

Inter-company vocational training centres

VET in
Germany



Funded by



on the basis of a Decision
by the German Bundestag

German Office for International Cooperation in
Vocational Education and Training



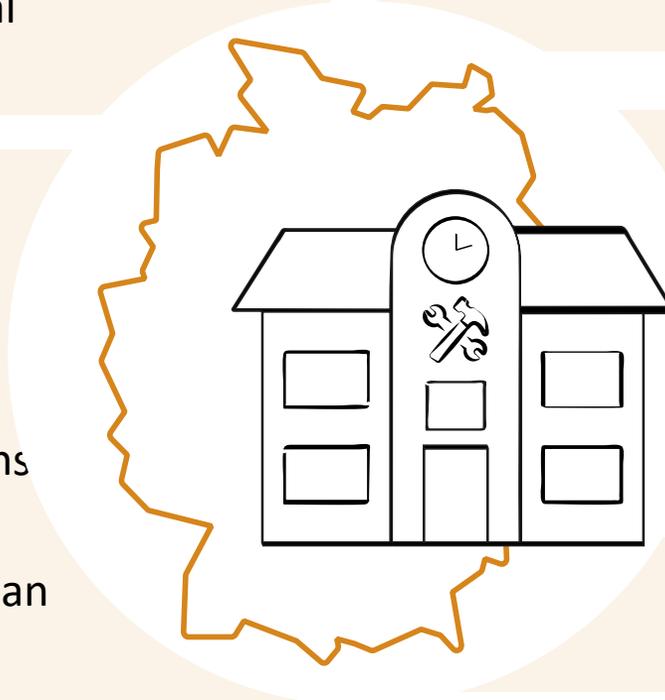


1. Framework data

Approx. **1,100** inter-company vocational training centres across Germany

Providers:

- ▶ Chambers (chambers of crafts and trades, chambers of commerce and industry, chambers of agriculture)
- ▶ Guilds, district craft trade associations professional associations
- ▶ Non-profit legal entities under German public law



Mainly concentrated in the craft trades

High-end technical equipment

Qualified training staff (master craftsmen, technicians, engineers)

Important component of German education and training infrastructure





2. Tasks of inter-company vocational training centres

Diverse range of vocational training provision

Inter-company training within the scope of dual vocational education and training

Venue for the conducting of dual vocational education and training examinations

Continuing training measures:

- ▶ Upgrading training programmes, e.g. leading to master craftsperson, technician or Bachelor Professional qualifications
- ▶ Certifications, e.g. in welding
- ▶ Various seminars leading or not leading to a certificate

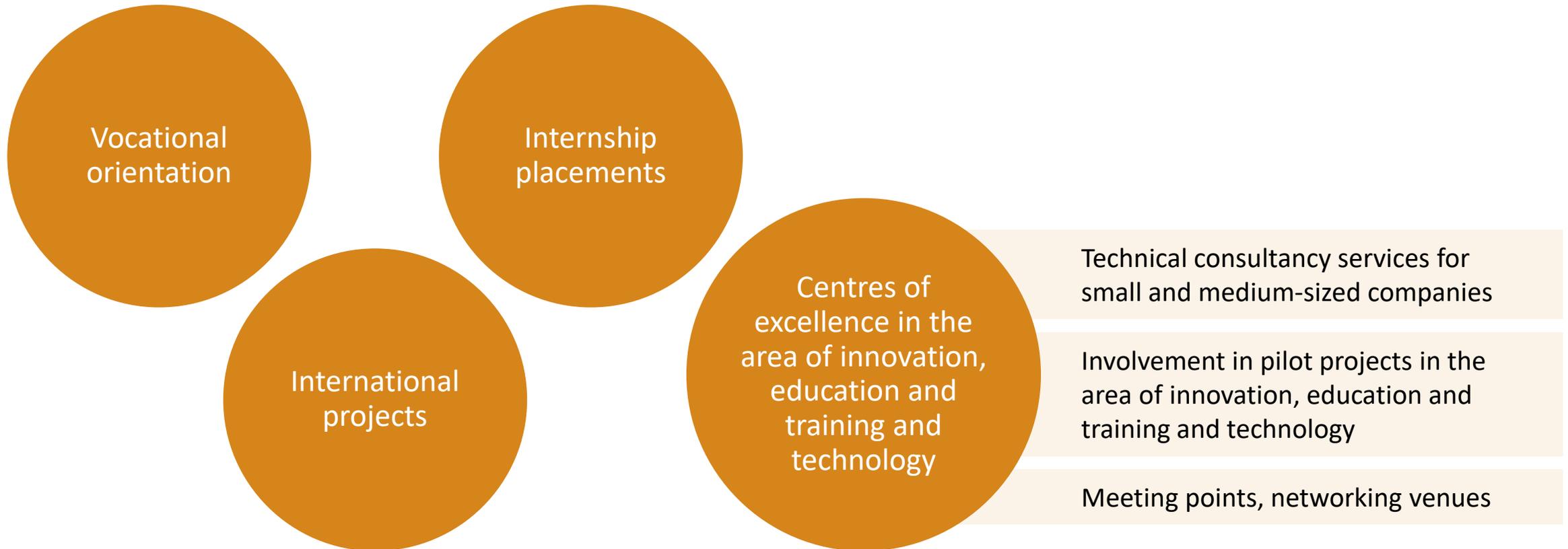
Employment agency measures, e.g.:

- ▶ Retraining programmes
- ▶ Training support measures
- ▶ Vocational preparation schemes



2. Tasks of inter-company vocational training centres

Core areas of inter-company vocational training centres



3. Objectives of inter-company vocational training centres

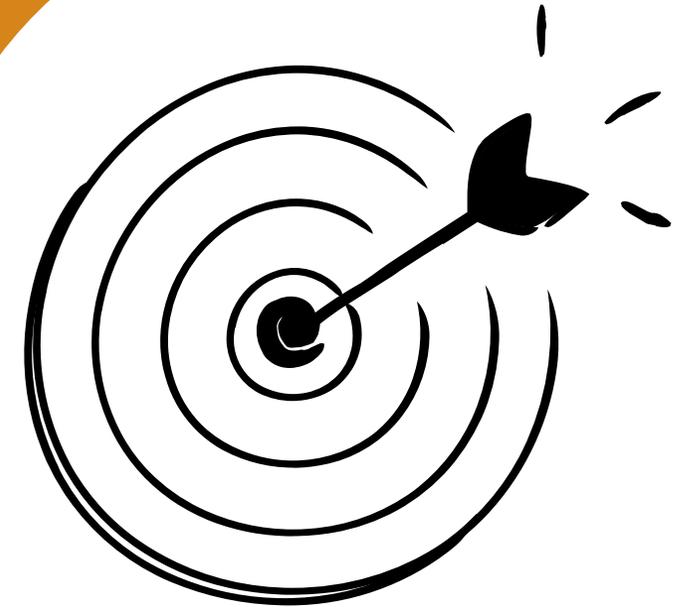
Ensuring that small and medium-sized enterprises (SMEs) are able to provide training

Quality assurance in vocational education and training

Ensuring a uniform training standard by fully covering all required training contents

Supporting the competitiveness of SMEs

Technology transfer



4. Financing of inter-company vocational training centres

Basic principle

Costs are the responsibility of the providers.

Total of about €5 billion

in state funding since 1970
(on the basis of the Vocational Training Act, BBiG, of 1969)

Aim

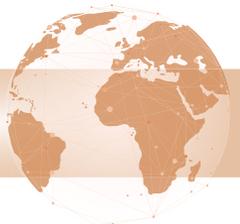
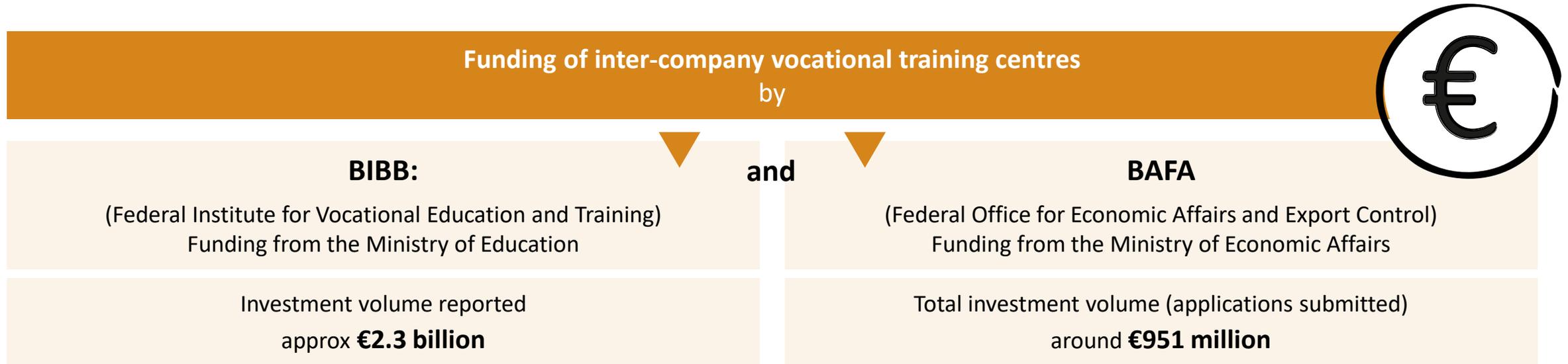
Basic provision nationwide from a quality assurance perspective

- ▶ Proportionate investments
- ▶ Phased subsidies for ongoing costs
(inter-company training/inter-company
apprentice instruction, support for the SME sector)
- ▶ Grants from the Federal Government, federal states and the EU



5. Financial support for inter-company vocational training centres

Stakeholders and resources



5. Financial support for inter-company vocational training centres

Development of funding of inter-company vocational training centres 1970 to the present

