

The engine of dual VET

Cooperation between stakeholders from
trade and industry, the state and society

Vocational education
and training in
Germany



Funded by



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German Office for International Cooperation in
Vocational Education and Training





The engine of dual VET

1. Vocational education and training – stakeholders and their interests
 - a. Employers and organisations of trade and industry
 - b. Employees
 - c. Public sphere and the state
2. Stakeholders act together to shape vocational education and training
 - a. Development of the dual VET system
 - b. Development of standards
 - c. Supervision of training
 - d. Examination and certification
3. Summary

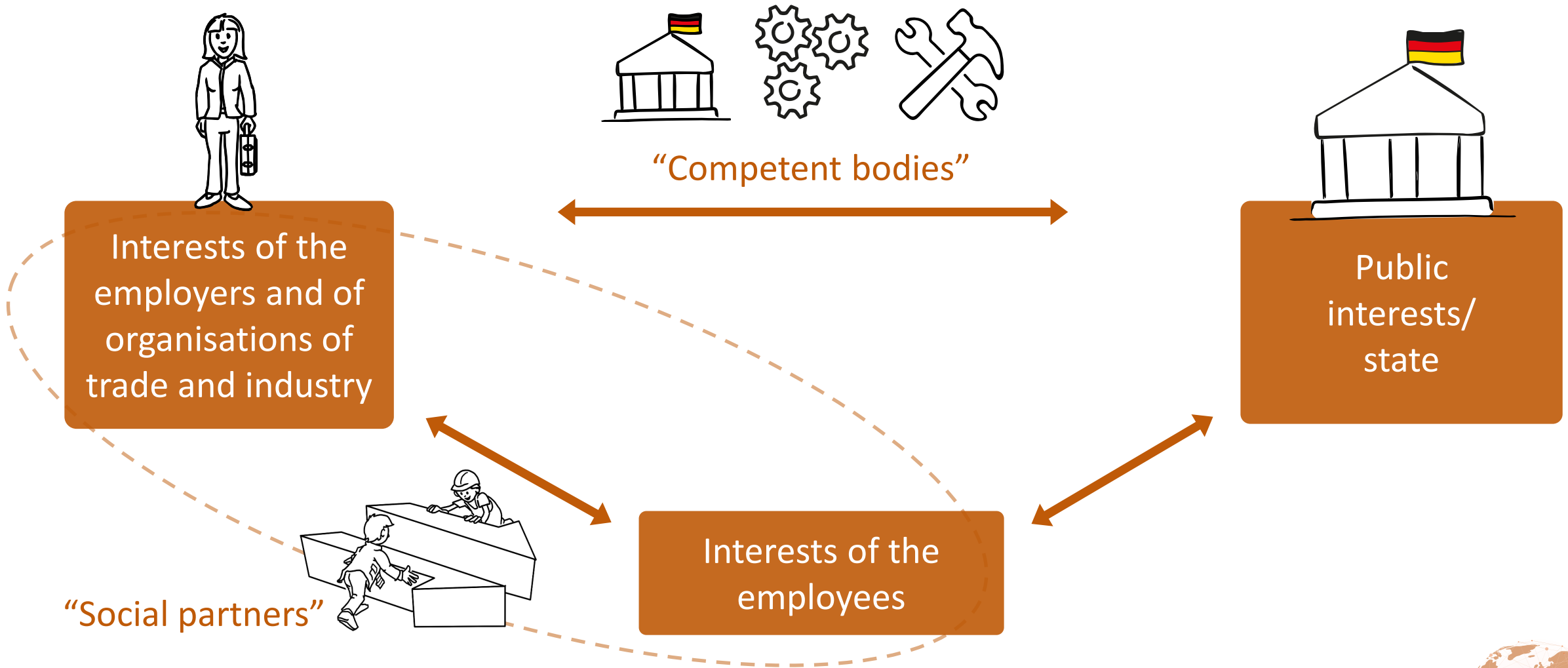


The engine of dual VET

Vocational education and training – stakeholders and their interests



Summary

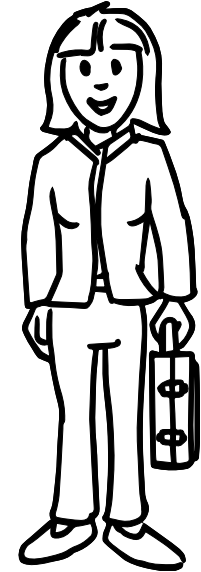




Employers and organisations of trade and industry

Attitudes

- ▶ “Qualified workers are crucial for **productivity and competitiveness.**”
- ▶ “Vocational education is an important way for us to find **qualified and loyal staff.**”
- ▶ “We are prepared **to provide training ourselves.**”
- ▶ “We want to **help shape the regulation of company-based training.**”

