

# Vocational education and training personnel at companies and vocational schools

## The heart of dual VET



Vocational education and training  
“made in Germany”

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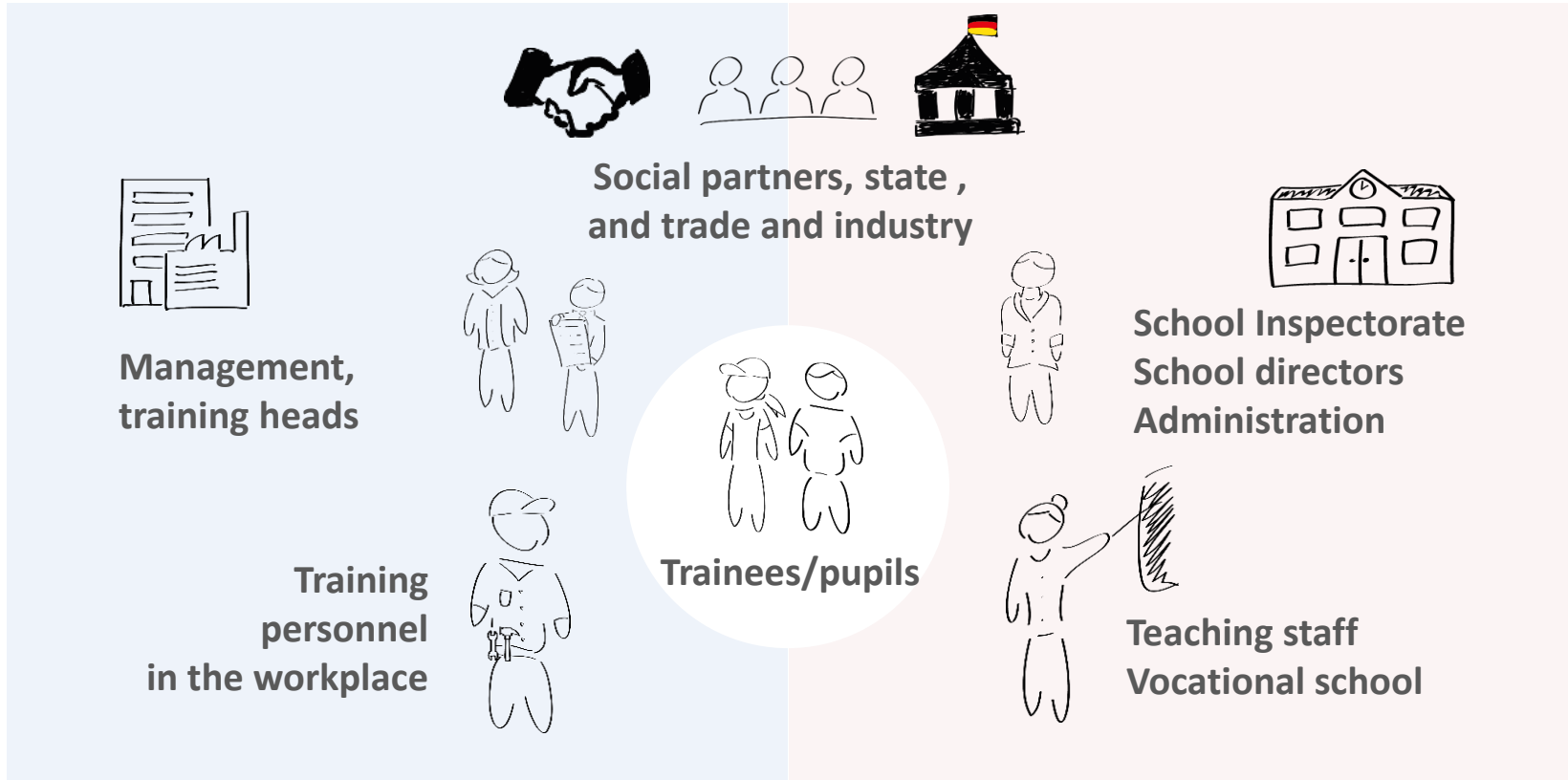
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## I. Who works in dual vocational education and training?

