

Vocational education and training staff at companies and vocational schools

The heart of dual VET

Vocational education
and training in Germany

Funded by



German Office for International Cooperation in
Vocational Education and Training



on the basis of a Decision
by the German Bundestag



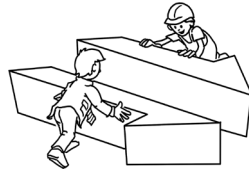
Contents

Vocational education and training staff at companies and vocational schools

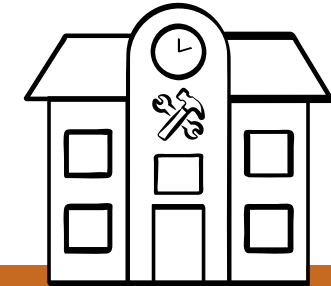
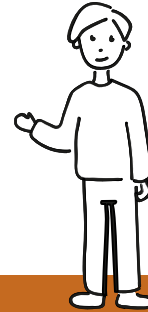
- I. Introduction
- II. Tasks of staff in the VET system
- III. The company as a learning venue – training personnel
- IV. The vocational school as a learning venue – teaching staff
- V. Summary
- VI. Conclusion
- VII. More information



I. Introduction



Dual means “two worlds”



World of work



Trainees, pupils



State education system

Management
Head of Training
Training personnel in
the workplace

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. **620,000 registered trainers** (2024)*
 - ▶ Mostly working in an ancillary function
- ▶ Between **3** (ancillary function) and **16 trainees** (where the trainer is working on a full-time basis and the company is of a suitable size) per person providing training
- ▶ The number of **skilled workers providing training** (without/with a certificate but not registered with the chambers) is significantly higher, but this figure is not recorded

Teaching staff (learning venue: vocational school)

- ▶ Approximately **52,000** Full Time Equivalents
 - ▶ Teachers of professional theory and general education
 - ▶ Teachers of occupational practice
- ▶ Around **28 learners** per member of teaching staff (2024/25 academic year)**

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

* BIBB Data Report 2026

**Source: <https://sis.kmk.org/>



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)

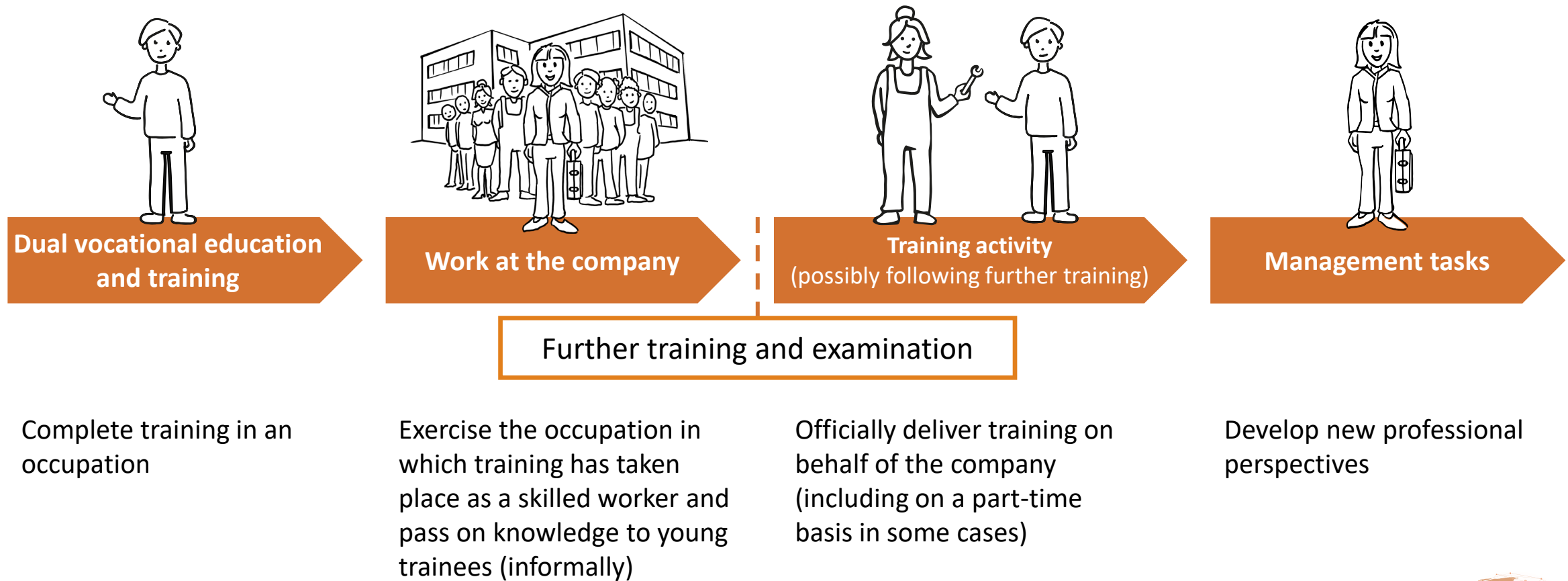
Tasks usually extend far beyond mere training activity and work instructions