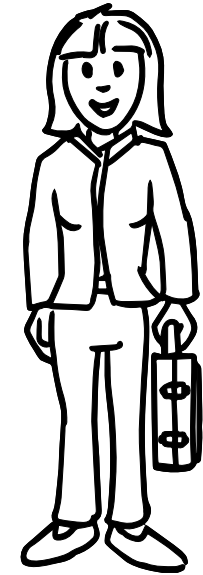




Employers and organisations of trade and industry

Demands

- ▶ “Vocational education and training must be aligned to the **needs of the company.**”
- ▶ “We require **young people to display the necessary apprenticeship entry maturity** for company-based training.”
- ▶ “**Training allowances** should be significantly lower than the salaries of skilled workers.”
- ▶ “Vocational schools should impart **occupational theory and practice in line with our needs.**”





Employers and organisations of trade and industry

Interests are articulated via

- ▶ Umbrella association
- ▶ Employer associations
- ▶ Sectoral associations
(e.g. industry and the craft trades)
- ▶ Chambers





Employees

Attitudes

- ▶ “Vocational education and training is important for the **employment and income** of workers.”
- ▶ “The aim of VET is the **acquisition of comprehensive employability skills**.”
- ▶ “VET must **be of high quality** and must impart both **professional practice and ‘soft skills’**.”
- ▶ “The **rights of trainees** at the company must be protected.”





Employees

Demands

- ▶ “Companies should offer **training opportunities** to subsequent generations.”
- ▶ “Companies should not be permitted to deploy trainees **as cheap labour**.”
- ▶ “Company-based training should be inspected by **independent institutions**.”
- ▶ “Vocational education and training should be **holistic** and should open up **career opportunities**.”





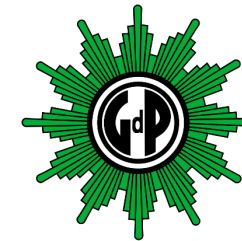
Employees

Interests are articulated via

- ▶ German Trade Union Confederation
- ▶ Sectoral trade unions
- ▶ Works councils
- ▶ (Professional associations)



dbb
beamtenbund
und **tarifunion**





Public sphere and the state

Attitudes

- ▶ “Qualified skilled workers are **important for the economy and for society.**”
- ▶ “We create a **framework and platform** for employers and employees to commit to vocational education and training.”
- ▶ “We foster the vocational education and training system via governance structures, research, innovation and guidance.”
- ▶ “Strong VET enables young people to obtain good development prospects within society.”
- ▶ “Company-based training forms part of the **education system.**”
- ▶ “We make **vocational school-based training** available.”





Public sphere and the state

Demands

- ▶ “Employers and employees should **work together to actively shape vocational education and training.**”
- ▶ “Employers should **offer training opportunities.**”





Public sphere and the state

Interests are articulated via

- ▶ Federal Government
(federal ministries)
- ▶ 16 federal states
(state governments)



Federal Ministry
for Education, Family Affairs, Senior Citizens,
Women and Youth



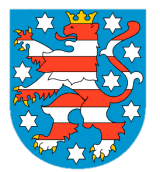
Federal Ministry
for Economic Affairs
and Climate Action



