

National Implementation Plan (NIP)

Germany

Translation

Introduction

The **Osnabrück Declaration on vocational education and training** was jointly endorsed on 30 November 2020 by the EU Member States, the EEA countries, EU candidate countries, the European Commission and the European social partners during Germany's presidency of the Council of the EU. It is designed to strengthen European policy on vocational education and training (Copenhagen process).

With reference to the **Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience** (24 November 2020), it aims to ensure that VET can cope with digital, demographic and ecological change through specific measures to be introduced between now and 2025 in four main areas – resilience, sustainability, a new continuing education culture and a European Education and Training Area.

Together with the European Commission's **Skills Agenda**, the Council Recommendation and Osnabrück Declaration are the cornerstones of Europe's VET agenda for the coming years.

One of the particular focuses is excellent, higher-level VET at levels 5, 6 and above of the European and German qualifications frameworks.

The Council Recommendation calls on the Member States to submit and implement **national implementation plans** (NIP) by 31 May 2022 using the EU funding streams.

Due to the complementary nature of the two initiatives, the European Commission proposed a common template for their implementation and monitoring. This approach was adopted by the Member States and social partners in the ACVT (Advisory Committee on Vocational Training) and at the meeting of the Directors General for Vocational Education and Training (DGVT).

The consensus view was that the NIP agreed by the respective governments and relevant stakeholders should focus on **thematic priorities**.

Consequently, the NIP explicitly does not claim to present national strategies, goals, initiatives, measures and funding in full detail.

In Germany, at the meeting of the National Europass ESCO Monitoring Committee¹ on 11 October 2021, the Federal Ministry of Education and Research (BMBF), in the capacity of project lead, announced the process for developing the NIP. This was then launched in the follow-up to the meeting with the support of the Federal Institute for Vocational Education and Training (EU-VET project) with a questionnaire designed to identify the stakeholders' priorities and proposals.

Following a feedback and coordination process over several stages, the German NIP is now presented in this version. As agreed, the NIP includes priorities, goals and measures selected by way of example.

(a) Brief information on the national context and baseline

VET in Germany is characterised by the sharing of responsibility between the Federation, the Länder and the social partners, and founded on cooperative and coordinated interplay between the two places of learning, namely the workplace and vocational schools. The guiding principle of dual VET is the acquisition of vocational skills through an organised course of training culminating in the award of a qualification that is relevant and guarantees connectivity to the labour market, as well as being a qualification that ensures employability in the sense of the qualified exercise of an occupational activity. Particularly with regard to the digital and green transition, VET should be designed to be future-proof. The permeability and equivalence of vocational and academic education are crucial in opening up lifelong professional development opportunities and attractive career paths for VET graduates and at the same time securing the skilled workers of the future that the economy needs.

The function, tasks and services of the institutions and the relevant VET stakeholders are based on a balanced system of rules and funding, and are essentially defined by law (see in particular Germany's Vocational Training Act, Crafts Code, Upgrading Training Assistance Act, Works Constitution

¹ Represented on the National Monitoring Committee are the BMBF, BMAS, BMWK, KMK, ASMK, WiMiKo, HRK, BA, BIBB, BDA, DIHK, ZDH, DGB, IG Metall and the national Erasmus+ agencies in DAAD and BIBB.

Act, German Social Code (SGB II and III), Skills Development Opportunities Act, Future of Work Act, school laws, higher education laws, collective agreements, Recognition Act etc.²).

The regulated qualifications awarded at the end of vocational dual training and advanced training are based on examinations governed by uniform examination regulations across Germany. The training regulations and the areas of instruction in schools that are aligned with these regulations as part of the dual VET are geared towards real-life work and business processes. In this way, they ensure that the vocational qualifications are highly relevant to the labour market. Training content for the creation of new or updated training occupations is designed by expert representatives of the social partners with the support of the Federal Institute for Vocational Education and Training (BIBB), thereby keeping up to date with current labour market and technological developments (especially in the context of digitalisation and the energy transition) as well as the goals of sustainable development. The inclusion of research results is another crucial aspect with regard to the early identification of necessary changes and qualification developments.

The Report on Vocational Education and Training presented annually by the Federal Government³ provides detailed information on the current state of the training market and the latest trends and challenges, and is supplemented by a comprehensive data report.⁴

Political and strategic initiatives and funding programmes run by the specialist departments (BMBF, BMAS, BMWK, etc.) and the Länder as well as social partnership agreements complement the regulatory framework outlined above and provide a response to new challenges and, currently, to overcoming the impact of the Covid-19 pandemic.