1970–1979	Basic funding	New buildings, initial equipment, basic infrastructure, support for craft trades
1980–1989	Funding for expansion and modernisation	Modernisation of equipment, integration of new training occupations, staff training
1990–1999	Funding for structural adjustment	Adjustment to new training regulations, cooperation arrangements with federal states and chambers, specialised inter-company vocational training centres
2000–2006	Technical modernisation	CNC, CAD/CAM technology, IT equipment, teaching materials
2007–2015	Preparation for digitalisation	Integration of digital teaching methods, pilot projects, media skills
2016–2019	Digitalisation (phase 1)	Digital tools, VR/AR, network formation, training for trainers
2020–2025	Digitalisation and sustainability	Industry 4.0, sustainability, energy efficiency, modular learning provision, hybrid forms of learning



6. Upgrading of inter-company vocational training centres into centres of excellence

Specialisation

- ▶ Centres of excellence are specialised inter-company vocational training centres which pool expert knowledge in certain sectors, occupations or technologies.

Modern equipment

- ▶ They have particularly high-end and innovative technical equipment in place which often exceeds the standards of normal vocational training centres, e.g. in areas such as CNC, 3D printing, smart home, e-mobility etc.

Innovation

- ▶ Centres of excellence address technological developments such as digitalisation, sustainability and new manufacturing procedures and teach these in a practically related manner. They create new courses and concepts which are then adopted by other inter-company vocational training centres.

National significance

- ▶ The aim is that they should exert an impact nationwide and, for example, serve as a contact point for training for whole sectors rather than merely working for their own respective region.

Technology transfer

- ▶ Centres of excellence transfer new techniques and practices which have emerged from research and development into operational practice. They advise companies on issues relating to training, the deployment of technology and modernisation.



7. Inter-company vocational training centres and technology transfer

The craft trade organisations set up consultancy, information and technology transfer points and provide professional and neutral advice to companies in the sector.

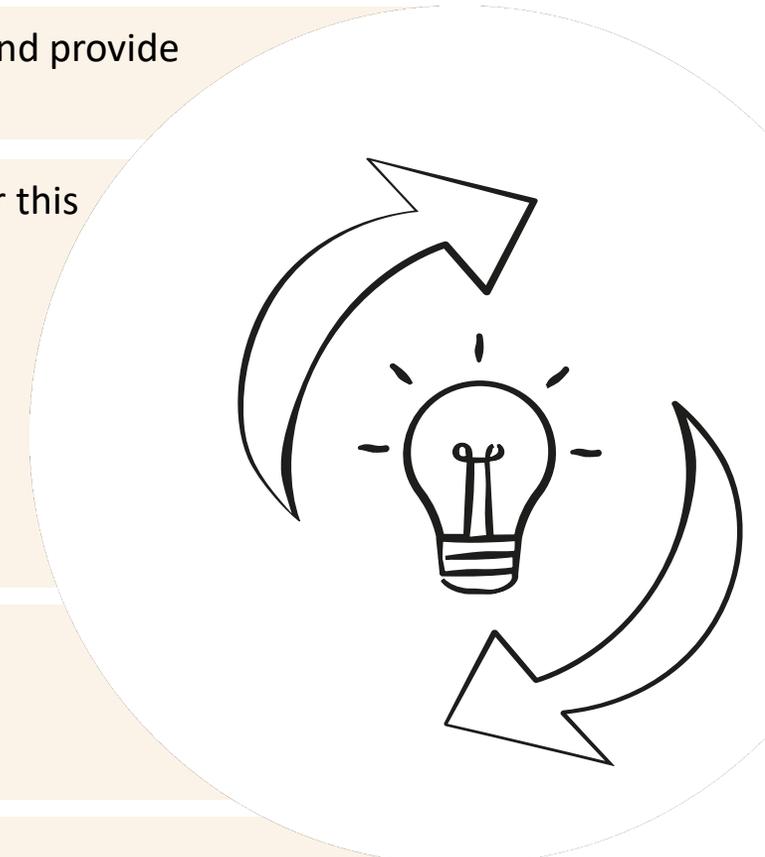
The Federal Ministry for Economic Affairs and Energy (BMWE) funds the following modules for this purpose:

- ▶ Company Advisors
- ▶ Advisory Centres for Innovation and Technology
- ▶ Specialist Advisory and Information Points