Federal Ministry
for Labour and Social Affairs

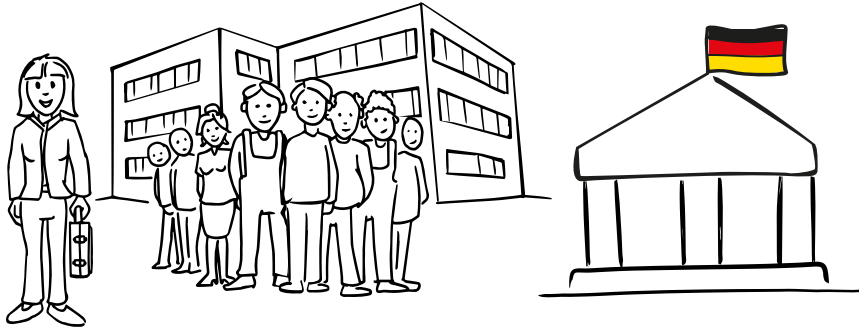


Federal Ministry
of the Interior





Conclusion



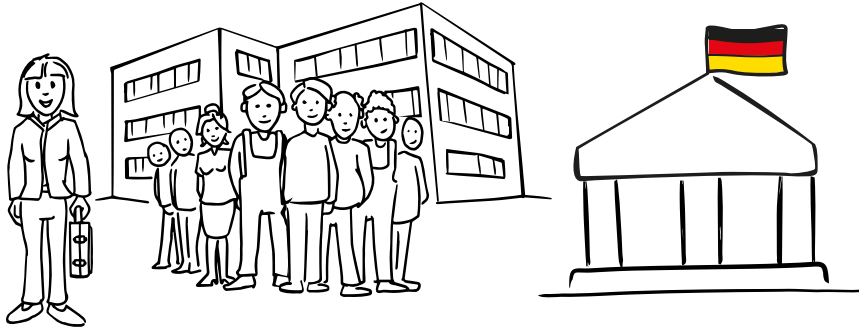
Strong stakeholders **assume a joint commitment** to vocational education and training

Employers, employees and the state **represent different collective interests** in vocational education and training in a manner which is **highly organised** and **competent**.





Conclusion



Strong stakeholders **assume a joint commitment** to vocational education and training.

Commitment is based on **joint principles**.

- ▶ “We wish to **govern VET collectively**.”
- ▶ “We **share responsibility** for vocational education and training.”
- ▶ “Vocational education and training should be **practice-related, of high quality and standardised**.”
- ▶ “**Standards in VET** must be **requirements oriented and current**.”
- ▶ “Vocational education and training is a **prerequisite for competitiveness** on the global market.”