Two planned initiatives by the Federal Government, the Länder, business, trade unions and the Federal Employment Agency should be highlighted here by way of example: the Alliance for Initial Training⁵, which contributes to strengthening vocational education and training and highlights solutions to current education policy challenges, and the continuation of the National Skills Strategy⁶, which jointly establishes CVET as a component of vocational and entrepreneurial developments and develops a common CVET culture. Further examples in this context include other activities such as the national digitisation strategy with the networking of continuing education platforms and the use of AI for adaptive learning in VET.

(b) Challenges and general objectives of the plan

Germany's Coalition Agreement for the period 2021 – 2025 entitled “**Daring to make more progress** – an alliance for freedom, justice and sustainability” sets out goals, initiatives and measures to be pursued by the Federal Government in a bid to retain the country's spot in the economic and technological premier league through innovation and a climate-neutral approach. Future-oriented investments, not least in climate protection, digitalisation, education and research, will modernise the state, the economy and society, ensure sustainability and lay the foundation for attracting the skilled workers that the economy needs by offering better educational opportunities, targeted continuing education, and higher labour market participation, including through modern immigration law.

Overcoming the consequences of the pandemic remains a joint task of the VET partners. Greater education and labour market policy efforts are also likely to be required for the integration and social inclusion of Ukrainian refugees.

In 2020, the training market was dominated by significant downward movements. The supply of training places and the demand from young people for training declined almost in parallel. The result was an increase in problems matching applicants with training vacancies and an increasing proportion of unfilled training places.

² [2018_CR_DE.pdf \(refernet.de\)](#)

³ [Report on Vocational Education and Training – BMBF](#)

⁴ [Data report / Data report 2021 \(bibb.de\)](#)

⁵ [Alliance for Initial and Further Training – Homepage \(aus-und-weiterbildungsallianz.de\)](#)

⁶ [National Skills Strategy – BMBF](#); [BMAS – National CVET strategy](#)

As far as the current reporting year 2021 is concerned, the first small signs of a recovery on the training market are emerging, but there is still a clear shortfall compared with the level of training taking place before the pandemic. The market situation for young adults and young people seeking training improved slightly in 2021. However, companies are reporting further growing challenges in filling training places because the number of registered applicants is declining while the number of registered training places is rising again. It will be important to monitor this development closely and take countermeasures with a view to securing a skilled workforce in the future.

In addition to the effects of the pandemic, overarching developments – especially the attraction of higher education, demographic change, economic uncertainties and structural changes – are further important factors here. At the same time, the growing importance of continuing vocational education and training (CVET) is increasingly becoming the focus of VET and labour market policy.

In accordance with the consensus reached by the VET stakeholders, the national implementation plan addresses **five thematic priorities**:

1. Integration and access to training and the labour market (post-Covid upturn)4
2. Ecological and technological transformation of the economy and the contribution of a future-proof VET policy7
3. Digital transformation and VET strategies for a digital education and training area10
4. Excellence in VET/higher-level VET in response to more demanding career profiles and job descriptions12
5. The European education and training area in a globalised economy14

(c) Detailed description of measures and/or their packages

Title of measure 1
1. Integration and access to training and the labour market (post-Covid upturn)
Rationale/background, challenges addressed
The measures and initiatives mentioned below are aimed at securing the next generation of skilled workers by promoting young people's interest in VET and addressing the problems associated with filling vacancies in companies. Vocational orientation and a nationwide expansion of employment agencies for young people, a training guarantee, which will grant all young people access to fully qualifying VET (primarily in companies), and tried-and-tested instruments such as entry-level qualifications, assisted training and part-time and joint training, support young people with different social backgrounds and educational biographies in the transition to training and employment.
Specific objectives of the measure/package and their relation to the general objectives of the plan
This measure basically encompasses 4 priority areas: <ol style="list-style-type: none"> 1) Vocational training policy initiatives to promote VET 2) Vocational orientation 3) Companies as a place of learning, and 4) Adapting the range of qualification measures and adding more flexibility
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