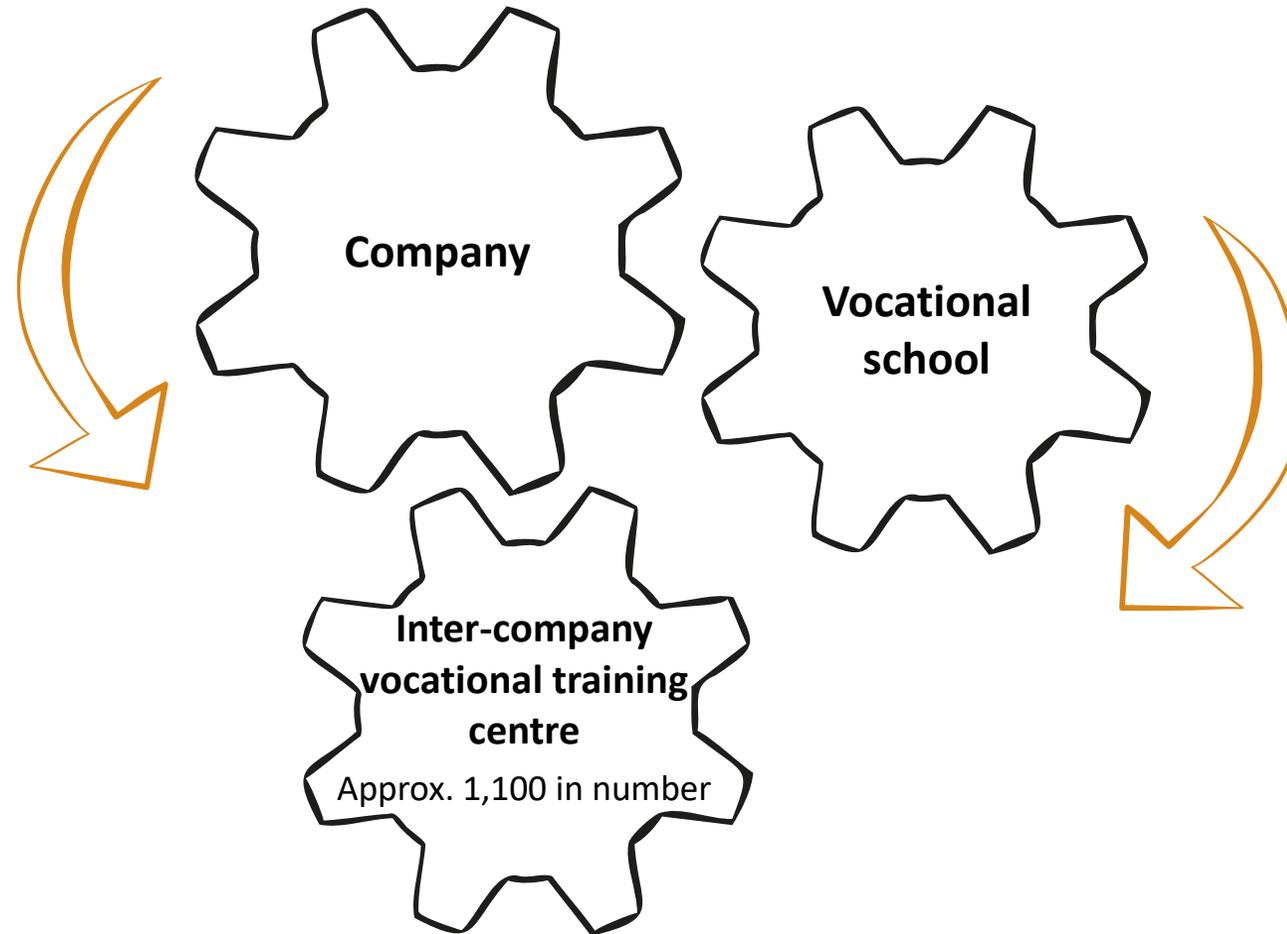
All three modules draw on the potential (know-how, technical equipment) of inter-company vocational training centres.

Within this context, inter-company vocational training centres serve as innovation hubs which network the stakeholders. They provide the advisors with the necessary specialist background and establish contacts with the target group.

Example: “CraftLab” based on the Schwerin model – creating spaces for innovation



8. Inter-company training



8. Inter-company training

Overview

Inter-company vocational education and training (also referred to as inter-company apprentice instruction) takes place at inter-company vocational training centres which are operated by chambers of crafts and trades, by guilds or by other training providers.

The costs of the inter-company vocational training centres are usually borne by the companies providing training, which receive support in the form of subsidies paid by the Federal Government, the federal states and other funding bodies.

Participation in these courses is compulsory for trainees in the craft trades, and companies providing training are required by law to release their trainees.



Objectives

Consolidation and systematisation of basic vocational training

Supplementing and ensuring a uniformly high standard by balancing out internal company specialisation

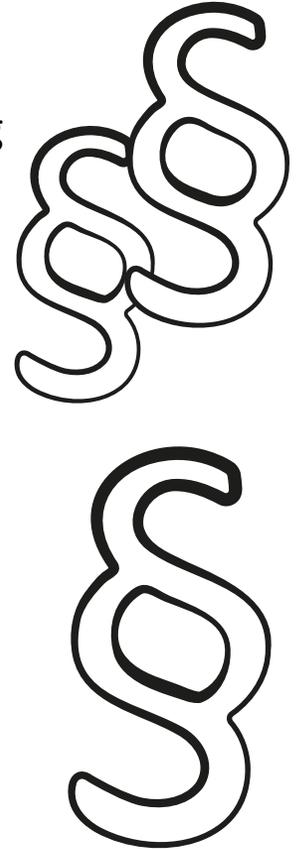
Adjustment of vocational skills to current technological development



8. Inter-company training

Legal basis

- ▶ § 5 (2) No. 6 of the Vocational Training Act (BBiG): “The training regulation may allow for elements of the vocational education and training to be completed in suitable establishments outside the training centres if and insofar as the vocational education and training necessitates this (inter-company vocational education and training).”
- ▶ § 21 Paragraph 2 of the Crafts and Trades Regulation Code (HwO): “A training venue at which the necessary occupational skills, knowledge and competencies cannot be imparted to their full extent is deemed as suitable if such skills, knowledge and competencies are imparted via training measures outside the training venue.”
- ▶ Inter-company vocational training centres form parts of the company-based training time.
- ▶ Inter-company vocational education and training/inter-company apprentice instruction is not normally explicitly mentioned in the training regulations. The decision regarding the implementation and scope of inter-company training in an occupation is a cooperative process in which various institutions take part.