### World of work

### State educational system



- VET personnel working in areas such as training, management and coordination
- Dual worlds = “dual” personnel
- Joint objective – qualification of trainees/pupils

## II. Tasks of personnel in the VET system

### Task – Developing standards



#### Representatives

- Employers
- Employees
- State
- Chambers

### Task – Organising, implementing, supporting VET



- **Training personnel at the company**
  - Company management/training heads
  - Training advisors
  - Staff in inter-company training
  - Career entry support
  - etc.
- **Vocational school teachers**
  - School management
  - etc.

### Task – Examining and certifying



#### Representatives

- Employers
  - Employees
  - Vocational school
- Organised by
- Chambers

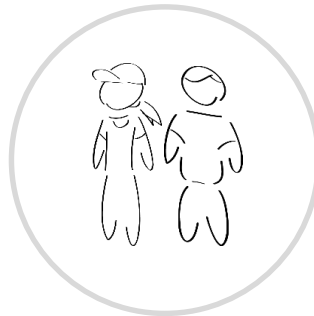
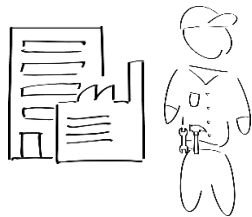


- Personnel operate at **all “interfaces”** of vocational education and training
- Personnel are **supported/financed by the state and trade and industry**
- **Central role of trainers and teaching staff**

## II. Tasks of personnel in the VET system

Focus – Organising, implementing, supporting VET

### Company as a learning venue

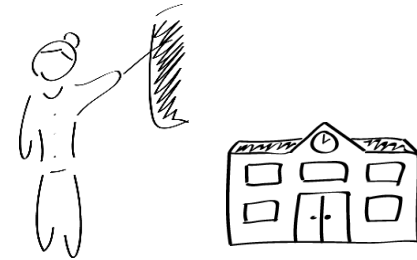


#### Training personnel

Approximately 650,000 trainers registered nationwide with competent bodies (pursuant to Vocational Training Act (BBiG), Ordinance on Trainer Aptitude (AEVO))

- Most work in an ancillary function rather than being full-time
- Ratio training personnel/trainees: 1/2
- 6 million skilled workers providing training (without a certificate or with a certificate but not registered with the chambers)

### Vocational school as a learning venue



#### Teaching staff



Approximately 42,000 FTEs (2014)

- Teachers of professional theory and general education
- Teachers of occupational practice
- Ratio teachers/learners: 1/35 (2014)



- **Division of tasks** – various staff working in the companies and at vocational schools
- **Focus of the presentation** – “state-recognised training personnel” and vocational school teaching staff (“teachers of professional theory and general education”)