<p>Vocational training policy initiatives to promote VET</p> <ul style="list-style-type: none"> • Alliance for Initial and Further Training: comprehensive promotion of dual vocational education and training with its good labour market and earning opportunities; highlighting the very good prospects for all young people and young adults of finding a training place • Further development of training assistance tools • Design and implementation of the training guarantee • Lifelong career advice (Lebensbegleitende Berufsberatung – LBB)⁷ – expanding and stepping up the career advice available from the Federal Employment Agency (Bundesagentur für Arbeit – BA) 	<p>2019–2022 (continuation planned for 2023 onwards)</p> <p>Permanent task</p> <p>(Coalition Agreement) current legislative period</p> <p>Since 2019</p>
<p>Vocational orientation</p> <ul style="list-style-type: none"> • Career advice and vocational orientation from the BA (Federal Employment Agency) in accordance with Section 29 et seq. of the Social Code (SGB III) • “Initiative Bildungsketten” (Educational Chains initiative)⁸ developed by the Federation and Länder with a view to strengthening vocational orientation nationally and supporting young people in the transition from school to VET and from completion of their vocational education and training to the labour market • Expansion and further development of digital vocational orientation with the involvement of general education schools and its integration into a holistic concept for providing young people with information and advice: e.g. online platform berufenavi.de (nationwide referral portal for vocational orientation and for finding training places, Handwerk.de; DigiPortBO (project for the development of digital teaching and learning modules for vocational orientation), “bwapp” (for the documentation of the vocational orientation process and implementation in the Länder within the framework of a pilot project) as well as the establishment and expansion of virtual vocational orientation from the BA as a low-threshold offer for parents and pupils • Life stage-oriented and target group-specific media offering from the BA (e.g. www.arbeitsagentur.de, Check-U, abi.de, planet-beruf.de, NewPlan) • Vocational orientation measures in accordance with Section 48 of the Social Code (SGB III) for in-depth vocational orientation and preparation for choosing a career for school leavers without a positive destination • Full-on commitment from the SCHULEWIRTSCHAFT Deutschland network⁹ to practical vocational orientation and promotion of the annual “SCHULEWIRTSCHAFT – Das hat Potenzial!” award ceremony, recognising excellence in VET • Expansion of vocational orientation offerings and pooling of advisory and support offerings based around the principle of employment agencies for young people¹⁰ • “Sommer der Berufsbildung” (Summer of VET) initiative¹¹ involving concerted action by the partners in the Alliance for Initial Training to support the VET market • Transfer of successful KAUSA¹² tools to provide advice to self-employed people with a migrant background and young people with a migrant background on all aspects of VET • Research and development projects in the subject cluster “Vocational orientation and transitions” 	<p>Permanent task</p> <p>Continuation</p> <p>2022-2023</p> <p>Until mid-2022</p> <p>Permanent task</p> <p>Permanent task</p> <p>Ongoing</p> <p>Ongoing</p> <p>2022</p> <p>8 projects will be funded until mid-2023</p> <p>Continuation</p>

⁷ [Lifelong career advice from the BA \(arbeitsagentur.de\)](http://arbeitsagentur.de)

⁸ [Homepage – Bildungsketten \[Educational chains\]](#)

⁹ [Schulewirtschaft – Cooperation between schools and industry](#)

¹⁰ [Employment agencies for young people across Germany – Young people’s employment agencies service point \(servicestelle-iba.de\)](#)

¹¹ [“Summer of VET” is launched \(bundesregierung.de\)](#)

¹² [KAUSA – Migrants provide VET – BMBF](#)

Companies as a place of learning	
<ul style="list-style-type: none"> Helping training companies to fill training places: help is provided with filling training vacancies in the form of advice and support for companies in approaching young people (e.g. through the image campaign run by the skilled crafts sector or through the Employer Service of the Federal Employment Agency), training of training advisors at the competent bodies, and cooperation with various initiatives to recruit young people 	Permanent task
<ul style="list-style-type: none"> Entry-level qualification in accordance with Section 54a of the Social Code (SGB III) to support young people with limited placement prospects 	Permanent task
<ul style="list-style-type: none"> Assisted training in accordance with Section 74 of the Social Code (SGB III) to provide ongoing support to young people before and during an in-company vocational training course 	Permanent task
<ul style="list-style-type: none"> Funding programme "Passgenaue Besetzung"¹³ (Helping small and medium-sized enterprises fill their training places with the right people and integrate foreign skilled workers) 	Due to run until end of 2023 (continuation planned for 2024 onwards)
<ul style="list-style-type: none"> Extra-company VET as defined in Section 76 of the Social Code (SGB III) for disadvantaged young people 	Permanent task
<ul style="list-style-type: none"> VET allowance pursuant to Section 56 of the Social Code (SGB III) to overcome economic difficulties during vocational training 	Permanent task
<ul style="list-style-type: none"> Transfer of successful JOBSTARTER¹⁴ Plus concepts to encourage small and micro-enterprises to get involved in VET in other regions and industries 	11 projects will be funded until mid-2023
<ul style="list-style-type: none"> "NETZWERK (Network) companies integrate refugees"¹⁵ for the integration of refugees in VET and work 	2022 (continuation planned for 2023–2025)
<ul style="list-style-type: none"> "Willkommenslotsen" (Welcome Guides) support programme¹⁶ (Helping companies to integrate refugees through the provision of welcome guides) 	Runs until 2023 (continuation planned for 2024 onwards)
Adapting the range of qualification measures and adding more flexibility	
<ul style="list-style-type: none"> Approaches to overcoming pandemic-related learning deficits in the transition from general schooling to dual VET 	Continuation
<ul style="list-style-type: none"> Further training for teachers and in-company training staff in relation to the design of inclusive, supportive learning settings with individually tailored learning opportunities 	Preparatory stage
<ul style="list-style-type: none"> With the help of CVET mentors, BMBF-funded projects organised by the trade unions and the chemical industry social partners¹⁷ are expanding company support structures to establish sustainable educational advice and support so that employees are more aware of CVET and more motivated to participate in it. 	Continuation
<ul style="list-style-type: none"> ESF Plus programme "My Turn – Women with migration experience are ready to get started": offering longer-term, continuous and individual support over and above existing funding opportunities for migrant women with a low level of formal qualifications and who have a greater need for support on their career path. 	Preparatory stage (planned from May 2022, project launch from Oct. 2022 onwards)
<ul style="list-style-type: none"> Boosting the prospects of people without (recognised) vocational qualification by increasing the visibility of informally and non-formally acquired vocational competences and expanding any necessary adaptation qualifications, taking into account the tool of partial qualifications in particular. To this end, transfer of the vocational qualification-related validation procedure tested in ValiKom/ValiKom-Transfer¹⁸ into a nationwide uniform validation system. 	Continuation

