils and am also available as a point of contact for any social issues the young people may have.

“

I plan and evaluate my teaching independently whilst aligning myself to the state skeleton curriculum.

“

I network with the vocational school director, training personnel at the company, parents, the chamber and the employment agency.



## IV. The vocational school as a learning venue – teaching staff

### Benefits from the point of view of the state

Provide young people with employability skills and integrate them into society

A strong economy needs good skilled workers.



Vocational schools offer support with specialist theory and general education.

Trained specialist staff in the public sector implement educational policy objectives.

The aim of vocational education and training is to “enable pupils to exercise an occupation and to assume social, economic and ecological responsibility for helping to shape the world of work and society.” (KMK)



## IV. The vocational school as a learning venue – teaching staff

Summary of the benefits for all those involved



**Trainees** acquire formally recognised cross-company vocational competencies and general education.



**Companies** obtain trainees who are in possession of more extensive theoretical professional knowledge and good general education.



**The state** fulfils its state educational remit via teaching staff who have received comprehensive higher education training.



## V. Summary

### Performance of VET staff in the dual training system

Impart professional theory and occupational practice, general knowledge, values and types of behaviour



Trainers and teaching staff complement one another in vocational education and training.

Take on a wide range of tasks both within and beyond training (socialisation, support, harmonisation, encouragement, administration, motivation etc.)



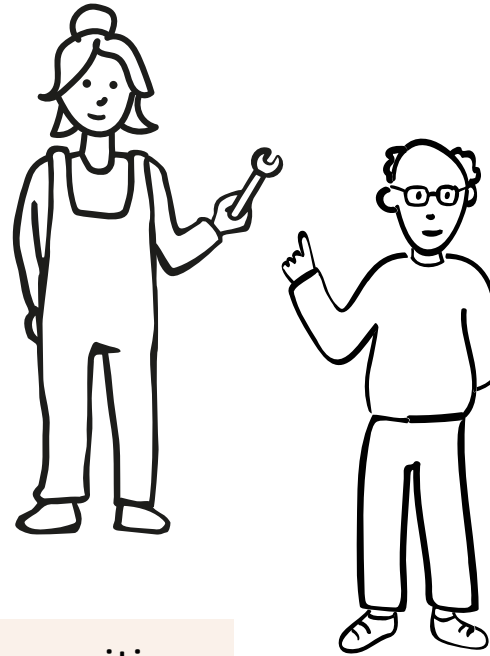
## V. Summary

### Professionalisation – qualifications for VET personnel

Strengthen staff in the fulfilment of their vocational education and training tasks

Help secure quality of teaching at the company and at the vocational school

Strengthen societal recognition of VET staff



Combine theory and practice

Have a firm legal basis

Are supported by the state and by trade and industry

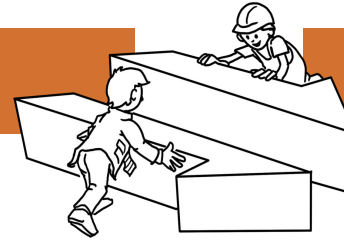
Aimed at the task of vocational training



## V. Summary

Support from the state and from trade and industry – qualifications, frameworks, resources

### Trade and industry



### State

- ▶ Deploy skilled workers as training personnel
  - ▶ Support skilled workers to qualify as trainers
  - ▶ Enable training personnel to advance within the company
  - ▶ Recognises the significance of training activity
  - ▶ Secures the quality of training personnel (chambers)
- ▶ Finances teaching staff at vocational schools
  - ▶ Offers teachers attractive general conditions
  - ▶ Trains teachers
  - ▶ Governs the qualification of training personnel legally
  - ▶ Ensures the quality of teachers



## VI. Conclusion – success factor of Germany's vocational education and training

### Committed professionals

Close cooperation between the state and trade and industry

- ▶ e.g. both the state and trade and industry support personnel

Learning within the work process

- ▶ e.g. via practically oriented training delivered by staff

Training of VET staff

- ▶ Vocational pedagogy is the foundation of all company-based teaching and learning processes



Institutionalised research and guidance

- ▶ e.g. via research on training personnel (by the chambers and BIBB)

Socially recognised standards

- ▶ e.g. trainer aptitude (AEVO)

Recognised company providing training is a mark of quality

- ▶ One criterion – delivering training (Vocational Training Act, BBiG)



## VII. More information

This presentation, further presentations and information on German vocational education and training and international VET cooperation are all available on our website at:

[www.govet.international/en/](http://www.govet.international/en/)

### Sources

- BIBB Data Report ([link](#))
- KMK ([link](#))
- BMBF Data Portal ([link](#))
- Destatis statistics on VET personnel ([link](#))

### Further information on the Internet

- [www.lehrer-werden.de](http://www.lehrer-werden.de)
- [www.foraus.de](http://www.foraus.de)



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