## II. Tasks of personnel in the VET system

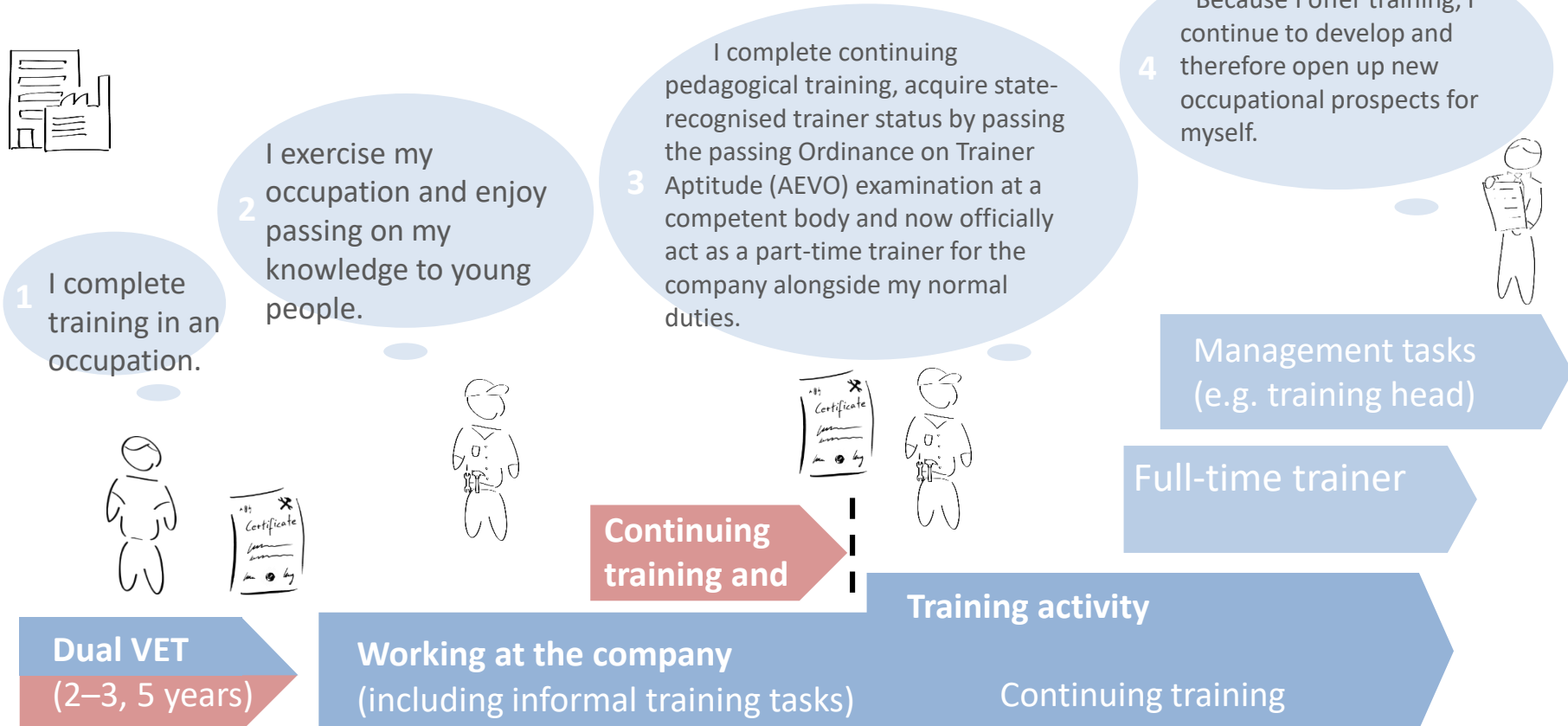
Day 1	Day 2	Day 3	Day 4	Day 5
<b>Officially recognised training personnel</b> <i>Core company-based training tasks</i> <ul style="list-style-type: none"><li>• Draws up a company training plan on the basis of the training standard (training regulations)</li><li>• Imparts wide-ranging occupational skills and knowledge and personal competence (types of behaviour, ability to work as part of a team, autonomy etc.).</li><li>• Integrates trainees into the company and supports them in possibly being offered permanent employment (recruitment)</li><li>• Organises the training process</li><li>• Provides support for examination preparation and involves specialist department and colleagues</li></ul>			<b>Teacher of prof. theory and gen. education</b> <i>Core vocational school teaching tasks</i> <ul style="list-style-type: none"><li>• Organises teaching on the basis of the skeleton curriculum</li><li>• Imparts professional theory and principles of occupational practice in a wide-ranging manner</li><li>• Imparts general knowledge</li><li>• Imparts personal competence</li></ul>	
				
<b>Duration of dual VET: 2–3.5 years</b>				



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

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

How to become a state-recognised trainer – one possible pathway



- Training personnel **combine professional specialisation with a vocational teaching qualification**
- Qualification is mostly **acquired on an in-service basis** (continuing training over a period of several weeks)
- **Company interest** in training personnel is crucial

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

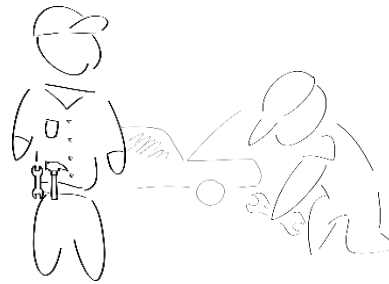
### Core tasks – an example



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

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

Certified trainer



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

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

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

5 I plan and develop the training myself on the basis of the occupationally-specific standard.



- Company-based training personnel are primarily **skilled workers who provide training** (mostly on a part-time basis).
- Training tasks are strongly aligned to the **requirements of the company**.
- Tasks usually extend **far beyond mere training activity and work instructions**.