¹³ [BMWK – Filling training places with the right people \(bmwi.de\)](https://www.bmwi.de)

¹⁴ [Homepage – BMBF Jobstarter](https://www.bmwi.de)

¹⁵ [Netzwerk – NETZWERK companies integrate refugees \(unternehmen-integrieren-fluechtlinge.de\)](https://www.undernehmen-integrieren-fluechtlinge.de)

¹⁶ [BMWK – Welcome Guides \(bmwi.de\)](https://www.bmwi.de)

¹⁷ [docs.Weiterbildungsmentoren_08265120737dcff6cd37e2961653dc2c384ec594.pdf \(igmetall.de\)](https://www.igmetall.de/docs>Weiterbildungsmentoren_08265120737dcff6cd37e2961653dc2c384ec594.pdf)

¹⁸ [Valikom: homepage \(validierungsverfahren.de\)](https://www.validierungsverfahren.de)

EU policy priorities addressed	
Council Recommendation on VET	Osnabrück Declaration
<ul style="list-style-type: none"> ✓ A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. ✓ E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance. 	<ul style="list-style-type: none"> ✓ 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<ul style="list-style-type: none"> ✓ initial VET (IVET) ✓ continuing VET (CVET) 	
Scope (national, regional, local)	
<ul style="list-style-type: none"> ✓ national ✓ regional ✓ local 	
Beneficiaries and target groups	
<input type="checkbox"/> (List to be provided)	
Responsible ministries/bodies	
Specialist departments of the federal and state ministries, social partners, companies, competent bodies, education and research institutions	
Source of funding (National, EU funds, sectoral)	
List all sources of funding and estimated amounts, if available. National funding, European funding (ESF, Recovery Fund), social partner contributions	

Title of measure 2
2. Ecological and technological transformation of the economy and the contribution of a future-proof VET policy
Rationale/background, challenges addressed
Efforts to achieve the green and digital transition are supported by a broad social consensus in Germany. The successful implementation of a sustainable, climate-friendly economy requires not only innovative and agile companies, but also well-trained people who are continuously updating their skillset in order to secure their own employability and be able to individually design educational pathways. The requirements and success criteria for the development and establishment of education and qualification

<p>offers based on environmentally and socially compatible products and processes are complex and demanding.</p> <p>Job descriptions and requirement profiles are changing, and the intervals between the need for further training are growing ever shorter. Job descriptions and requirement profiles are changing incredibly fast, which means that their adaptation and design requires evidence-based detection of future qualification needs at an early stage.</p>	
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>	
<p>This measure encompasses 4 priority areas:</p> <ol style="list-style-type: none"> 1) VET policy initiatives in the area of sustainability, 2) Adaptation and modernisation of competences and qualifications 3) Structural changes in the VET landscape, and 4) Qualification of VET staff. 	
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>	
<p>Vocational training policy initiatives in the area of sustainability</p> <ul style="list-style-type: none"> • Federal Government initiative on VET for sustainable development¹⁹ (BBNE 2015–2021 and BBNE transfer 2020–2022) • The role of social partnership in ecological and technological transformation 	<p>Ongoing</p> <p>Permanent task</p>
<p>Adaptation and modernisation of competences and qualifications</p> <ul style="list-style-type: none"> • Modernisation of initial and continuing education and training regulations, master craftsman's examination ordinances, educational plans (incl. in-company training plans, vocational school curricula and inter-company apprentice training plans) • National CVET strategy: development of specific needs-based qualification offerings e.g. CVET measures, qualification offerings, certificate courses • Future centres: supporting SMEs and their employees in future-proofing their working and learning processes through customised advisory concepts as well as the development and testing of innovative qualification concepts • Implementation of the standard occupational profile item²⁰ "Environmental protection and sustainability" in all dual VET courses at both places of learning (training company and vocational school) • Development of qualification and skill requirements in relation to hydrogen technology (H2Pro) • Introduction of a (part-time) training period 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing (since 2019)</p> <p>Since 2021</p> <p>IV/2021–III/2024</p> <p>Preparatory stage</p>
<p>Structural changes in the VET landscape</p> <ul style="list-style-type: none"> • (Further) development of CVET networks²¹ and the ESF Social Partners Ordinance²² "Wandel der Arbeit sozialpartnerschaftlich gestalten: weiterbilden und Gleichstellung fördern" ("Shaping change in work in a social partnership: continuing education and promoting equality"), in order to improve the innovation and competitiveness of companies and to maintain and promote employees' professional competence through the development of sustainable CVET structures • Introduction of career advice from the BA during working life to coincide with a new job or career change • Funding programme "Training Cluster 4.0 in the Lignite Regions" (structural change in the 	<p>Projects from January and April 2021 onwards</p> <p>Ongoing</p> <p>Preparatory stage</p> <p>Planned for 2022–2026</p>