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.)



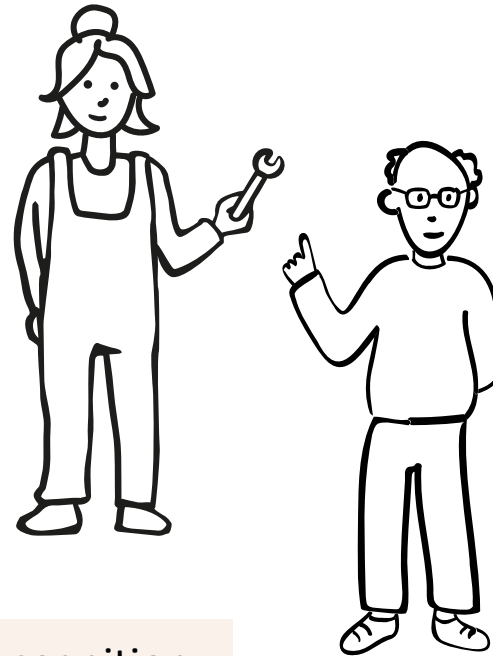
V. Summary

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

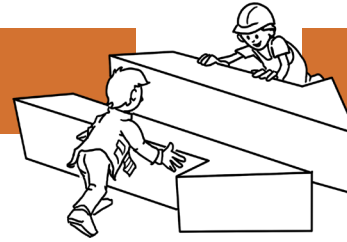
Aimed at the task of vocational training



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

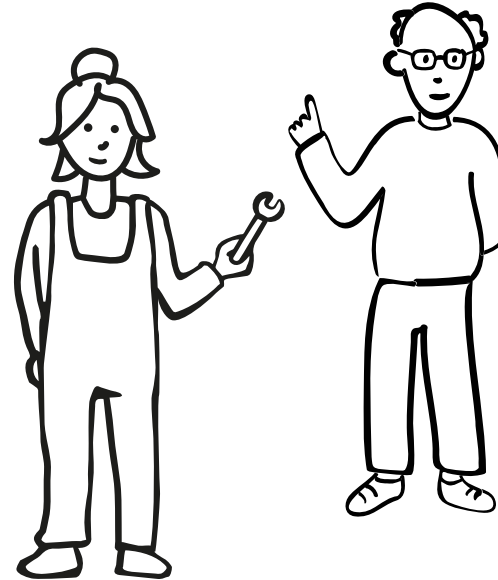
- ▶ e.g. both the state and trade and industry support personnel

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/

Sources

- ▶ BIBB Data Report ([link](#))
- ▶ VET Report BMBFSFJ ([link](#))
- ▶ KMK ([link](#))
- ▶ BMFTR Data Portal ([link](#))
- ▶ Destatis statistics on VET ([link](#))

Further information on the Internet

- ▶ www.lehrer-werden.de
- ▶ www.leando.de



GOVET at BIBB



Friedrich-Ebert-Allee 114-116
53113 Bonn, Germany



govet@bibb.de



+49 228 107 1818



www.govet.international