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

Why are they important for companies?



1

My company provides training because it enables me to find and retain competent staff, and this is a key factor for success.

2

In order for my company to provide training in the dual system, it needs to be officially recognised as a company that offers training. One criterion is state-recognised training personnel (BBiG).

3

My skilled workers already train other staff informally, but they need to be better qualified for providing training.

4

I enable my skilled workers to pursue continuing training and take a chamber examination in order to become qualified trainers.

5

My company provides training in the dual system. Staff have better opportunities for further occupational development.

Company owner

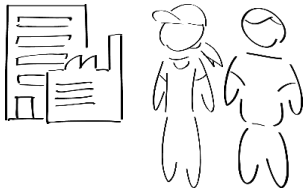


State-recognised training personnel is important for companies.

- Companies wish to **acquire and secure new skilled workers**.
- They seek to **strengthen their skilled workforce via additional competencies** (pedagogical) and create **incentives**.
- They want to be **permitted to provide training** in the dual vocational education and training system.

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

#### Benefits for all those involved



#### **Trainees**

- receive well-founded company-based training and are able to familiarise themselves with the world of work.



#### **Skilled workers/training personnel**

- have better opportunities for occupational advancement.
- have access to continuing training opportunities (master craftsman training, updating and upgrading training courses, higher education).



#### **Companies**

- acquire and secure skilled workers who are a good match for their requirements.
- are better able to implement their role as an educational institution within the dual VET system.