The engine of dual VET

**Stakeholders act together to shape
dual vocational education and training**

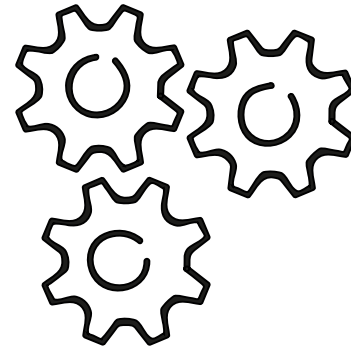




Summary

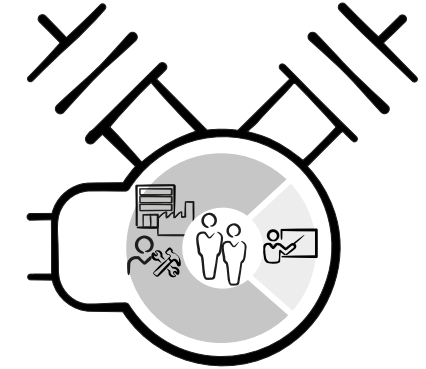


1. Strong commitment within the scope of dual vocational education and training



2. Co-determination and cooperation is conveyed by formal mechanisms (integration of interests)

- ▶ Laws
- ▶ Institutions
- ▶ Committees/panels

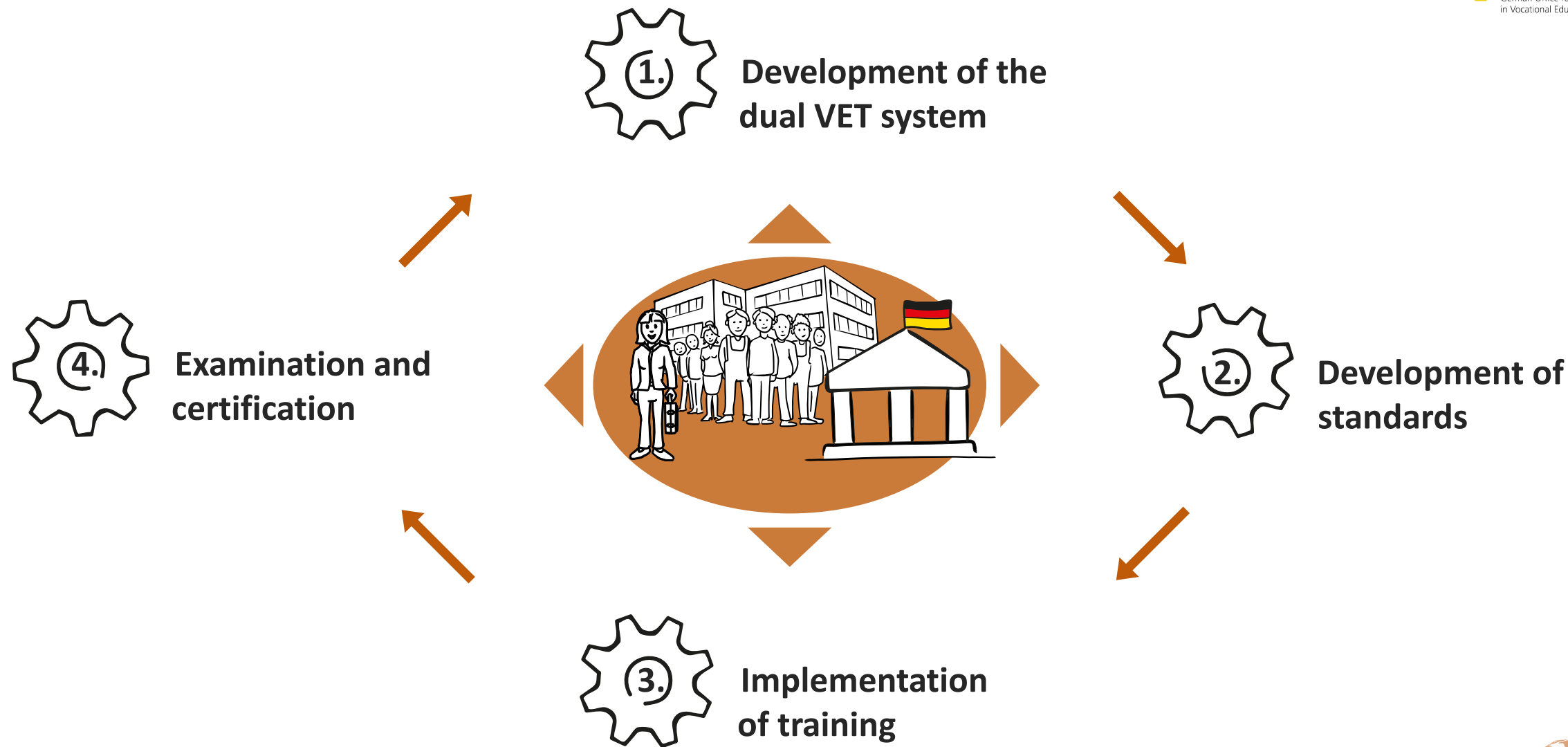


The engine of dual VET





Summary



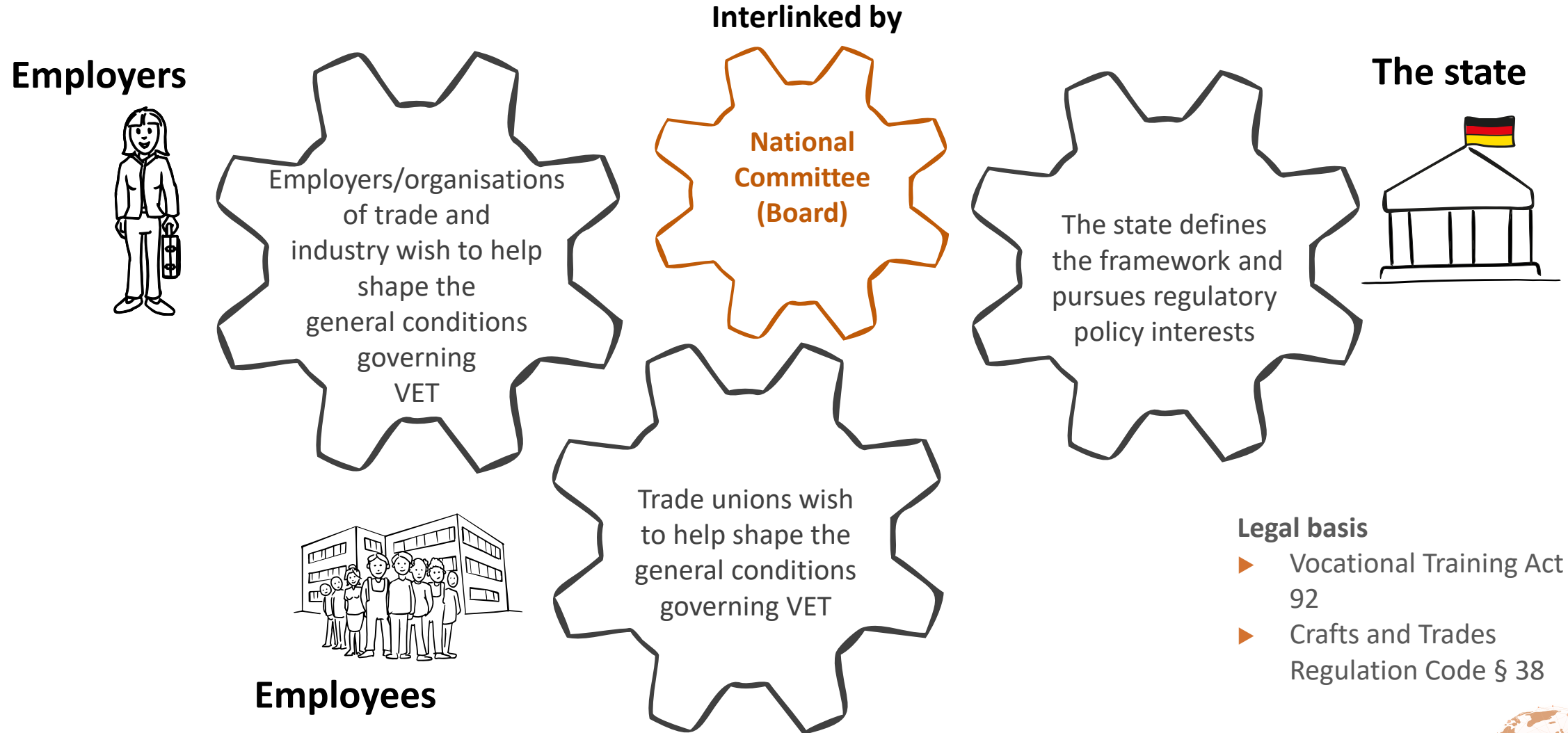


- ▶ Coordinate learning venues
- ▶ Support cooperation between stakeholders
- ▶ Ensure the uniformity of VET nationwide