8. Inter-company training in the craft trades

Summary

- ▶ Inter-company vocational education and training/inter-company apprentice instruction is an important building block of the dual system of VET in Germany. It ensures consistently high quality of training in every occupation in the craft trades, irrespective of the capacity of the individual craft trades company to provide training.
- ▶ Decisions regarding inter-company vocational education and training/inter-company apprentice instruction are made within the scope of self-administration in the craft trades sector.
- ▶ The contents and duration of inter-company training is jointly stipulated by the umbrella professional associations and by the Heinz Piest Institute of Skilled Trades at the Leibniz University of Hanover.
- ▶ Recognition takes place via the Federal Ministry for Economic Affairs and Energy (BMWE) or via the federal state ministries responsible.
- ▶ The nationally standardised course provision currently encompasses around 500 curricula for inter-company instruction, which are available for a majority of the craft trade occupations.



8. Inter-company training in the skilled crafts

Chambers of crafts and trades

Are the lead organisation for the execution and co-ordination of inter-company vocational education and training/inter-company apprentice instruction. They decide on the contents, duration and organisation of the courses together with specialist committees. They often operate their own training centres or commission other providers.

Stakeholders

Heinz Piest Institute (HPI)

The HPI operates in close collaboration with the umbrella professional associations to develop the nationally standardised inter-company vocational education and training/ inter-company apprentice instruction curricula, including contents, durations and cost calculations for the basic and specialist level. These plans form the foundation for funding applications to the BMWF and the federal states.

Guilds and professional associations

Incorporate sector-specific requirements into the planning and provide feedback on the contents and quality of the inter-company vocational education and training/inter-company apprentice instruction.

Social partners

In certain sectors, such as the construction industry, the parties to collective wage agreements agree on the number and contents of courses. The ministry responsible enacts binding skeleton curricula on the basis of these agreements.



8. Inter-company training in the skilled crafts

Tasks of the HPI

Stake- holders

Heinz Piest Institute

- ▶ The HPI observes technological developments and, by integrating these into the course concepts, it ensures that contents are practically related in areas such as digitalisation, energy efficiency and electromobility. The inter-company vocational training centres thus serve as a platform to transfer modern technologies into the everyday company routine.
- ▶ The HPI has been analysing the take-up of inter-company vocational education and training/inter-company apprentice instruction on behalf of the BMW and the German Confederation of Skilled Crafts (ZdH) for over 40 years. It examines aspects such as number of participations, intensity and funding rate and also identifies trends. This data forms the basis for policy decisions and funding strategies.
- ▶ In its capacity as a research institute at the Leibniz University of Hanover, the HPI is integrated into applied research. It supports small and medium-sized craft trade companies with technological issues and initiates innovations which are then adopted into training.



8. Inter-company training in the skilled crafts

Example 1: Motor vehicle craft trades sector (1/3)

Exists for the following occupations:

Motor vehicle mechatronics technician

Passenger motor vehicle technology

Commercial motor vehicle
technology

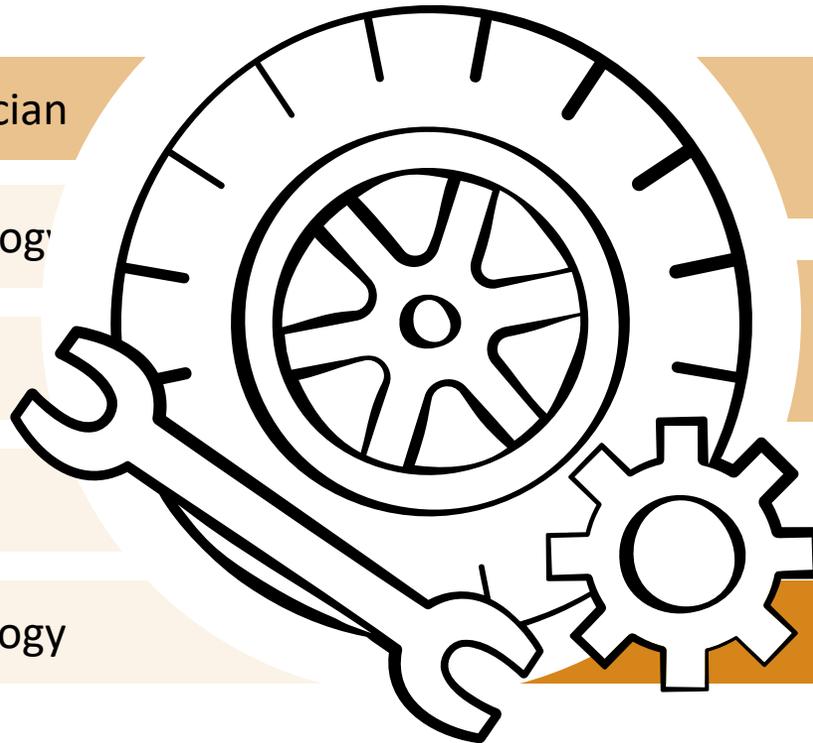
Motor cycle technology

System and high-voltage technology

Motor vehicle body and vehicle
construction mechanic

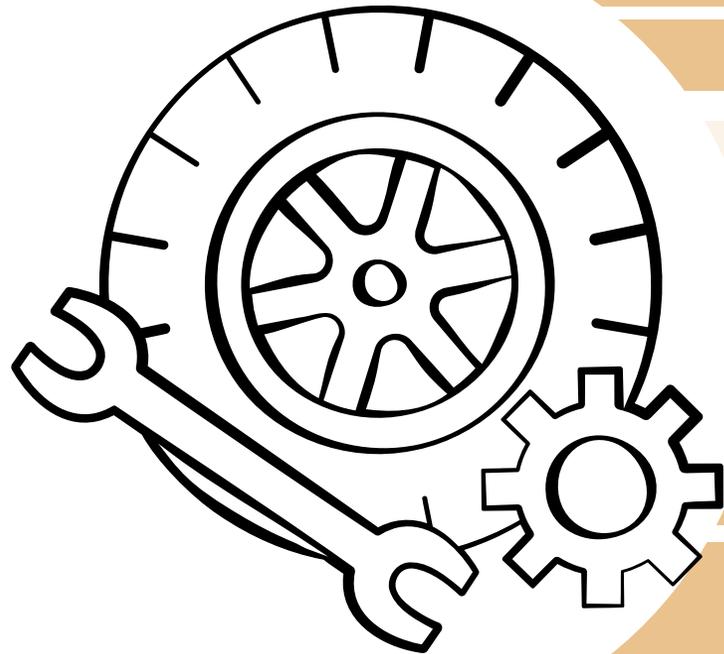
Vehicle varnisher
(with craft trade training)

For all: participation mandatory



8. Inter-company training in the skilled crafts

Example 1: Motor vehicle craft trades sector (2/3)



Nationally standardised inter-company vocational education and training/inter-company apprentice instruction skeleton curricula

Modular structure

Basic level
1st year of
training

Specialist level 1
2nd year of training

Specialist level 2
3rd year of training

Specialist level 3
4th year of training

The precise modules may vary somewhat depending on the chamber of crafts and trades or training centre.

Average: approx. 4–8 weeks per year of training

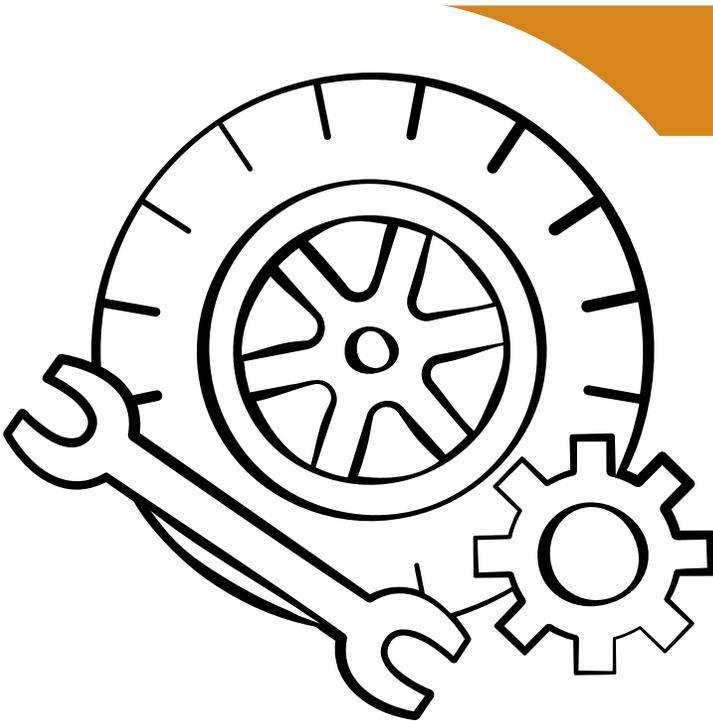
Over the entire duration of training (3.5 years in the case of motor vehicle mechatronics technician): mostly a total of 15–20 weeks

Divided across several courses (mostly 1–3 weeks per block)



8. Inter-company training in the skilled crafts

Example 1: Motor vehicle craft trades sector (3/3)



Basic level
1st year of training

Module/course	Contents/main focuses
Health and safety at work & environmental protection	Safety regulations, workshop equipment, recycling
Fundamentals of automotive engineering	Vehicle structure, simple systems, modes of operation
Material processing & joining technology	Filing, drilling, welding, soldering, screwing
Measurement and testing	Handling measuring devices, simple diagnoses
Wheels & tyres	Assembly, balancing, tyre service
Braking technology I	Fundamentals of braking systems, maintenance, simple repairs



8. Inter-company training in the skilled crafts

Example 2: Construction sector (1/3)

High degree of company specialisation, small company sizes, problems of attractiveness

Comprehensive collective wage agreement regulation

Training fund at SOKA-BAU (social security funds in the construction industry)

Around 180 inter-company vocational training centres are involved in vocational education and training in the construction industry.