¹⁹ [BIBB / VET for sustainable development](#)

²⁰ [BIBB / Standard occupational profile items](#)

²¹ [BMAS – BMAS promotes nationwide CVET networks](#)

²² [Securing Skilled Workers initiative: homepage \(initiative-fachkraefte-sichern.de\)](#)

three lignite regions; establishment of six sector-specific training clusters)²³

<p>Qualification of VET staff</p> <ul style="list-style-type: none"> • Development of career advancement continuing training for trainers and teaching staff to integrate sustainability-related content in all VET courses • Review of the need to adapt the trainer qualification courses (AEVO) to the current challenges of training practice in relation to “environmental protection and sustainability” • Programme on “Transfer of key competences on sustainability and technological transformation in continuing vocational education and training” to provide trainers with sustainability training 		<p>Ongoing</p> <p>In progress</p> <p>Continuation</p>
<p>EU policy priorities addressed</p>		
<p>Council Recommendation on VET</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance. 		<p>Osnabrück Declaration</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<p>VET subsystem (IVET, CVET, or both)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET) 		
<p>Scope (national, regional, local)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local 		
<p>Beneficiaries and target groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apprentices, training companies, vocational schools, training staff, experts 		
<p>Responsible ministries/bodies</p> <p>Specialist departments of the federal and state ministries, social partners, companies, competent bodies, education and research institutions</p>		
<p>Source of funding (National, EU funds, sectoral)</p> <p>List all sources of funding and estimated amounts, if available National funding, European funding (ESF, Recovery Fund), social partner contributions</p>		

²³ [BMWK – Structural Reinforcement Act for Mining Regions \(bmwi.de\)](https://www.bmwi.de/SharedDocs/DE/Presse/pm/2021/07/21-07-2021-Strukturstaerkerung-bergbauregionen.html)

Title of measure 3	
3. Digital transformation and VET strategies for a digital education and training area	
Rationale/background, challenges addressed	
<p>The digital transformation in the economy and society is increasingly shaping education and its institutions, throwing up new challenges for educators and trainers. Digitalisation is opening up many different starting points for further increasing the attractiveness of VET and developing new formats for learning in vocational schools, in companies and in the CVET segment. The development of a digital infrastructure across all educational sectors and the implementation of a digital and platform strategy with tailored qualification offers as well as their didactic and methodical integration into the design of learning processes are of the utmost importance (digital tools, interoperable platforms, AI potential for adaptive learning). At the macro level, the transformation requires the development of a framework to exploit the potential of digitalisation (e.g. for the application of AI) in the school education sector as well as in in-company education, supported by governance with public initiatives. Trainers, vocational school teachers and CVET lecturers as well as (vocational) counsellors must be given needs-based further training for their role in the networked world of work.</p>	
Specific objectives of the measure/package and their relation to the general objectives of the plan	
<p>This measure encompasses 4 priority areas:</p> <ol style="list-style-type: none"> 1) VET policy initiatives in the area of digitalisation, 2) Adaptation and modernisation of competences and qualifications, 3) Further development of the digital infrastructure in VET, and 4) Qualification of VET staff. 	
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline	
VET policy initiatives to promote the digital transformation	
<ul style="list-style-type: none"> • INVITE²⁴ federal innovation competition for the networking of CVET platforms including use of digitally supported forms of learning for individually designed learning processes • Design of a digital education area through the “Digital Education Initiative”²⁵ 	Continuation
	Continuation
Adaptation and modernisation of competences and qualifications	
<ul style="list-style-type: none"> • Modernising of regulation tools: training and advanced training professions are being adapted, redesigned and made more attractive (e.g. IT training and advance training) • Implementation of the standard occupational profile item “Digitised world of work” in all dual VET courses at both places of learning (training company and vocational school) • Development of digital Chamber of Industry and Commerce (IHK) competence assessment for partial qualifications; written part, project carried out by IHK (exchange of information with the project “Chancen nutzen! Mit Teilqualifikationen Richtung Berufsabschluss” (Embrace opportunities! Via partial qualifications towards professional qualification)²⁶ • Research into digital transformation (subject cluster; research project) 	Ongoing
	Since 2021
	06/2019–09/2022
	2019–2025