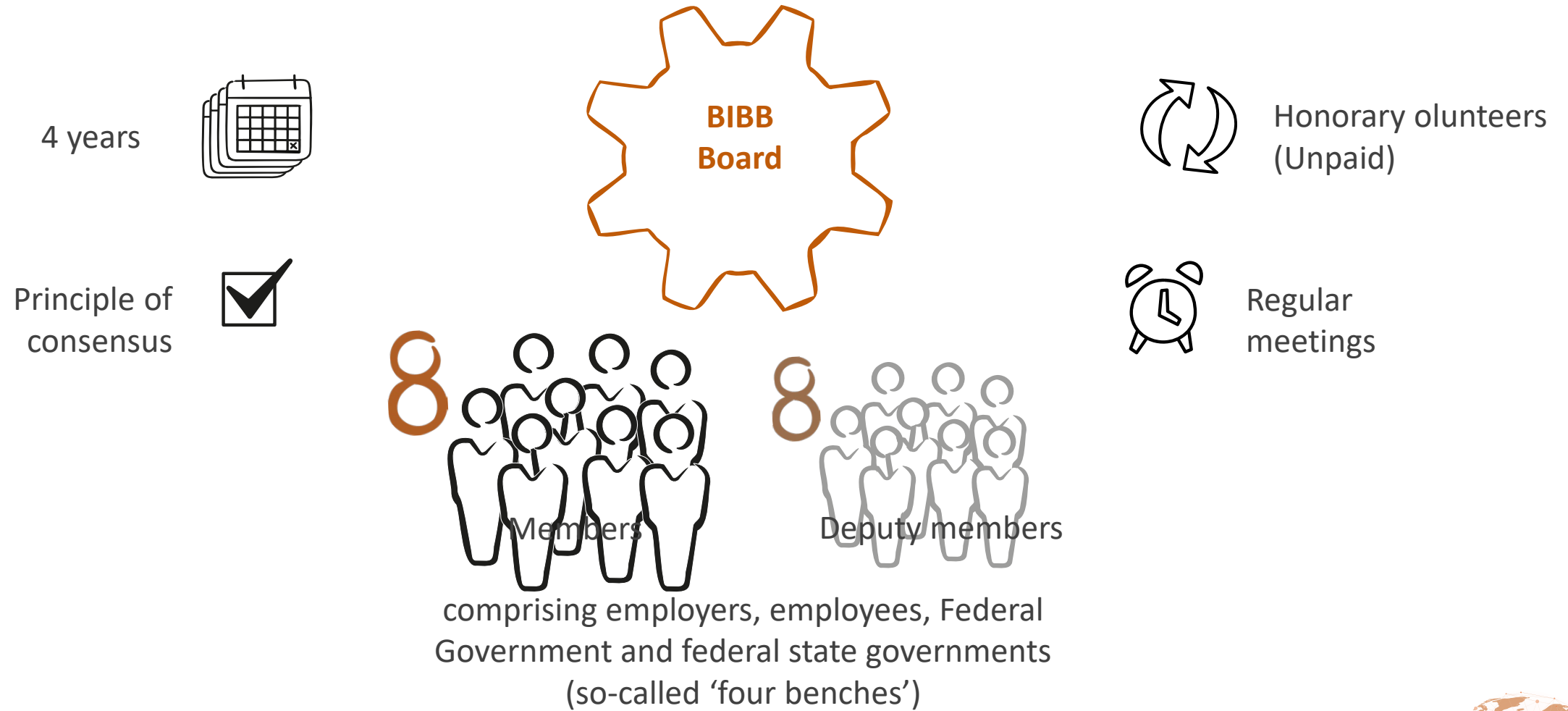


Development of the dual VET system





Development of the dual VET system





Development of the dual VET system



Examples of tasks

- ▶ Advises the Federal Government on issues relating to VET
- ▶ Submits recommendations for practice (e.g. with regard to standardised implementation of the Vocational Training Act)
- ▶ Provides an official response to legal ordinances promulgated by the Federal Government (e.g. training regulations)
- ▶ Gives official responses to policies adopted by the Federal Government
- ▶ Adopts resolutions regarding the affairs of BIBB (e.g. budget, research)





Development of the dual VET system



Relevance

- ▶ Sets out **agreed positions** of the VET stakeholders
- ▶ Central **coordinating mechanism** of dual VET at federal level (“Parliament of Vocational Education and Training”)
- ▶ Forum in which stakeholders govern the VET system **jointly**





Development of standards

Employers



Employees

Interlinked by



The state



Legal basis

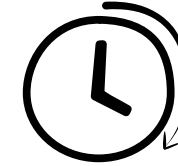
- ▶ Vocational Training Act § 4





Development of standards

BIBB representative manages, organises and chairs the process; provides technical input (“occupational expert”)



Committee formed for new training occupation/training occupation to be updated (temporary, not permanent)

Trade and industry and employees delegate own experts



Comprising experts with experience of practice and theory



Federal Government and federal states become involved





Development of standards



Examples of tasks

- ▶ Develop and update training regulations for company-based training
- ▶ Advise stakeholders on the implementation of the training regulations and on coordinating them with development of the framework curricula (vocational school)





Development of standards



Relevance

- ▶ Mechanism via which **stakeholders jointly develop standards** which reflect requirements of the world of work
- ▶ Standards developed are **accepted and recognised by those implementing them** (companies, trainers, trainees)





Quality assurance

Employers



Employers provide training at the company based on state standards



Employees

Interlinked by

Committees and competent bodies across the entire country

Works councils monitor training at large companies

State supervises, finances and implements school-based VET

The state



Legal basis

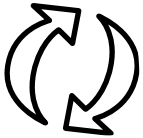
- ▶ Vocational Training Act §§ 77 ff.
- ▶ Laws of the federal states





Quality assurance

Responsibility rests
with federal state
government



Honorary volunteers
(unpaid)