The costs of the measures stipulated in the training regulations are covered by SOKA-BAU, which charges the training centres directly:

- ▶ Course fees
- ▶ Travel costs of trainees
- ▶ Boarding fees if necessary



8. Inter-company training in the skilled crafts

Example 2: Construction sector (2/3)

Staged training in the construction sector

Training lasts for **36 months** and ends with a **journeyman examination**.

First level: 24 months

- ▶ serves the purpose of **basic and specialist vocational training**.
- ▶ concludes with an examination leading to the qualification of **building construction worker, construction finishing worker or civil engineering worker**.

Second level: 12 months

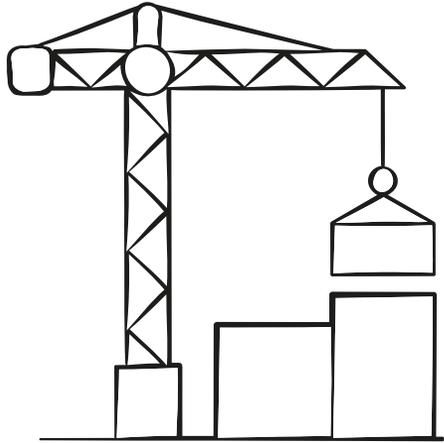
Specialisation in the chosen training occupation:

- ▶ Carpenter
- ▶ Stuccoist
- ▶ Tile and mosaic layer
- ▶ Screed layer
- ▶ Thermal and noise insulation fitter
- ▶ Dry construction builder
- ▶ Mason
- ▶ Concretor
- ▶ Building mechanic
- ▶ Furnace and chimney builder
- ▶ Road builder
- ▶ Pipeline fitter
- ▶ Duct builder
- ▶ Well builder
- ▶ Special civil engineering works builder
- ▶ Rail track builder



8. Inter-company training in the skilled crafts

Example 2: Construction sector (3/3)



Year	Company	Vocational school	Training centre	Qualification	Contents/main focuses
1	13 weeks	12 weeks	14 weeks		Basic skills, health and safety at work, materials science, fundamentals in several building trades
2	26 weeks	10 weeks	8 weeks	Qualification stage 1 Building construction worker/civil engineering worker	More detailed learning, project-related work, initial specialisation, intermediate examination possible
3	30 weeks	10 weeks	6 weeks	Journeyman examination (e.g. mason, road builder, screed layer etc.)	Specialisation in the trade, complex tasks, customer orientation, preparation for the examination



8. Inter-company training in the area of responsibility of the chambers of commerce and industry

Inter-company training is unusual in many occupations for which the chambers of commerce and industry are responsible (e.g. commercial occupations). In other occupations, especially technical, it is voluntary. There is an indirect obligation in circumstances where training contents cannot be otherwise covered.

Inter-company VET/inter-company apprentice instruction receives support regionally from the inter-company training centres of the chambers of commerce and industry organisation.

Further provision is offered alongside inter-company VET/inter-company apprentice instruction, such as special courses on individual topics or examination preparation courses.

Duration of the courses varies between **a few days** (e.g. courses in “conventional milling” and “conventional turning”) and **several months** (e.g. “Basic Course in Electrical Engineering”, “Basic Course in Mechatronics”).

Costs are paid by the company providing training



9. Digression: Cooperative training

An alternative to inter-company training

- ▶ Cooperative training is an alternative to inter-company vocational education and training/inter-company apprentice instruction if companies providing training are unable to cover the training contents in an occupation in full.
- ▶ Cooperative training is a form of vocational training in which more than one partner – mostly one or more than one company or educational establishments – collaborate in order to ensure together that full training takes place in accordance with the training regulations.
- ▶ Four classical organisational types of cooperative training:

**Training at one lead company
in conjunction with a partner
company**

Commissioned training

Training consortium

**Training with a training
association**



9. Digression: Cooperative training

The four organisational types in detail

Training at one lead company in conjunction with a partner company

- ▶ One lead company takes charge of the majority of training. It concludes the training contract with the trainee, pays the training allowance and assumes overall responsibility.
- ▶ Partner companies impart supplementary contents.

Commissioned training

- ▶ A company sends its trainees to a training provider or to another company providing training for a section of training. It pays for this training service.

Training consortium

- ▶ Companies in the consortium ("ring training") provide training at the same time and on equal terms.
- ▶ Each company is always a host and transferring company at the same time.
- ▶ Trainees only conclude a training contract with their respective main company, which pays the training allowance even when training is taking place at a partner company.