²⁴ [INVITE innovation competition – BMBF](#)

²⁵ [Digital Education Initiative – BMBF Digital Future \(bildung-forschung.digital\)](#)

²⁶ [Homepage \(etapp-teilqualifizierung.de\)](#)

<ul style="list-style-type: none"> Development of an early detection system for future qualification requirements in technology-driven industries and regions with labour market relevance 	In progress
Further development of the digital infrastructure in VET	
<ul style="list-style-type: none"> Development of the national online CVET platform (NOW!) and implementation of the BMBF plan: National Education Platform²⁷ Implementation of a digital platform for exchange and communication between teaching staff at vocational schools ("Portal für berufliche Bildung"²⁸) Introduction of digital training support services for apprentices (e.g. apprentice app, digital report book, learning management systems in vocational training centres) Introduction of vocational orientation platform offers High-quality digital equipment for vocational schools including professional administration as part of the Digital Pact 2.0²⁹ Provision by the BA of digital self-discovery tools (Check-U for new entrants into professional life, NewPlan for those in work). Funding programme: Digital Media in VET³⁰ ProNet Crafts project for the development of an e-campus³¹ "Auszubildende als Digitalisierungsscouts" (Apprentices as digitalisation scouts) project³² in companies to make dual vocational education and training more attractive and to identify digitalisation potential within companies Implementation of a nationwide portal for training staff with education offers, services and tools for attractive, future-proof training Commitment of competent authorities to implementation of Online Access Act 	<p>2023: first Beta version released</p> <p>Gradual implementation since Oct. 2021</p> <p>Preparatory stage</p> <p>Preparatory stage</p> <p>Continuation</p> <p>Permanent task</p> <p>Continuation</p> <p>01/10/2020 to 30/09/2024</p> <p>Until end of 2023</p> <p>Preparatory stage</p> <p>2020–2022</p>
Qualification of vocational training staff	
<ul style="list-style-type: none"> Modernisation of further training content and formats for teaching staff and in-company trainers Review of the need to adapt the trainer qualification ordinance (Ausbildereignungsverordnung – AEVO) to the current challenges of training practice in relation to the "digital world of work" Expansion of digitally supported teaching-learning arrangements (didactics), development/introduction of digital learning management systems Development, testing and transfer of qualification courses for training staff to promote media-based pedagogical knowledge and the professional and social skills needed to adapt the training content and processes to the requirements of digitalisation ("Digital Change Qualification Initiative – Q 4.0"³³). 	<p>Continuation</p> <p>In progress</p> <p>Continuation</p> <p>In progress</p>

²⁷ [Green light for development of national education platform – BMBF Digital Future \(bildung-forschung.digital\)](#)

²⁸ [Green light for vocational training portal – Portal berufliche Bildung \(pbb.schule\)](#)

²⁹ [Homepage – BMBF Digital Pact for Schools](#)

³⁰ [Digital Media in VET – BMBF; homepage – Digital Qualification](#)

³¹ [Professionalisation and networking in crafts \(pronethandwerk.de\)](#)

³² e.g. [Apprentices as digitalisation scouts – Berlin Chamber of Industry and Commerce \(ihk-berlin.de\)](#)

³³ [Digital Change Qualification Initiative – Q 4.0 – BMBF](#)

EU policy priorities addressed	
Council Recommendation on VET	Osnabrück Declaration
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries and target groups	
<input type="checkbox"/> Apprentices, training companies, vocational schools, training staff, experts	
Responsible ministries/bodies	
Specialist departments of the federal and state ministries, social partners, companies, competent authorities, education and research institutions, platform providers	
Source of funding (National, EU funds, sectoral)	
List all sources of funding and estimated amounts, if available. National funding, European funding (ESF, Recovery Fund), social partner contributions	

Title of measure 4
4. Excellence in VET/higher-level VET in response to more demanding career profiles and job descriptions
Rationale/background, challenges addressed
Technological and ecological advances are changing the organisation of production and processes in companies and require the ongoing updating of the qualification profile of skilled workers. At the same time, digitalisation is opening up the possibility of making VET even more attractive and, in the competition for talented young people, of redeeming the equivalence of vocational and academic education in practice. The Coalition Agreement and initiatives of the Länder are generating new impetus for the further development of initial, continuing and advanced VET.