4 years



Majority principle



6 representatives of employers, employees
and the federal state government





Examples of tasks

- ▶ Advises the federal state government on issues relating to VET
- ▶ Works towards achieving constant quality development in VET





Relevance

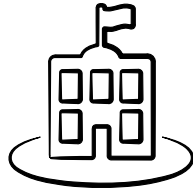
- ▶ Sets out **agreed positions of the stakeholders**, particularly with regard to development and implementation of school-based VET in the region
- ▶ Mechanism via which the stakeholders help **jointly to shape VET policy** in the federal state and to **coordinate implementation of vocational school-based and company-based training**



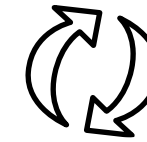


Quality assurance

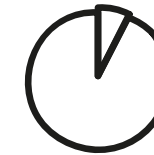
Responsibility rests with
competent bodies (chambers,
ministries etc.



4 years



Honorary volunteers
(unpaid)



Majority principle



6 representatives of employers, employees
and vocational schools





Examples of tasks

- ▶ Consult and provide information on all important issues relating to vocational education and training
- ▶ Adopt legal ordinances for the implementation of VET
- ▶ Required to work towards achieving constant quality development in VET
- ▶ Ensures implementation of the recommendations made by the Federal State Committee

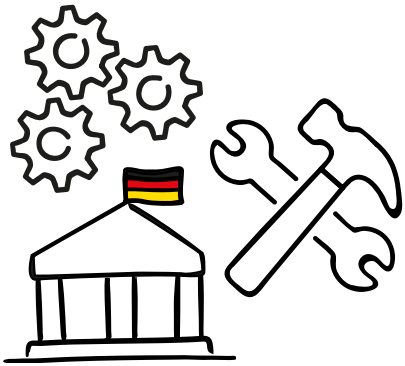




Relevance

- ▶ Sets out agreed positions, in particular with regard to **regulation of company-based VET** (suitability of training centres, examination etc.)
- ▶ Mechanism via which the stakeholders **jointly ensure the quality of dual VET** for certain sectors (craft trades, trade and industry, agriculture etc.) in the region



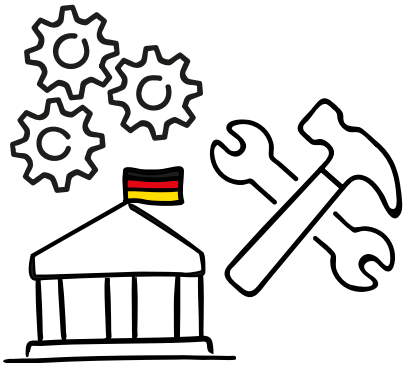


Competent bodies (mostly chambers)

What are competent bodies?

- ▶ Regulated by law (Vocational Training Act/Crafts and Trades Regulation Code)
- ▶ Assumption of public/sovereign tasks in connection with dual vocational education and training
- ▶ Numerous competent bodies in each federal state (established at a regional level)
- ▶ Competent bodies based at organisations which represent a sector

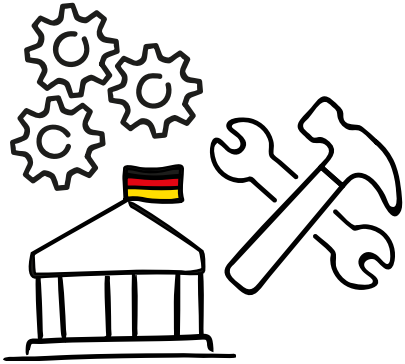




Tasks of the competent bodies/chambers

- ▶ Monitor company-based training, e.g. suitability of company and aptitude of trainers for execution of training
- ▶ Maintain the register of vocational education and training contracts
- ▶ Set up VET Committee and examination boards and enact the resolutions adopted by the committees
- ▶ Issue final certificates
- ▶ Recognition of qualifications acquired abroad
- ▶ Advise companies (usually via “training advisors”)





Relevance of the competent bodies/chambers

- ▶ Competent bodies **monitor and support** the execution of vocational education and training in the regions and thus **ensure its quality**
- ▶ **Institutional foundation** for the work conducted by the VET Committee and examination board **in vocational education and training**