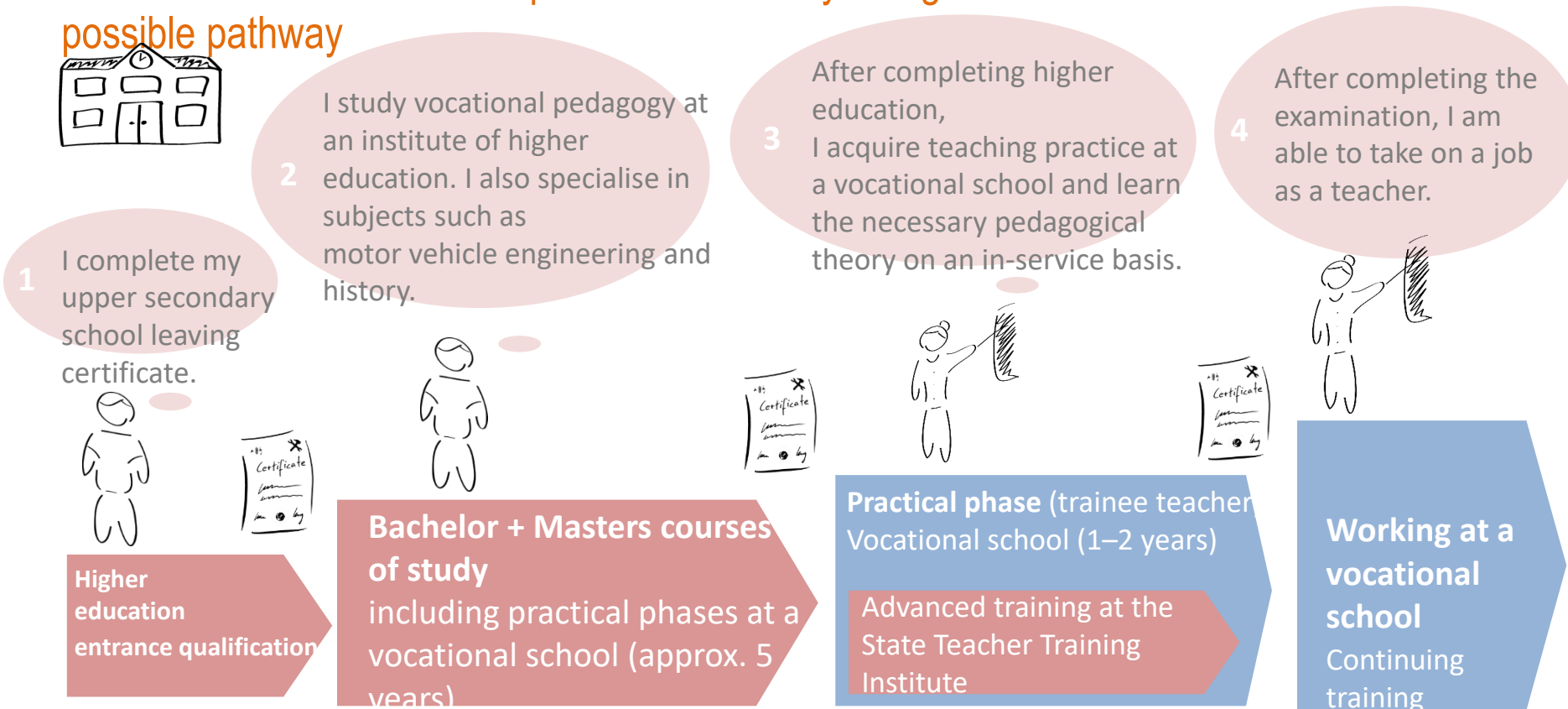


#### **The state**

- is able to strengthen the quality and the educational policy role of company-based training.

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

How to become a teacher of professional theory and general education – one possible pathway



- Vocational school teachers need to acquire **the theory and practice of vocational pedagogy and an occupational and general education specialism**
- **A Masters degree** is necessary to teach at a vocational school
- **The state makes considerable investments** in training for vocational school teachers

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

### Core tasks – an example



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

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

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

**Teacher of  
professional  
theory  
and general  
education**

3 I create practical foundations.  
Trainees learn how to produce  
and install parts and what needs  
to be kept in mind.

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



4 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.

- Teachers impart **professional theory, the principles of occupational practice and general education.**
- Their tasks extend beyond mere teaching duties.
- The foundation of their activity is the state **educational remit.**



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

Why are teaching staff important for the state?



1

We seek to provide young people with employability skills and integrate them into society. We need good skilled workers to produce a strong macro economy.

2

In order to fulfil its economic and societal aims, vocational education and training should “enable pupils to practise an occupation and be involved in shaping the world of work and of society whilst fulfilling their social and ecological responsibility.” (Source: KMK)

4

We train the necessary teaching staff at institutes of higher education and employ these teachers as public sector workers at vocational schools.



3

For this purpose, we make only qualified teaching staff available to the vocational schools in their capacity as learning venues. Professional theory and general education are imparted at the vocational school in particular in order for pupils to acquire employability skills.



Teachers of professional theory and general education are important.

- They impart **solid professional foundations and general education** to young people.
- They thus implement **educational policy goals** at the vocational school.

## IV. The vocational school as a learning venue – teacher of professional theory and general education

Benefits for all those involved



### Pupils

- acquire cross-company and formally recognised occupational competencies (professional theory, principles of occupational practice).
- receive general education and a foundation to pursue continuing training.



### Companies

- receive trainees who are in possession of more extensive theoretical professional knowledge and general education.

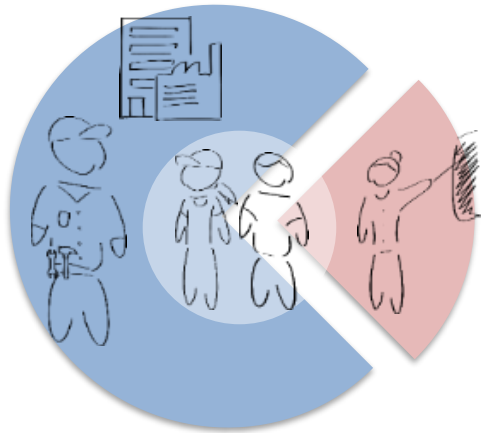
### The state/vocational school

- fulfils the state educational remit via teaching staff with comprehensive graduate training.