Training with a training association

- ▶ The contractual partner of the trainees is generally a training association. The companies are responsible for the content part of the training.
- ▶ These companies are association members.
- ▶ Cooperation agreements are concluded for the areas of responsibility.



10. Inter-company training in international VET cooperation

Overview

Inter-company training has been integrated into international VET cooperation for decades.

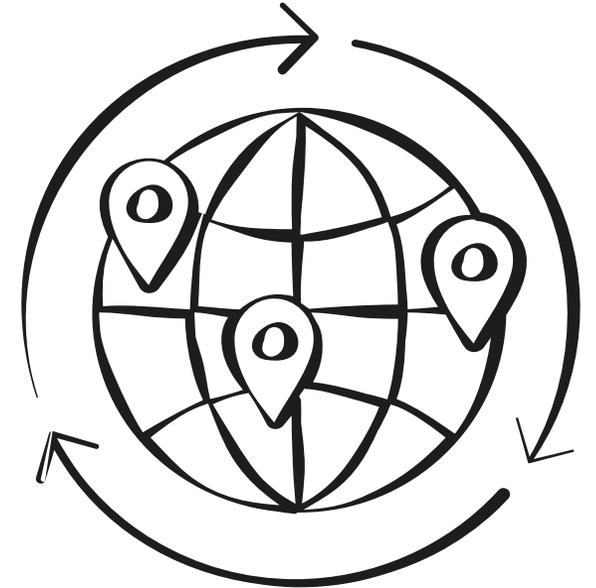
Use of know-how and infrastructure

Training of foreign multipliers in Germany

Deployment abroad of experts from inter-company vocational training centres

Within the scope of development cooperation

Market-based offer for foreign countries (inter-company training = part of the education and training sector engaged abroad)

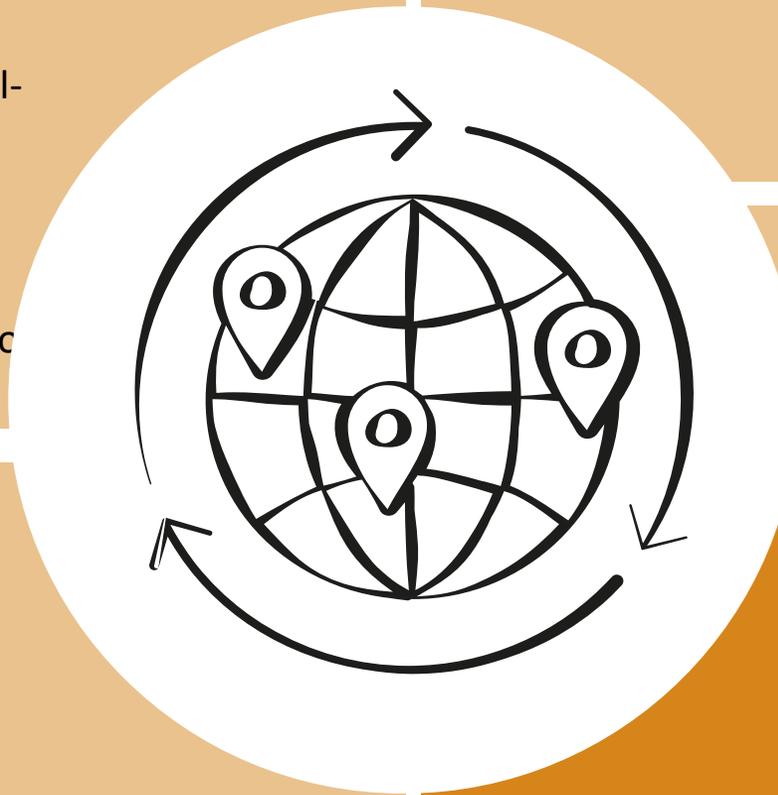


10. Inter-company training in international VET cooperation

Characteristics

Role model function: In countries with VET systems that tend to be more school-based and theoretical in nature, and where there is little involvement from trade and industry, vocational training centres with training workshops are one way of integrating practical elements into initial and continuing VET.

Competence centres also serve as a blueprint for “centres of excellence” for the further development of vocational education and training into the area of higher VET and for technology transfer purposes.



A focus of German development co-operation VET for decades, at least since the 1980s.

Use of construction, equipment and training concepts (e.g. alignment to modular inter-company VET/inter-company apprentice instruction)

Conclusion: The concept of inter-company training is **deployed flexibly** in international VET cooperation. In principle, VET centres in the partner countries can **take on all the tasks of German inter-company vocational training centres** and **enrich existing training by adding practical components.**



Further 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

Sources and further information on the Internet

- ▶ Fed. Gov. Report on Vocational Education and Training (BMBFSFJ) ([link](#))
- ▶ BIBB Data Report ([link](#))
- ▶ Destatis statistics on VET ([link](#))
- ▶ BIBB: Inter-company vocational training centres ([link](#))
- ▶ ZDH Überbetriebliche Lehrlingsunterweisung (ÜLU, Inter-company training) ([link](#))
- ▶ Heinz-Piest-Institute ([link](#))



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