

Quality Assurance in VET: Germany

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance



Overview of the VET system and how quality assurance takes place

VET in Germany is based on cooperation between the state, private sector and social partners. The main pillar of VET is the dual system. Each person who has completed full-time compulsory schooling has access to apprenticeship training (the duration is usually three years), which combines two learning venues, companies and vocational schools. Those successfully completing their training are qualified to be employed as skilled workers.

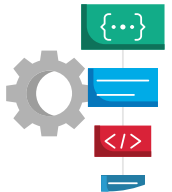

The main path to the acquisition of initial VET in Germany is via the Dual System. It provides basic vocational training and competences for 323 recognised occupations. Apprentices acquire their vocational qualifications both at a company and at a part-time vocational school (*Berufsschulen*). For up to two days a week, apprentices attend vocational school where theoretical knowledge as well as technical skills are provided.

Completion of compulsory education is sufficient to enter the Dual System. However, initial VET is also offered at full-time vocational schools, where it is largely school based. Furthermore, senior technical schools (*Fachoberschulen*) and senior vocational schools (*Berufsoberschulen*) offer two-year training courses, which enable students to attend universities of applied science (*Fachhochschulen*). Finally, vocational grammar schools (*berufliche Gymnasien* and *Fachgymnasien*) also offer vocational qualification. All vocational schools must comply with the education and school laws of the 16 federal states, which generally do not affect VET. Companies that are to be allowed to host apprentices must possess at least one certified instructor (*Ausbilder*). Instructors are generally certified according to the Instructor Aptitude Ordinance (AEVO), which stipulates the minimum standards in order to work as an instructor. The certification as an instructor includes an examination that is organised by the Chambers of Industry and Commerce.¹

Continuing Vocational Education and Training (CVET) in Germany is understood to be 'the continuation or resumption of organised learning following completion of an initial phase of education of varying scope' (Deutscher Bildungsrat 1979, p. 197 – translation by EQAVET).² There is no unified system level framework for quality assurance in CVET in

¹ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>




² Deutscher Bildungsrat (1970): Strukturplan für das Bildungswesen. Stuttgart: Ernst Klett Verlag

	<p>place in Germany. At provider level, more than 80% of CVET providers have an official accreditation (requiring QA in place) to provide specific training.³</p> <p>The German VET system draws on the partnership between employers, competent bodies, unions and the federal government as well as the federal states' governments. VET policy is developed in boards where all stakeholders participate.</p> <p>Germany has a federal QA approach, which was formed independently of EQAVET but is in line with the EQAVET framework across IVET, CVET, and work-based learning. The broad QA principles are aligned with the EQAVET quality cycle, indicative descriptors and indicators.⁴</p> <p>More information about the VET system in Germany can be found on Cedefop's VET in Europe database: https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/germany</p>
 <p>System-level QA arrangements</p>	<p>The 16 federal states are responsible for school-based VET and are independent in their choice of QA frameworks. There is a federal QA approach in place.</p> <p>For work-based learning, state institutions, in close cooperation with other stakeholders (social partners), develop standards that apply throughout Germany, such as laws and regulations, and conduct research projects and surveys to regularly review the quality of the training system. The resulting findings are also the starting point for developing solutions to emerging challenges.⁵</p>
 <p>Provider-level QA arrangements</p>	<p>The QA requirements of IVET providers are set out in the federal states' school laws and generally monitored by the local school authorities. In a few federal states, specialised agencies for quality development oversee supervising the vocational schools.</p> <p>Vocational training boards exist in most of the Länder, which bring together relevant stakeholders such as Chambers of Industry and Commerce as well as Chambers of Crafts and other competent boards. The chambers play a central role in ensuring the quality of in-company training by fulfilling sovereign tasks assigned to them by the state. They include advising companies and trainees, determining the suitability of companies and training staff for training, monitoring the implementation of vocational training and organising examinations. As competent bodies, they are also able to decide on shortening or extending the training period in certain cases. All these tasks are part of the legally defined regulatory activities of the chambers.</p>

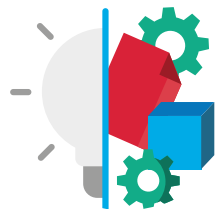
³ https://wbmonitor.bibb.de/downloads/Ergebnisse_20180507.pdf, p. 12

⁴ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

⁵ <https://www.bibb.de/dienst/publikationen/en/8548>

 <p>Which organisation(s) are responsible for VET policy?</p>	<p>The Federal Ministry of Education and Research (BMBF) is responsible for general VET policy issues and has a coordinating and steering role. The ministry also works closely with the Federal Institute for Vocational Education and Training (BIBB), which conducts research and advises the Federal Government and vocational training providers.</p> <p>The federal states are responsible for school-based VET and have VET Boards with employer and employee representatives. The Ministries of Education of the 16 federal states cooperate in a standing conference to ensure a degree of uniformity and comparability.⁶</p>
 <p>Recent policy developments (in the last 12 months)</p>	<p>A three-party government (Social Democrats, Alliance 90/The Greens, Free Democrats) is in power. Bettina Stark-Watzinger (FDP) took over as Minister for Research and Education.</p>
 <p>Priority areas for QA in your country</p>	<p>The government's work in the next few years will be based on the coalition agreement (available at: https://www.spd.de/fileadmin/Dokumente/Koalitionsvertrag/Koalitionsvertrag_2021-2025.pdf) which includes measures for greater educational equality, improved digitalisation and securing skilled labour. These plans also have to be seen within the context of sustainability and economic transition.</p>
<p>Specific projects in the country (optional)</p>	

⁶ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/germany-u2>



Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country

In addition to legally defined tasks, the Chambers have expanded their quality assurance services for training companies in recent years in order to support them even better in providing good training. This has resulted in a wide variety of innovative approaches throughout Germany that address the promotion, safeguarding and awarding of in-company training quality.

A multi-stage, multi-method approach was used to focus on these 'quality initiatives' so that this overview study offers the first systematic stocktaking of this commitment of intermediate institutions using the example of the Chambers of Skilled Crafts and the Chambers of Industry and Commerce.⁷



Which organisation(s) are responsible for the project / initiative

The study was prepared by DEQA-VET as part of the project 'Quality initiatives of intermediary institutions and voluntary certification offers for small and medium-sized training companies in the dual system' (in the duration 2019 to 2021), which was funded by the EU Erasmus+ programme.

Further information is available at: https://www.deqa-vet.de/en/dagavet_119364.php

Use of EQAVET labels

Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes

⁷ https://www.deqa-vet.de/en/dagavet_119364.php