## V. Summary

### Performances of VET personnel at companies and vocational schools



#### **Vocational education and training personnel**

- Impart professional theory, occupational practice, general knowledge, values and types of behaviour
- Take on a wide range of tasks both within and beyond training (socialisation, support, harmonisation, encouragement, administration, motivation)
- Trainers and teaching staff complement one another in vocational education and training.



- VET personnel at the company and at the vocational school fulfil major tasks in dual training.
- The services they provide meet the requirements and objectives of these two learning venues, and for this reason VET personnel are deployed at both (“dual”).

## V. Summary

### Professionalisation – dual qualifications



#### “Dual” 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;
- enhance recognition of VET personnel in society.

#### Qualifications

- combine theory and practice;
- have a firm legal basis;
- are supported by the state and by trade and industry;
- are aimed at VET activity  
(“Trainer”, “vocational school teacher”).



- **Qualifications are oriented to requirements at both learning venues.**
- Qualifications make it clear that the **professionalisation of VET personnel is institutionalised** within the dual vocational education and training system.



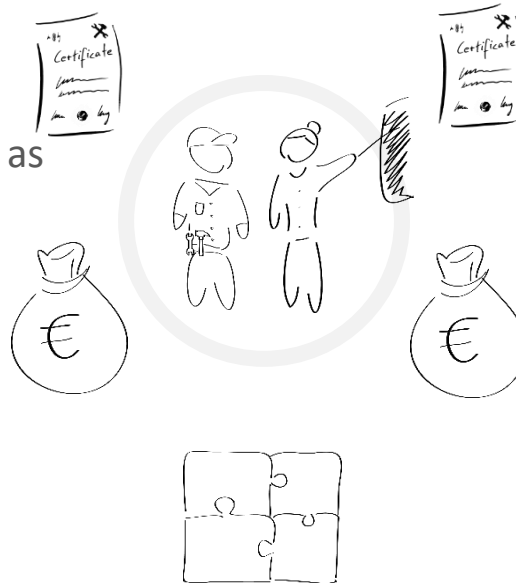
## V. Summary

### Support from the state and from trade and industry

#### Trade and industry



- deploy skilled workers as training staff
- support skilled workers to qualify as trainers
- enable training personnel to advance within the company
- recognise the significance of training activity
- secure the quality of training personnel (chambers)



#### The state



- finances teaching staff at vocational schools
- offers VET teachers attractive general conditions
- trains teaching staff at institutes of higher education
- provides statutory legislation of training personnel
- secures the quality of teaching staff (school inspection etc.)
- secures the status of vocational schools in society by making attendance mandatory



**Trade and industry and the state create qualifications, frameworks and resources for dual VET personnel.**

## VI. Conclusion – VET personnel as a success factor

### *Vocational education and training personnel*

*Professionals with a high level of  
commitment*

#### *Cooperation between the state, trade and industry and society*

- *Example: both the state and trade and industry support personnel*

#### *Work-based learning*

- *Example: practically oriented training for personnel*



#### *Institutionalised research and consultancy services*

- *Example: research and data on training personnel (chambers and BIBB)*

#### *Recognised standards*

- *Example: trainer aptitude standards (Ordinance on Trainer Aptitude, AEVO)*



- **Good vocational education and training requires competent and committed personnel.**
- **VET personnel are one of the success factors in German vocational education and training.**

## VI. 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](http://www.govet.international)**

### 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)

In case of further questions, please contact: **[govet@govet.international](mailto:govet@govet.international)**

## VII. Legend

**Blue**

**World of work**



**Trainees**



**Employers**



**Head of Training**



**Company-based  
training personnel**



**Policy makers** (Federal  
Government and federal  
states)



**Examination board**



**Certificate**



**Social partners** (trade unions  
and employers' associations)

**Red**

**Educational system**



**Young people**



**School management**



**Vocational school teachers**



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