Specific objectives of the measure/package and their relation to the general objectives of the plan	
<p>This measure encompasses 2 priority areas:</p> <p>1) VET policy initiatives to promote excellence in VET, and</p> <p>2) Developing the range of qualification measures and ensuring permanence.</p>	
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline	
VET policy initiatives to promote excellence in VET	
<ul style="list-style-type: none"> Vocational education and training excellence initiative, including new innovation competition linked to InnoVET³⁴ German craft industries' proficiency contest (PLW)³⁵: every year, around 3,000 graduates of VET courses in the skilled trades compete against each other in the proficiency contest MINT Action Plan on VET 	<p>(Coalition Agreement), current legislative period</p> <p>Ongoing</p> <p>Ongoing</p>
Developing the range of qualification measures and ensuring permanence	
<ul style="list-style-type: none"> Reorganisation of advance training regulations for higher-level VET; further implementation of the Bachelor Professional and Master Professional qualification designations; development of a structural ordinance for continuing professional development; development of a checklist for quality assurance of advance training regulations prepared by the competent bodies Expansion and ensuring permanence of offers for the acquisition of higher-level education qualifications (both in parallel with training and in vocational training courses that build on such qualifications) Development and creation of offers to continue education at vocational schools (EQR/DQR Level 7) 	<p>Continuation</p> <p>Continuation</p> <p>Preparatory stage</p>
EU policy priorities addressed	
Council Recommendation on VET	Osnabrück Declaration
<ul style="list-style-type: none"> ✓ A. VET is agile in adapting to labour market challenges. ✓ B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. ✓ D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance. 	<ul style="list-style-type: none"> ✓ 1. Resilience and excellence through quality, inclusive and flexible VET. ✓ 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<ul style="list-style-type: none"> ✓ initial VET (IVET) ✓ continuing VET (CVET) 	

³⁴ [What is InnoVET? – BMBF InnoVET \(inno-vet.de\)](https://www.inno-vet.de/)

³⁵ [German craft industries' proficiency contest: PLW | ZDH](https://www.zdh.de/de/german-craft-industries-proficiency-contest-plw)

Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local
Beneficiaries and target groups
<input type="checkbox"/> Apprentices, training companies, vocational schools, training staff, experts
Responsible ministries/bodies
Specialist departments of the federal and state ministries, social partners, companies, competent bodies, education providers, research and higher education institutions, industry associations
Source of funding (National, EU funds, sectoral)
List all sources of funding and estimated amounts, if available. National funding, European funding (ESF, Recovery Fund), social partner contributions

Title of measure 5	
5. The European education and training area in a globalised economy	
Rationale/background, challenges addressed	
As an export-oriented industrial location with a strong innovation and research bias, Germany has an interest in making the system of initial and continuing VET more international and more open. This includes strengthening intercultural and linguistic skills, promoting cross-border learning stays in training/continuing education and training more heavily, and being open to international exchange and voluntary encounters. At the same time, as a reliable partner and co-designer of European and international VET cooperation programme, Germany supports the common goal of expanding the European education and training area.	
Specific objectives of the measure/package and their relation to the general objectives of the plan	
This measure encompasses 4 priority areas: 1) Adaptation and modernisation of competences and qualifications, 2) International VET cooperation programmes and advice, 3) EuroSkills and WorldSkills, and 4) Mobility for learning purposes.	
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline	
Adaptation and modernisation of competences and qualifications	
<ul style="list-style-type: none"> Competences for international professional activity: demand-based and occupation-related consideration of international vocational competences such as "International specialist competences", "Intercultural competences" and "Foreign language competences" in training regulations and use of tools from the "Kit of competences for international activity"³⁶ 	Ongoing
<ul style="list-style-type: none"> Promotion of international exchange measures to reinforce foreign language, intercultural and social skills in vocational schools (e.g. in the form of cross-border cooperation projects via digital platforms) as well as the acquisition of 	Ongoing

³⁶ [at 22345.pdf \(refernet.de\)](https://www.refernet.de/22345.pdf)