Examination and certification

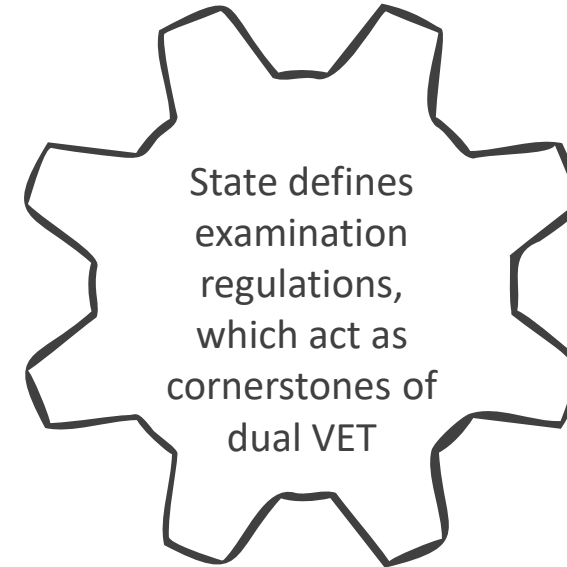
Employers



Employees



Interlinked by



The state



Legal basis

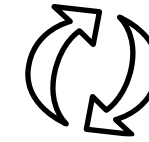
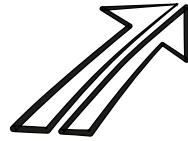
- ▶ Vocational Training Act §§ 37 ff.
- ▶ Laws of the federal states





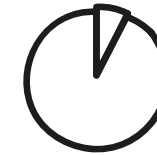
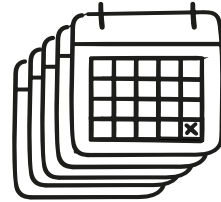
Supervision of training

Examination Committee for
dual VET programmes

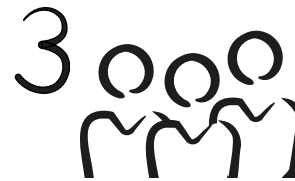


Honorary volunteers
(unpaid)

5 years



Majority principle



At least 3 representatives of employers,
employees and vocational schools





Examination and certification



Examples of tasks

- ▶ Develop and enact examination questions and assignments
- ▶ Conduct examinations
- ▶ Evaluate examination results
- ▶ Issue final certificates





Examination and certification



Relevance

- ▶ Mechanism via which the stakeholders **jointly implement independent examinations** and issue qualifications
- ▶ Employers, employees and the formal education system all **recognise qualifications**



The engine of dual VET

Summary – the engine of dual vocational education and training



Summary – the engine of dual VET

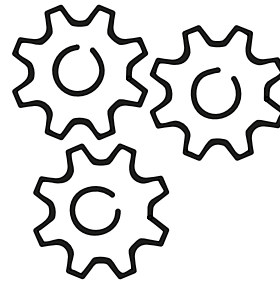
Stakeholders



Strong commitment
to VET



Mechanisms



Co-determination and
cooperation of stakeholders
at all levels and in all core
areas of vocational
education and training



Dual vocational education and training



Coordinated,
standardised, quality-
assured and recognised
by stakeholders



Quality characteristics of German VET

- ▶ Cooperation between the state and the social partners
- ▶ Recognised standards in vocational education and training
- ▶ On-the-job learning
- ▶ Training of VET staff
- ▶ Institutionalised research and advisory services



Further information

Facts and figures

- ▶ Report on Vocational Education and Training ([link](#))
- ▶ Data Report to accompany the 2024 Report on Vocational Education and Training ([link](#))
- ▶ Federal Statistical Office ([link](#))
- ▶ BMFTR Data Portal ([link](#))
- ▶ IAB-Website ([link](#))
- ▶ BIBB-Report 2/2025 ([link](#))

Training standards

- ▶ BIBB brochure: Training regulations and how they come about ([link](#))
- ▶ Examples of training regulations and skeleton curricula (BIBB) ([link](#))

Legal documents

- ▶ Vocational Training Act ([link](#))
- ▶ Youth Employment Act ([link](#))
- ▶ Chambers Act ([link](#))
- ▶ Collective Agreements Act ([link](#))
- ▶ Labour Management Relations Act ([link](#))

Internet sites

- ▶ [GOVET](#)
- ▶ [BMBF](#)
- ▶ [BIBB](#)

Presentations

- ▶ GOVET standard presentations ([link](#))

Point of contact for further questions

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