<p>additional qualifications with a global reference</p> <ul style="list-style-type: none"> • Skills Experts Programme³⁷: Supporting selected Chamber of Foreign Trade locations and social partners in foreign countries to create sustainable structures for quality-assured VET services in order to support companies in need of skilled workers • Market development programme³⁸: supporting the German education sector and German schools abroad with regard to training skilled workers abroad • Development of “lighthouse cooperation arrangements” for higher-level VET to deepen the European education and training area • Development and piloting of new higher-level qualification modules (green hydrogen, e-mobility, digital competences) for digital and ecological change 	<p>Continuation</p> <p>Ongoing</p> <p>Preparatory stage</p> <p>Preparatory stage</p>
<p>International VET cooperation and advice</p> <ul style="list-style-type: none"> • Transfer of good practice in apprenticeship training to system level incl. standards and tools: these include, among others, the duration of training for learning an occupation, cooperation between the company and the vocational school, and the legal status of apprentices. • Implementation of the Federal Government’s internationalisation strategy (five principles of the dual system): active involvement and political participation of the expertise of trade unions and workers’ organisations as well as business and employers’ organisations at home and abroad in the international VET dialogue about the SCIVET (Skilled Crafts from Germany) strategy projects, Unions4VET, WiSoVET and KIBB (Centre of Excellence for International Vocational Education and Training)³⁹ and planned initiatives. • Expansion and strengthening of cooperation arrangements between vocational schools at home and abroad • Supporting the implementation of efforts to reform VET systems in four European countries through bilateral cooperation (Greece, Italy, Latvia and Portugal) • Networking and peer-learning platform of UNESCO centres from Europe, Africa and Asia-Pacific (BILT project – Bridging Innovation and Learning in TVET) • ILO Berlin addresses apprenticeships and develops recommendations for minimum standards and governance of VET. 	<p>Continuation</p> <p>Continuation</p> <p>Continuation</p> <p>2012 onwards</p> <p>Q1/2022 – Q4/2025</p> <p>2022</p>
<p>EuroSkills and WorldSkills</p> <ul style="list-style-type: none"> • Funding for the German national vocational team at the European Skills Championships (EuroSkills) • Funding for the EuroSkills European vocational skills competitions • Bidding to host EuroSkills in Düsseldorf • Piloting EU teams for the WorldSkills vocational skills championships 	<p>Ongoing</p> <p>Continuation</p> <p>2027</p> <p>Under review</p>

³⁷ [BMWK – Skills Experts: training and securing skilled workers for German companies abroad \(bmwi.de\)](https://www.bmwi.de)

³⁸ [BIBB/iMOVE – Training made in Germany; Govet/Remit and aims](https://www.bibb.de)

³⁹ [SCIVET tools for international vocational education and training commitment – ZWH | Central Agency for CVET in Crafts; www.unions4vet.de; Funding for economic and social partners: Implementation projects as part of the BMBF’s international cooperation on VET – International VET \(berufsbildung-international.de\); DIHK Centre of Excellence for International Vocational Education and Training \(KIBB\) \(dihk-service-gmbh.de\)](https://www.scivet.de)

Mobility for learning purposes		
<ul style="list-style-type: none"> • Expansion of the federal programme “Training worldwide”⁴⁰ for practice-oriented learning stays abroad for apprentices and training managers • Federal funding for “pool projects” as an addition to Erasmus+ funding • Promotion of a cross-programme advice and information service for learning stays in the area of vocational education and training as a central service agency implemented by the National Agency at the BIBB • “VET without borders”⁴¹ federal programme to advise and support SMEs in particular on cross-border learning mobility of apprentices, young skilled workers and trainers • Pilot launch of the “Weltwalz” project⁴² for work placements abroad for journeymen and women 		Runs until April 2024
		Ongoing
		Ongoing
		Until end of 2023
		2022 onwards
EU policy priorities addressed		
Council Recommendation on VET		Osnabrück Declaration
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.		<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)		
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)		
Scope (national, regional, local)		
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local		
Beneficiaries and target groups		
<input type="checkbox"/> Apprentices, ministries, social partners, companies and business associations, training companies, VET staff, VET multipliers and stakeholders		
Responsible ministries/bodies		
Specialist departments of the federal and state ministries, social partners, companies, competent authorities, training providers, industry associations, WorldSkills and EuroSkills stakeholders		

⁴⁰ [Home – BMBF Training worldwide \(ausbildung-weltweit.de\)](https://www.ausbildung-weltweit.de)

⁴¹ [VET without borders: home \(berufsbildung-ohne-grenzen.de\)](https://www.berufsbildung-ohne-grenzen.de)

⁴² [WELTWALZ – SCIVET](https://www.weltwalz-scivet.de)

Source of funding (National, EU funds, sectoral)

List all sources of funding and estimated amounts, if available.

National funding, European funding (ESF, Recovery Fund), social partner contributions, Erasmus+

(a) Governance of the implementation of the plan

Moderated by BMBF Monitoring Committee together with BMWK, BMAS, KMK, ASMK, WiMiKo, HRK, BA, BIBB, BDA, DIHK, ZDH, DGB, IG Metall and the national Erasmus+ agencies in DAAD and BIBB.

The Committee will discuss results of the monitoring and implementation of the NIP. A meeting with relevant VET stakeholders and partners is planned in order to take stock and assess the progress made so far.

(b) Expected effects of the plan

Implementation of the above jointly agreed measures and actions will contribute to the modernisation and future-proofing of VET in Germany.